

# Hiring Packet

## **Development Associate | State Capability Enhancement Project (SCEP), Office of Development Commissioner Government of Meghalaya**

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# **Job Description: Development Associate | State Capability Enhancement Project (SCEP), Office of Development Commissioner Government of Meghalaya**

## **About the Project**

**The State Capability Enhancement Project or SCEP** is an initiative by the state leadership in Meghalaya to employ an adaptive approach for addressing complex problems. The approach of SCEP is inspired by **Problem-Driven Iterative Adaptation (PDIA)** and Ronald Heifetz' **Adaptive Leadership**, two methodologies developed at Harvard Kennedy School of Government. A key guiding principle of SCEP is facilitating collaborative and local problem-solving, and, in the process, building systems that are more responsive to development needs and can support a long-term, sustained transformation of the state. The project entails implementing and evaluating adaptive approach-inspired projects in multiple fields of importance to public welfare. Currently, there are four active projects under SCEP:

- 1. Green Meghalaya Movement:** State Rural Employment Society (SRES), under the Community and Rural Development Department (C&RD), is building state capability to facilitate and support community action to improve management of local natural resources.
- 2. Maternal & Child Health:** The Department of Health & Family Welfare is leading systemic reforms such as strengthening health facilities, improving block-level coordination of healthcare, and building community institutions to improve key health outcomes of the state.
- 3. Early Childhood Development Mission:** Government of Meghalaya is building systems to improve the health and cognitive abilities of children through ensuring adequate nutrition and childcare in the critical period of early childhood.
- 4. Women's Leadership:** Government of Meghalaya is implementing several measures to strengthen women's agency and participation in decision-making, such as developing a network of SHGs, reserving leadership positions for women in local institutions, and coaching & mentoring for leadership development.

## **About the Position**

The Office of Development Commissioner is hiring Development Associates who will work closely with an SCEP Development Consultant to facilitate project implementation, conduct

documentation for project learning and adaptation, and produce reports and documentation for external audiences. This is an exciting opportunity for young professionals and recent graduates who are looking to get hands-on experience in public policy design and project management. The Development Associate will be based in Shillong with some travel to government offices and villages across Meghalaya. Following is the projected scope of responsibilities for this role:

***Project Management (~50% of time)***

- Outline different work streams of the project and develop internal milestones
- Coordinate with the team members to make sure that all the work streams are on track with project requirements and deadlines
- Develop and maintain project tracker, documents, project folders and project logs
- Help organize workshops and trainings
- Facilitate meetings of government officials, and between government officials and non-government organizations and citizens.

***Documentation & Strategic Planning (~30% of time)***

- Conduct primary and secondary qualitative and quantitative research, eg. interviews with stakeholders, to compile project documentation on successes, challenges and areas for improvement.
- Synthesize project learnings in internal reports for review and analysis.
- Participate in the review and analysis of quantitative & qualitative data on key indicators and outcome metrics.
- Participate in conversations aimed at outlining the strategic direction of the project, based on learnings from the field.

***External Communications (~20% of time)***

- Maintain a communication channel with all stakeholders to collect and disseminate information on the project.
- Develop key external communication materials such as policy briefs, case-studies, articles and presentations.
- Plan outreach events such as workshops and conferences with researchers and practitioners for stakeholders in Meghalaya and the North-East.

## **About You**

We are seeking someone who has the following attributes

- Bachelor's degree in a relevant field such as public administration, public health, environmental policy, education, gender and management from a reputed institution
- 2+ years of relevant work experience

- Self-starter who can thrive in a “start-up” setting by taking ownership and initiative
- Passionate about working in development and demonstrated interest in helping communities improve development outcomes
- Ability to get up to speed quickly on new content areas and build new relationships
- Strong listening, verbal, and written communication skills; able to effectively synthesize information and calibrate communication to connect with diverse audiences
- Intellectual curiosity and sense of humor!

## Terms

This is a full-time role based in Shillong. Development Associates will be offered a one-year contract initially, with possibility for extension, and will be paid between INR 50,000 per month. This position will be within the Office of the Development Commissioner, reporting to the Development Commissioner.

## To Apply

To Apply for this role you can either fill in the following online form:

**Online Form:** <https://tinyurl.com/DevSCEP>

## OR

Application can also be **submitted as hard copies** to the *O/o Meghalaya Basin Development Authority, C/o, Meghalaya State Housing Cooperative Society Ltd. Campus, Nongrim Hills, Shillong, Meghalaya – 793003* or filled application form can be scanned and submitted via-email to [recruitmentmbda21@gmail.com](mailto:recruitmentmbda21@gmail.com) clearly indicating name of the position in the subject line.

# Development Associate | Application Form

This is the application form to apply for the position of Development Associate in the Office Development Commissioner, Planning Department, Government of Meghalaya. Please use this form if you are not able to use the application link in the JD.

<b>Full Name</b> <hr/>
<b>Contact Information (Email Address &amp; Phone Number)</b> <hr/>

## Education History

Please provide information on your education credentials. You can add information up to two degrees. If you have more than two degrees, please provide information on the two most relevant degrees.

<b>Degree #1 (Required)</b>
Name of College, University, etc _____
Name of Degree _____
Grade Percentage or Rank _____
Year of Degree _____

<b>Degree #2 (Optional)</b>
Name of College, University, etc _____
Name of Degree _____
Grade Percentage or Rank _____
Year of Degree _____

## Work Experience

Please provide information on your work experience. If you have more than two work experiences, please provide information on the two most relevant experiences.

Experience #1 (Required)	
Name of Organization or Company <hr/> <hr/> <hr/>	Position & Brief Description of the Experience <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Time Period of Employment <i>(Eg. Jan 2019 to Jun 2020)</i> <hr/> <hr/>	

Experience #2 (Optional)	
Name of Organization or Company <hr/> <hr/> <hr/>	Position & Brief Description of the Experience <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Time Period of Employment <i>(Eg. Jan 2019 to Jun 2020)</i> <hr/> <hr/>	

Please read the following article from Professor Dan Honig on accountability

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## Putting “Account” at the Center of “Accountability”: Why ICT Won’t Improve Education Systems (and Beyond), and What Will

MAY 24, 2019

Dan Honig

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You probably don’t need to be a [memory champion](#) to remember the last time you heard, saw, thought, or said the word “accountability.” If you work in or on international development, it was probably this week—maybe even today.

Lant Pritchett and I argue in our [new paper](#) that accountability is, indeed, central to high-performing governance and welfare-enhancing service provision (education, health, etc.) systems.

### Rethinking “accountability”

Strengthening accountability is often taken to mean strengthening the reporting of what can be observed, verified, quantified—what we call “accounting-based accountability.” Accounting-based accountability solutions will have substantial impacts in improving the efficiency and efficacy of governments in carrying out activities that are, by their analytical nature, logistical. There may well be some public-sector bureaus where accounting-based accountability is likely to improve performance (e.g., post office delivery or vaccine delivery).

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**Dan Honig**  
Non-Resident Fellow

But most of what government does isn’t like that; and, indeed, for high-functioning organizations which do things that aren’t fully logistical, “accountability” means much more than accounting-based accountability. Accountability in these organizations is “account-based,” focused on a justifying analysis or explanation. Many accounts will involve the hard numbers of

accounting, but the account and the accounting are not the same thing. The accounting is an input into a broader account of performance.

It matters that we misuse “accountability” in practice. Yes, this is by definition a semantic point. But it is a semantic point with very tangible real-world implications. A lot of interventions to strengthen accountability rely on strengthening accounting. And if we’re right then even though accountability is central to good performance, accounting-based accountability interventions aren’t likely to be good strategies for improving system performance.

### Tech won’t (often) solve accountability problems



Technology can do incredible things—but solving accountability problems isn't likely to be one of them. ICT solutions, from cameras to data management systems, primarily strengthen accounting-based accountability, which in our view is unlikely to work. We explore this in the Education sector, an area where Accountability ICT is often trumpeted.

## RELATED CONTENT

[The Limits of Accounting-Based Accountability in Education \(and Far Beyond\): Why More Accounting Will Rarely Solve Accountability Problems](#)

The key elements of what teachers do is not amenable to the accounting-based accountability which Accountability ICT can strengthen. An education system that is centered around learning needs to deploy teachers who have adequate resources and capacities, and who act with sincere concern for the learning progress of each child. It is hard to reduce teaching to a list of “hard” characteristics (e.g., has a master’s degree) or “thin”

behaviors (e.g., is in attendance). “Acting with concern,” much less “acting with *sincere* concern,” for each child is not amenable to improvement with accounting-based accountability.

There are good reasons to worry that a focus on accounting-based accountability may not just be neutral, but actually detrimental, to system-wide performance. If people working in the education system invest time in collecting what can be measured and reported, they will do so by investing less time in what cannot be as easily accounted for—like teaching quality, individual instruction, relationship-building, responsiveness to parents or other teachers, etc. If reporting becomes a tool of control it can constrain teacher autonomy, leading some of the best teachers to exit. Top-down control using accounting-based accountability channels may also demotivate teachers from learning about their students if the teachers cannot make productive use of that information.

Education—and much of what matters in the public sector—is not amenable to [Moore’s Law](#), the exponential increase in the power, and decrease in the relative cost, of computing. There is no evidence whatsoever (we attempt to show) that improvements in technology (and thus the availability or cost of Accountability ICT) are, or have ever been, the binding constraint on high-performing education systems. All OECD countries managed to create high learning performance education systems *before* ICT for accountability was an option.

## So what do we do?

What is the alternative to Accountability ICT, and a focus on strengthening accounting-based accountability? Our answer is to focus on building locally embedded account-based accountability (both horizontally to peers and downwards to communities) in education and beyond.

Some, on reading this, may roll their eyes, imagining interventions unlikely to achieve scale. The scalability of accounting-based accountability is seductive; but it is a siren song that will often lead to shipwrecks on the long voyage of development. To rapidly implement at scale accounting-based accountability where it is ineffective, or even deleterious, is to accomplish nothing. In addition, to say that each intervention must be “deep”—digging into the governance particulars in every given setting—does not mean that it cannot be broad, too. That is, there is no reason that a push for more account-based accountability cannot be widely pursued in education reform initiatives throughout the developing world.

Neither accounting nor technology ought to disappear. Some of the metrics which are the focus of so much energy ought to stay. These metrics shouldn't be seen as answers to performance and accountability questions, but rather as inputs into a broader process of making an account.

Much of what is currently fashionable in education reform assumes that external catalysts—be they reformers from the capital or outside agencies—are going to provide critical transformative inputs. We think this is unlikely, as it misunderstands both the nature of the problem (a governance and accountability challenge, first and foremost) and the most likely class of solution (strengthening account-based accountability).

### **The pyrrhic victories of accounting-based accountability**

Even where accounting-based accountability solutions show results they do so by advancing progress on a dead-end road, one which terminates far below the desired summit of transformed systems. In the paper we argue this point using the [documented successes](#) of cameras in classrooms.

Even if cameras are the most straightforward way to improve teacher attendance, they are in our view the wrong one. This is because a teacher who shows up because they are being observed may add value over an absent teacher, but is not likely to do all the other (unmonitorable) things needed to produce high levels of student learning and growth. And teachers that *are* likely to produce high levels of student learning and growth are likely to be repelled by a system that focuses on accounting-based accountability and top-down control and observation.

The road to a high-functioning education system not only addresses teacher attendance but also what happens when teachers *do* show up. Education systems steeped in accounting-based accountability will sometimes be better than the status quo, but won't be able to deliver the education all children deserve. A misplaced focus on accounting-based accountability moves us away from, not towards, our broader goals. Systems transformation in education and far beyond depends on our ability to differentiate *account*-ability from accounting ability.

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