

STRATEGY PAPER ON
JOINT LEARNING
on **iGOT**



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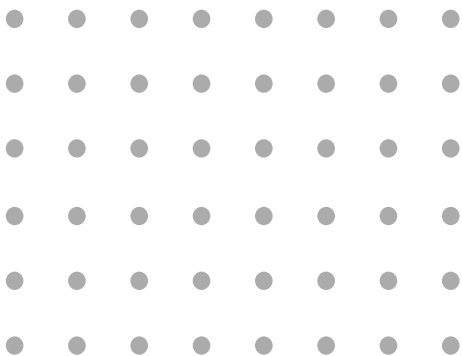
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EXECUTIVE SUMMARY

Joint Learning on iGOT (JLI) is envisioned to be an innovative and outcome-driven network of government officials from diverse ministries, departments and organisations (MDOs) who collaborate to solve problems. It will bring together highly motivated government officials and enable peer-to-peer learning and collaborative problem solving. JLI members will share and build on real experiences to produce and experiment with new ideas and tools to solve some of the most pressing issues facing the country.

The first section of this paper explores the need for joint learning and problem solving among government officials. Across the central and subnational government departments there are instances of numerous successful interventions which have not been replicated or scaled. In addition, at the national level, there is a growing demand for innovative policy making placed on government officials by an increasingly aware populace as well as an extremely ambitious political dispensation. There is an overarching need for government officials to come together and collectively work on shared problems.

The second section describes Joint Learning on iGOT as a solution to the said problems. JLI will provide an opportunity for government officials to work with like-minded peers and build new skills with the aim of solving specific problems. It will be operationalised through the creation of Joint Learning Communities (JLCs). Members of these communities will engage with each other through a range of activities and events in order to build solutions that are both innovative and sustainable. By enabling networking opportunities and providing access to relevant tools and knowledge resources, JLI is expected to unlock a new way of approaching problems in government. The section mentions the principles that will guide the working of JLCs. It then goes on to describe the various features offered by JLI to its members. In order to aid the reader in visualising JLI, this section also lays out the types of problems that are expected to be solved through the initiative as well as the types of government officials that are expected to participate.

The next section of the paper lays out the processes required to operationalise the initiative. It describes the various functions that will have to be carried out to create and monitor the working of JLCs. This section also examines the various costs associated with these functions.

The paper concludes with an operations plan for the creation of a pilot JLC. This section includes ideas of problems that the pioneering JLC will take on. It also lays out an indicative timeline for this purpose.

I. BACKGROUND

The Indian state is an extraordinarily complex network of MDOs working together to achieve national goals. The origin of several of these MDOs can be traced back to the need for specialisation in government. However, over time continuous fragmentation of the executive machinery into smaller more specialised units has led to siloization of the Indian government.

This phenomenon has especially come into sharp focus under the current political dispensation¹ which has blamed it for ineffective functioning of the government.

Three critical issues that have emanated from the current siloed functioning of the Indian state are as follows:

1. The existence of innovation islands in government:

Successful interventions at a programmatic level in government are seldom documented and shared. An innovative solution may not achieve scale because of the siloed nature of Indian bureaucracy. This often leads to duplication of efforts and redundancy, which further results in inefficient and wasteful use of resources.

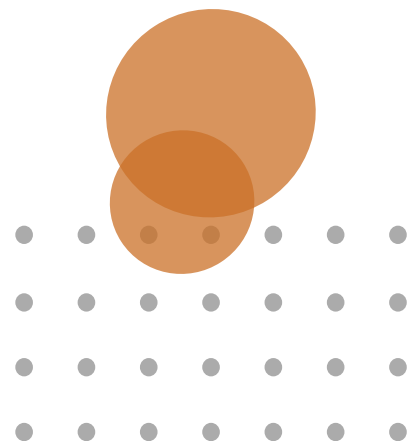
2. Need for innovation in policy:

A rapidly changing social and political landscape has put new demands on the abilities of government officials. The expectations of both citizens as well as the current political dispensation requires civil servants to work on challenging problems that require innovative solutions and solutioning that often come from collaborative thinking. Innovative problem solving is thus becoming imperative to the effective functioning of the bureaucracy. There is a need for entrepreneurial bureaucrats to be able to come together and collaborate and share their innovations across the board on issues that lie at the cutting edge of national developmental agenda.

3. Need for structured collaboration:

Most collaboration amongst government officials happens on the basis of personal camaraderie and networks in an informal setting. While this is a positive attribute and is indicative of embedded social capital, it is not enough to ensure collaborative problem-solving for improved governance. An informal network of friends, batchmates or peers may not always be sufficient to solve a problem.

Box 1 presents the story of Mr. Gupta, a fictitious bureaucrat to illustrate how siloisation impacts everyday decision making of government officials.



¹ Business Standard. 2017. October 18, 2017. https://www.business-standard.com/article/news-ians/silo-mentality-a-bottleneck-in-government-functioning-modi-tells-bureaucrats-117101800584_1.html.

Box 1: Mr. Gupta's School Infrastructure Challenge

Background



Mr. Gupta is the new Secretary (Education), Minister of Education. He has been instructed by the state's education minister to transform the existing school infrastructure by building new, aesthetically designed classrooms equipped with modern furniture, smart boards, staff rooms, auditoriums, laboratories, libraries and sports facilities.

Process



Mr. Gupta sets up a committee to collect ideas and inputs for the project. After conversations with several colleagues, he is unsure of the problem solving approach he should employ. While he does receive multiple ideas, he does not have a mechanism by which to validate them. Mr. Gupta is also aware of the fact that there are several success stories nationally that Maharashtra could learn from such as Delhi's education model. Unfortunately, there are not many formal avenues to work together with such local governments to implement reforms in government schools of his region.

Problem Statement



Mr. Gupta is looking for a hands-on learning experience where is able to generate, validate and test ideas based on best practices, and work with experienced colleagues from across the government to develop solutions for students in Maharashtra.

Mission Karmayogi recognizes departmental silos as an impediment to the achievement of national goals². Accordingly the iGOT platform has been designed to provide resources across six hubs which are accessible to every government official. Among these hubs are the network and discussion hubs which will enable seamless interaction across governmental boundaries. While these hubs will allow government officials to trigger new conversations and ask questions, avenues to jointly learn and solve problems that they experience during the course of their careers are absent.



²The Economic Times. 2020. "Union Cabinet approves Mission Karmayogi for bringing post-recruitment reforms." September 02, 2020. <https://economictimes.indiatimes.com/news/economy/policy/union-cabinet-approves-mission-karmayogi-for-bringing-post-recruitment-reforms/articleshow/77890047.cms?from=mdr>.

II. JOINT LEARNING ON iGOT (JLI)

Joint Learning on iGOT (JLI) is envisioned as a dedicated space for government officials to learn together and from each other with the aim of solving specific practical problems. The initiative will bring together officials from across the government irrespective of level, sector or geography. It aims to help build sustainable, peer-reviewed and innovative solutions to shared challenges faced by government officials in the course of their work. These challenges could belong to a variety of sectors, ranging from public healthcare to higher education.

By creating an avenue for interaction between erstwhile siloed government officials, JLI will counter the issues described in the previous section as follows:

1. Fostering innovation at the policy level

JLI will allow officials to jointly analyse and solve problems that lie at the cutting edge of public policy such as the long term impact of COVID-19 on public healthcare systems, technology based challenges associated with data privacy and regulation of block chain.

2. Enabling replication of successful interventions

JLI will draw on existing successful interventions and will help bring them to scale. This will be done by sharing, analysing and preparing these innovations for adaptation to various local contexts.

3. Encouraging formal collaboration

Joint learning will formalise and add structure to existing informal learning networks as well as create new ones within the government. This will enable seamless sharing of information and experiences as well as co-production of solutions. Over time, members are expected to benefit from the advantages of network effects and synergistic relationships.

Groups focused on collaborative problem solving within the government already exist informally. Take for example the response of the government to COVID-19. The pandemic caught the Indian state machinery completely unawares. This led, among other things, to the creation of cross-disciplinary groups which were able to quickly respond to the crisis. One such group was the Corona Captains WhatsApp group where 'Incident commanders', young IAS officers deployed to take care of citizen needs during the first lockdown, built informal online communities to share ideas, and information with each other³. There is also evidence of WhatsApp groups where IAS officers worked with doctors and citizens to spread information and provide help⁴.

³ <https://theprint.in/india/governance/how-indias-young-ias-officers-ensured-a-smooth-lockdown-in-every-corner-of-the-country/400646/>

⁴ <https://www.thehindu.com/news/national/kerala/virtual-network-to-reach-out-to-in-these-testing-times/article34458730.ece>

JLI is a way to widen and deepen the impact of such groups without losing the nimbleness which makes such initiatives responsive to the ever evolving needs of citizens. In addition to this, the idea is to recognize such efforts and make them a part of the mainstream definition of how the government addresses complex problems. It also allows members to learn together and make such efforts count towards their professional growth.

In many ways these groups also prove the technological feasibility of an initiative like JLI. It stands testimony to the usefulness of chatroom based communities for addressing challenges in governance. It also shows that Indian government officials are willing to harness technology to find solutions to shared problems.

By emulating existing methods of interaction, JLI is expected to attract problem solvers from across the length and breadth of the government. This will directly contribute to the acquisition, engagement and retention goals of the platform. As has been detailed in section <>, the procedure to become a member is seamless and will supplement rapid onboarding of government officials onto the platform.

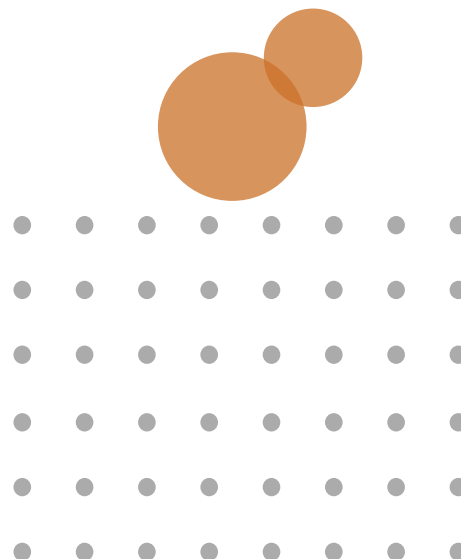
2.1 Joint Learning Communities (JLC)

JLI will work through the creation of Joint Learning Communities (JLCs). Each JLC will comprise a group of government officials who will work together on a specific problem. Members are expected to embark on a learning journey together with the aim of solving a mutually-agreed upon, pre-defined problem. These journeys are envisioned to be a series of activities and events, as opposed to being one-off engagements, and will allow members to deeply engage with the problem at hand. These interactions can range from discussions on the discussion hub to in-person events such as workshops through the events hub and/or any combination thereof. The choice of interactions will be solely dependent on the problem solving approach adopted by the JLC.

In order to ensure their success, JLCs will be guided by the following principles:

1. Silo-less thinking

Mission Karmayogi is driven by the principle of desiloisation. JLCs aim to reinforce this principle by bringing together officials from across the length and breadth of the government. Officials will be encouraged to think beyond geographical and departmental boundaries with the aim of designing solutions that cut across these constructs.



2. Inclusion

In order for everyone to be able to contribute meaningfully and truly benefit from the synergy that emanates from collaboration, it is essential that there exists mutual trust and respect among members. JLCs will therefore be built on the belief that, irrespective of rank or seniority, everyone has something to contribute to and something to learn from the problem solving process.

3. Commitment to implementation

It is absolutely essential that participating government officials work on problems with an intention to implement the solution. JLCs must not be mere witnesses to complex discussions which simply translate to recommendations on paper. Solutions that emerge from these communities must be practical enough to be implemented or at least tested in the short term.

4. Quality consciousness

JLCs are designed to encourage critical thinking and deep engagement with problems chosen by participants. In addition to this depth, communities will also have significant breadth of talent at their disposal. It is therefore imperative that JLCs are driven by quality consciousness in addition to action-orientedness. They are expected to produce high quality solutions that are both implementable and sustainable.

5. Openness

All knowledge products, recordings and reports that result from JLC interactions will be made available to the larger national and global public service community (subject to copyright or national security based restrictions). Participants are therefore required to be responsible in their approach towards problem solving and open to the idea of sharing their findings with non-members.

2.2 Features of a JLC

JLCs are expected to contribute significantly to the learning experience of government officials on the iGOT platform. By creating a space to engage with and work together with peers from various MDOs and locations as well as across positions, JLCs are expected to bring about a paradigm shift in how problems are addressed in our country. This will be achieved by offering participants access to the following:



⁵ "Healthy Priority Setting and Resource Allocation (HePRA) tool." n.d. Joint Learning Network. <https://www.jointlearningnetwork.org/resources/health-priority-setting-and-resource-allocation-benchmarking-tool/>.

1. Like-minded peers

JLCs will provide participating government officials access to peers from across different parts of the government who are working on similar issues. This means that someone who is working on technology in education in Delhi will be able to interact with their counterpart in Kerala. This will encourage synergistic linkage relationships through the exchange of ideas, lessons from the field and information/data. It will allow officials access to a large community of problem solvers who will be able to vet and validate solutions.

2. Collaboration skills

Participation in joint learning events and activities will provide officials the opportunity to pick up new skills that may or may not be a part of their annual capacity building plan. Some of the skills that participants are expected to gain are collaboration, critical thinking, teamwork and networking.

3. Problem solving tools

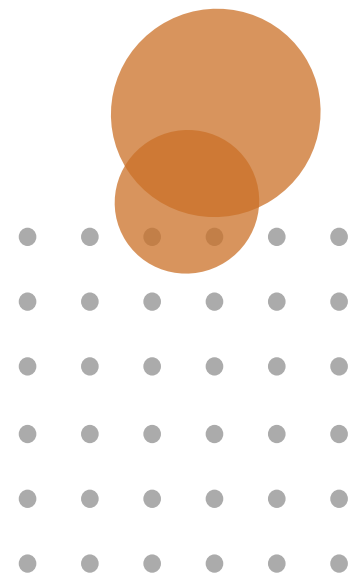
JLCs will also make available a host of tools that government officials can put to use to streamline problem solving processes. These will include (but not be limited to) check-lists, toolkits, templates, field guides and frameworks. These tools will include both global and national resources and are expected to simplify and standardize processes as well as introduce global best practices wherever applicable. Over time joint learning communities are expected to contribute to creation of these tools in the pursuit of finding solutions to complex social problems. An example of this would be the Health Priority Setting and Resource Allocation (HePRA) Benchmarking tool³ which was co-produced by members of the Joint Learning Network in association with the World Bank. The tool allows countries to establish national health priorities with the aim of guiding allocation of resources.

4. Events

JLCs will enable members to interact with each other in a variety of ways. This will include physical and virtual events where participants will be able to actively engage with each other. These events may take the form of workshops such as design thinking workshops on last mile service delivery or technical training events such as those concerning the drafting of RFPs for new pursuits. Events can also include immersion visits or study tours to enable experiential learning for participants.

5. Knowledge repository

JLC members will have access to an extensive library of resources collected from around the world. These will include internal reports, case-studies and data sets among others. As JLCs evolve and grow, they will be expected to contribute to this knowledge repository. Newer participants will therefore be able to access and benefit from the cumulative knowledge of all JLCs. Over time this repository will be made available to all government officials across the country to learn from.



6. Communication

All members will have access to internal communications of a JLC such as newsletters, email alerts and closed discussion boards. This will enable members to stay informed about the latest developments such as upcoming events and new discussion threads started by fellow members on the discussion hub. This will allow members to stay engaged and foster a sense of community among them.

As a part of the initial hand-holding period, JLI will also provide members access to external facilitators who will be responsible for ensuring continuity. Facilitators will be onboarded to kickstart joint learning communities and provide course correction from time to time. As communities mature, they will be encouraged to function independent of external support.

2.3 Types of problems

Joint Learning Communities are expected to be motivated by complex social problems.

In recent times, the need for collaboration across different constructs of the government has only increased. Complex issues such as climate change and the COVID 19 pandemic cut across sectors and require a whole-of-government approach to problem-solving. The creation of JLCs is a firm step in that direction.

In addition to these challenges, there is also the changing nature of citizen-government interactions which require governments to work together and innovate constantly. In the light of digitization of several core aspects of modern society such as payment mechanisms and consumption of information, citizen expectations have evolved to demand the same of government services as well. This requires a paradigm shift in how governments have addressed citizen grievances and delivered public goods. Across levels, departments and geographies governments are now expected to upgrade themselves and improve the quality of service delivery.

Joint learning communities will therefore be required to work on complex problems as well as how solutions will be delivered to the end citizens.

Such problems are expected to demand significant intellectual resources as well as sustained engagement. It must also be noted that every JLC will require the expenditure of a significant amount of time, money and effort. It is therefore imperative that problems chosen by communities are worth such a commitment. While this will be a subjective decision, below are some indicative characteristics of problems that are expected to be solved through the creation of Joint Learning Communities:

1. Live

The problem to be current in nature and must be associated with existing government programs. The only exception to this rule is the case of proactive policy making where the problem to be addressed may be one from the foreseeable future such as regulation of cryptocurrency.

2. Practical

JLCs are designed to help solve problems faced by participating officials in their day-to-day work. They are expected to do so using a hands-on approach. Accordingly, problems identified must be practical and not theoretical in nature. They must not emanate from a lack of conceptual knowledge on a topic. Gaps in knowledge can be filled by taking courses on the learning hub.

3. Shared

There must be more than one official experiencing the said problem. Joint learning by definition requires more than one person to learn about a problem and work on its solution. In addition to this, since each joint learning engagement will involve significant investment of time, money and effort, it might be more feasible to commit such resources for the benefit of a large number of officials.

Problems may also be categorised on the basis of their relevance for different levels of government:

1. Policy focused

These challenges lie at the cutting edge of policy making. They are future oriented and usually focus on macro issues such as the role artificial intelligence can play in plugging gaps in public service delivery. Addressing these challenges allows local and national governments to be proactive and craft future-oriented progressive policies.

2. Program focused

These challenges are associated with specific programs implemented at the national and subnational level. A well documented example⁴ of such a challenge is the lack of timely disbursement of funds for government education programs. The impact of program focused problems is expected to be different across geographical boundaries. This category may also include problems which have already been solved to some extent in one part of the country and which need to be adapted to a particular context.

2.4 Types of participants

Creation of JLCs is expected to benefit officials at all levels of government. Individual JLCs will have the power to design membership criteria for their own communities. An example of such criteria is that a prospective member must have a minimum level of a predetermined competency such as teamwork or leadership. For this purpose, support such as access to data on competency scores will be made available to JLC members.

We anticipate participation by senior level government officials (Joint Secretary and above) in the policy level JLCs and mid-level government officials (Director and above) in program level JLCs.



2.5 Incentives for participants

While the level of participation of government officials in various JLCs will be critical to the success of JLI. It is therefore imperative that officials are incentivised to not only join but also actively engage with JLC activities on a continuous basis. Participation in JLCs offers the following advantages to government officials:

1. Improvement in performance

By equipping them with tools, skills and knowledge to solve complex social problems, JLCs are expected to contribute significantly to the execution capacity of individual officers. Over time, this improved capacity is also expected to drive up performance indicators such as the Workplace Competency Assessment Score (WPCAS).

2. Sense of association with a community trying to solve a problem

By creating entire communities around specific problems, JLCs will provide participating officials with a sense of belonging to a network of like-minded peers. This is expected to increase both intrinsic and extrinsic motivation.

3. Recognition for participating officials

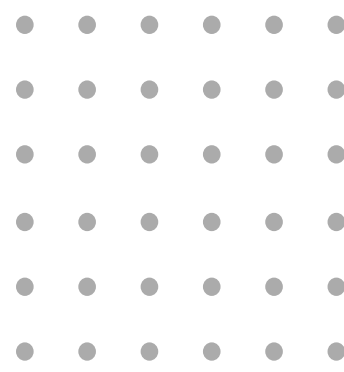
Participation in JLCs will result in additional embellishments on the iGOT profile of members such as badges or certification as a proof of newly gained skills.

4. Minimisation of risk through collaborative thinking

JLCs will provide officials with a wider community of problem solvers who can vet and validate approaches as well as solutions to specific problems. The use of community validated solutions is bound to reduce the risk associated with implementation of new solutions. It will therefore encourage officials to innovate more freely.

5. Access to professional networking opportunities

Officials from across different levels of government, sectors and geographies are expected to come together through the creation of JLCs. This is expected to promote networking among government officials. Since these communities will be composed of officials who may not have interacted before, it will create active opportunities for those looking to build a professional network in government. It is possible that some of the first networks on the network hub on iGOT will be those that emanate from JLCs. Conversely it is also possible that some of the first networks on the network hub turn into full-fledged learning communities.



Box 2: The journey of a JLI user

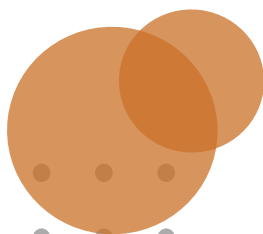
The journey of a prospective JLI user starts with having an interest in solving a specific problem. This prospective user will be able to use her/his iGOT KY credentials to access the JLI section of the portal. Once here, s/he will be able to browse through the problems that past and existing JLCs have worked on and are working on respectively. The section will also have information on JLCs looking for new members.

JLI will be an active forum where government officials are also able to pitch problems for new JLCs. In case the aforementioned prospective user is not able to find a JLC working on the issue her/his choice, s/he is welcome to post a new challenge on the JLI forum and request the formation of a new JLC. Guidelines and best practices associated with creation of a JLC pitch will be prepared by the iGOT team and made available to all iGOT KY users. Next, the new JLC request will be screened by JLI authorities to check for factors such as appropriateness and impact. Once approved, it will become an active JLC on the portal.

As mentioned before, JLCs will be characterised by a series of engagements which will take various forms ranging from workshops and discussions to study tours and hackathons. The nature of these interactions will be guided by the problem at hand and the resources available to the organising JLC.

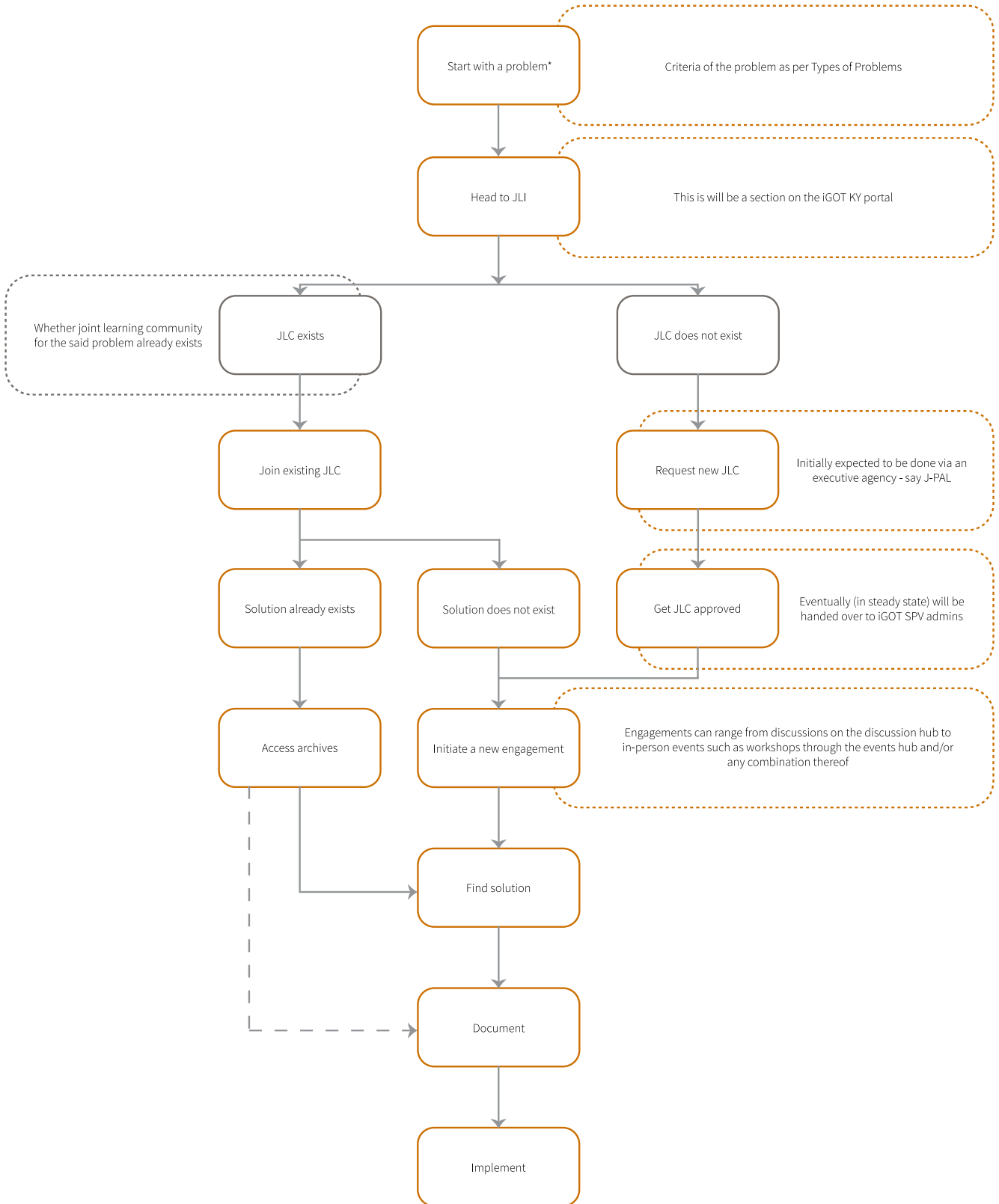
JLCs will be encouraged to make their activities public by using public discussion boards and sharing their experiences using blog posts and other media available on the iGOT KY portal. This is expected to encourage membership among the wider iGOT community. It will also help disseminate knowledge being generated by various JLCs.

Lastly, the success of a JLC will be subjective. It will be determined by the nature of the problem being solved. Members will be encouraged to incorporate performance metrics and accountability measures wherever possible to ensure that JLCs stay on track and are able to achieve real impact.



JOURNEY OF A JLI USER

Figure 1: Journey of a JLI user





III. IMPLEMENTATION ON IGOT PLATFORM

3.1 Operations

JLI will be hosted on iGOT and is expected to leverage various hubs of the platform to support member activities. In addition to infrastructure based needs, the following functions will have to be carried to support the day-to-day operations of JLI:

1. Coordination and communication among members

This will include sending out emails, maintaining contact lists, setting up newsletters for new JLCs, facilitating discussions and keeping track of all the activities and engagements being undertaken by various JLCs.

2. Logistical support

This will include planning, organising and executing events and engagements for JLC members and may take the form of coordinating schedules, booking venues, sharing invites etc.

3. Knowledge management

This will include the documentation, synthesis and dissemination of knowledge co-produced by a JLC. This may take the form of a report or a toolkit or a prototype and will be widely disseminated between members and non-members. This function will also include the maintenance of the JLI knowledge repository.

3.2 Initial hand-holding period

JLI will be a first-of-its-kind program on iGOT. In order to introduce this concept to new members as well as to ensure smooth functioning of the network in its early days, there will be an initial hand holding period where JLI operations will be supported externally. This period will constitute the following:

1. Pilot JLC

JLI will be launched on iGOT through the creation of a pilot JLC. Details of this have been shared in Section 4 of this document.

2. Short term executive agency:

In the short term, the functions listed in Sec 3.1 above will be carried out by an executive agency identified for this purpose. This agency will be responsible for the day to day functioning of various JLCs. Team C-LOP has been identified as the executive agency for the initial hand holding period. Eventually these functions will be transferred to members themselves and each JLC will become responsible for its own operations.

3. Facilitation support

As mentioned in Section 2.2 above, facilitation support will be provided to members of initial JLCs. Selection of facilitators will be carried out by the executive agencies in consultation with JLC members. This support will be eventually withdrawn in the favour of independent functioning of JLCs.

3.3 Technological support

JLI will require the addition of certain digital features to the iGOT Karmayogi platform. An example would be a landing page for JLI members so they can access all JLI resources in one place. Another possible feature is a temporary login for facilitators through which they can have restricted access to JLCs.

Technological requirements to accommodate JLI on iGOT are currently being discussed with the Tarento team.

3.4 Finance

In the long run, JLI is expected to be fully integrated with the iGOT platform. The initiative is expected to be self-sustainable and financially independent.

Overall the following line items will have to be considered when budgeting for JLI :

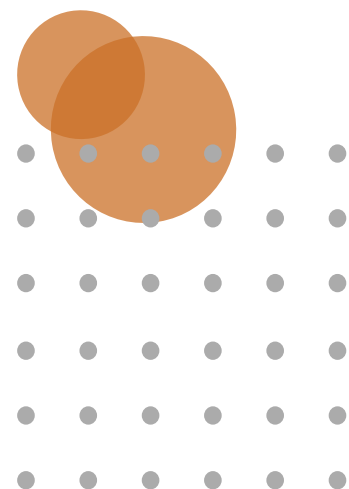
1. Technology based fees (if any)

Joint learning will require the use of online collaboration tools such as CISCO Webex or Zoom. The subscription fee of these platforms will have to be accounted for at the JLI level. It is possible that iGOT has its own collaboration infrastructure or has a preferred set of vendors whose services may be cheaper or free for JLI members to use.

2. Event specific expenses

Specific events may require expenses such as hiring of a venue or flying in of members to a specific location. JLCs are expected to bring on-board sponsors to take care of such expenses.

With respect to the hand-holding period, the executive agency will support JLCs in bringing on board sponsors where needed. As for the pilot JLC, budgeting for the launch event will be completed as a part of Phase 1 which is detailed in Section 4.2 below.



IV. NEXT STEPS

The concept of JLI will be tested through the creation of one or multiple pilot joint learning communities. Each community will host 5-10 government officials who will be focussed on solving a predetermined challenge. As mentioned earlier, in a bid to provide support for the functioning of the early-bird JLCs, access to facilitators will be made available to participants. These facilitators will be responsible for ensuring continuity in discussion as well as course correction wherever needed. Examples of three such pilot JLC ideas have been presented below:

Idea#1: FRACing at the organisational level

FRACing is an important first step toward capacity building of government officials. In its current form, it lays out a set of steps that MDOs will have to follow to arrive at competency dictionaries which will play an important role in the functioning of Mission Karmayogi. Each MDO is expected to distill roles into competencies through a mapping process.

Task/ Problem statement

To map competencies at the organisational level in line with the FRACing process.

Expected outcomes

Dictionary of competencies for the entire MDO.

Idea#2: Bridging the digital divide in government education

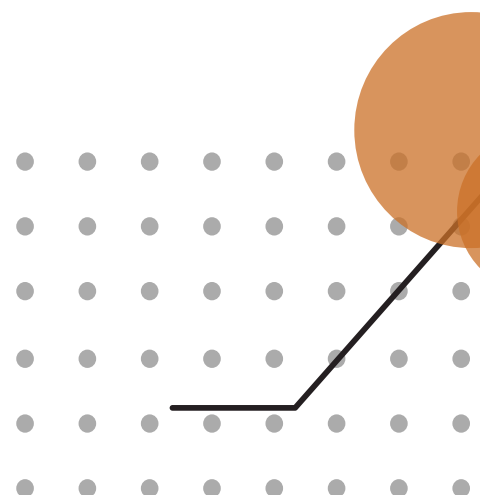
The current pandemic has exposed a deep digital divide among the student population. While all students have been affected by lockdowns it is the government school students who have been, in some cases, completely cut off from education due to lack of digital access or digital literacy or both.

Task/ Problem statement

What can city or state governments do to bridge the digital divide gap in education?

Expected outcomes

A plan that city and/or state governments can follow to enable provision of digital infrastructure to government school children (such as tablets, broadband connections, shared COVID proof spaces of learning etc.). This might include details such as examples of budgetary allocations and central government funding opportunities.



Idea#3: State-level action plans on climate change

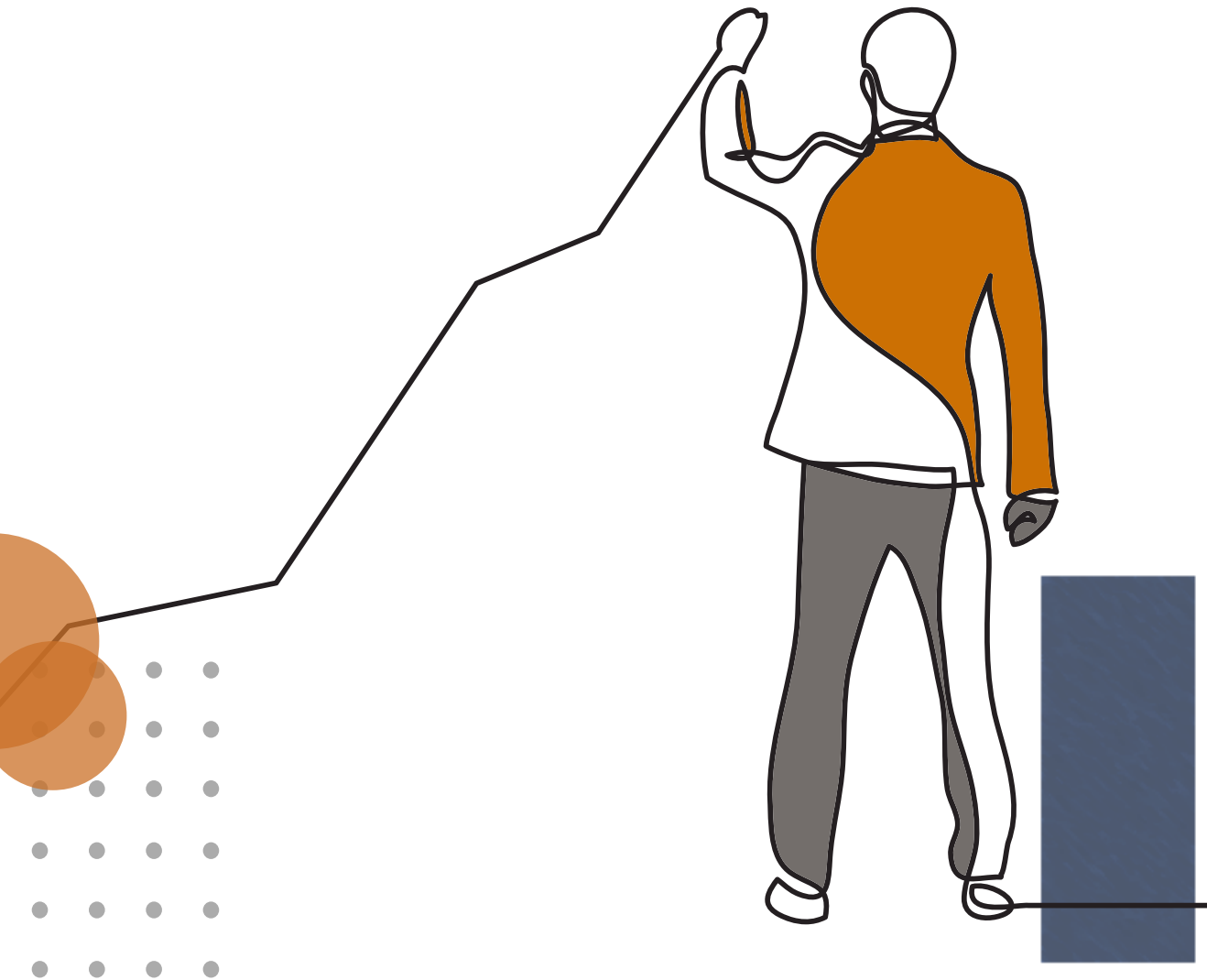
State Action Plans on Climate Change (SAPCC) have been in the making since 2009. As the name suggests these plans lay out mitigation and adaptation strategies to combat the effects of global climate change at the state level. While some states have still not complied with this policy, others have created plans which exclude the interests of at-risk cities and districts in the state. There is a need therefore to create, revisit and update state action plans in order to set in motion mitigation and adaptation efforts in the face of imminent global climate change.

Task/ Problem statement:

To create more comprehensive and up-to-date state action plans on climate change.

Expected outcomes:

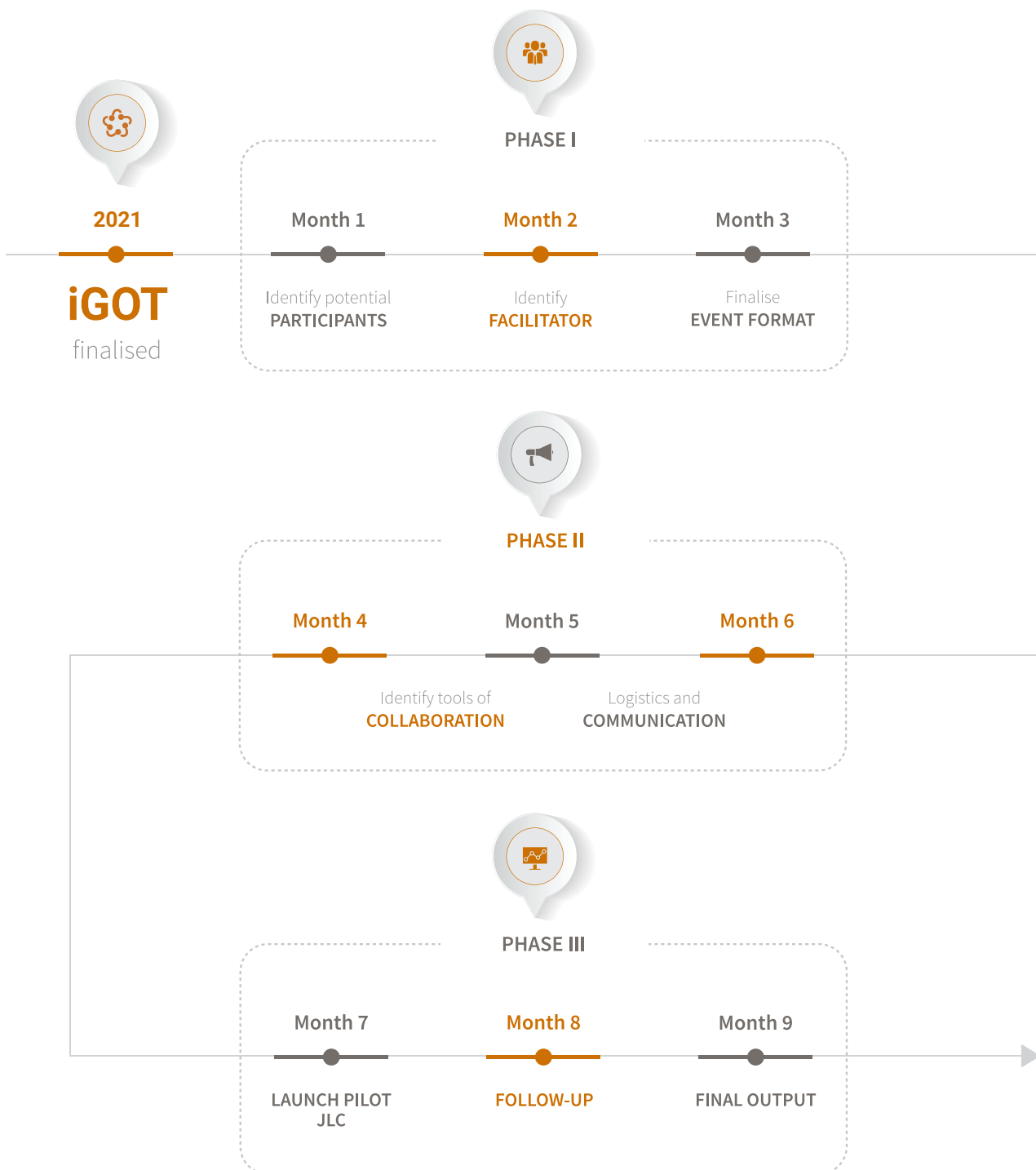
Complete, updated and relevant SAPCC for each participating state.



TIMELINE OF EVENTS LEADING UPTO PILOT JLC

An indicative timeline of the activities leading up to the launch of the pilot JLC is given in Figure 2 below.

Figure 2: Timeline of events leading upto pilot JLC



The workflow for the launch of pilot JLC has been divided into three phases. These are as follows:

Phase 1

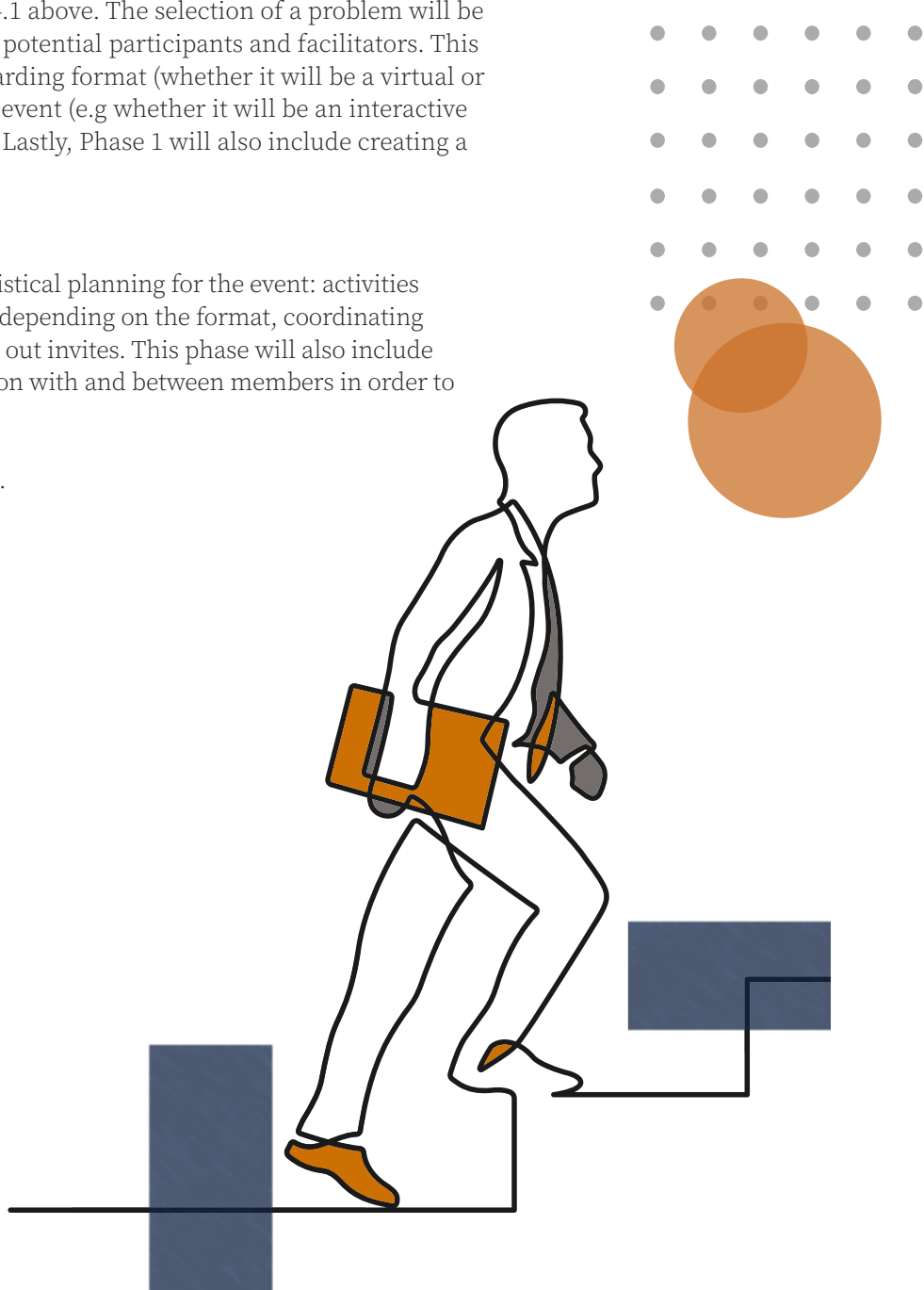
The first crucial step will be to identify potential problems that can be solved by the pilot JLC. Criteria for choosing problems has been laid out in Section 2.3 of this document. In addition, three suggestions for problems that can be covered in the pilot have been listed in Section 4.1 above. The selection of a problem will be accompanied by the identification of potential participants and facilitators. This phase will also include decisions regarding format (whether it will be a virtual or in-person event) and structure of the event (e.g whether it will be an interactive workshop or a panel based webinar). Lastly, Phase 1 will also include creating a detailed budget for the pilot event.

Phase 2

The second phase will include the logistical planning for the event: activities such as choosing a platform or venue depending on the format, coordinating schedules of participants and sending out invites. This phase will also include opening up channels of communication with and between members in order to send out communication materials such as information on the event and preparatory material such as readings.

Phase 3

The third phase will start with the launch of the pilot JLC. Based on interactions among members during the event, the next set of engagements will be planned and organised. This phase will also include setting up of support channels by the executive agency. This will include tracking activities of the JLC and providing information and logistical support wherever needed. In addition, the agency will also support documentation and synthesis of knowledge produced during events as well its integration with the JLI knowledge repository.





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