Meghalaya Multisectoral Program for Adolescent Wellbeing, Empowerment and Resilience (MPOWER)

Terms of Reference (ToR)
Hiring of an Agency for the Design and Implementation of Learning Mission in Meghalaya

1. Background

Meghalaya is a young state with poor human capital outcomes for adolescents and youth. According to the 2011 Census, Meghalaya's adolescent population comprises close to 24 percent (around 710,000 boys and girls) of the state population (2.96 million), with over 80 percent living in rural areas, and 88 percent belonging to STs. In Meghalaya, dropout from higher secondary grades, early marriage and teenage pregnancy, low employment and high inactivity rates, mental health issues and drug abuse, are some important challenges faced by adolescents and youth. Anemia is another major health concern in the state among adolescents and is more prevalent among girls (53 percent) than boys (30 percent). Barriers to improving nutritional status among adolescents include poor diet, illiteracy, poor sanitation, and minimal coverage of interventions during early childhood and pregnancy. About 1 percent of the state's adolescent population live with some form of disabilities as per the 2011 Census. Adolescents/youths with disabilities often face marginalization and severe social, economic, and civic disparities as compared with those without disabilities due to a range of factors from stigma to inaccessible environments.

Adolescence offers a critical window of opportunity to promote a productive and healthy pathway towards adulthood. The period of adolescence is one of multiple changes – biological, psychological, and social, that are important for the future trajectories of young people. These transitions are opportunities to gain skills towards self-management and self-efficacy, build and manage social and inter-personal relations, establish a sense of identity, and make choices for academic and work futures. Better mental and psychosocial health during adolescence can reduce risky behaviors such as substance use and abuse and teenage pregnancies. Comprehensive programs that address issues of health, education, and employment can support adolescents' own agency in crafting their future.

The Government of Meghalaya (GoM) is developing a long-term strategy to improve the human capital outcomes of adolescents and youth through a range of enabling policies and programs. The proposed **Meghalaya Multisectoral Project for Adolescent Wellbeing, Empowerment and Resilience (MPOWER)**, implemented with support of the World Bank, will support an integrated package of interventions which would reach adolescents in their schools and communities with a focus on strengthened learning outcomes and non-cognitive and cognitive skills, better mental and physical health, and better information and support for life and work transitions. A cross-sectoral approach, including strengthened state capability and institutional capacity for dealing with the multidimensional issues of adolescence, is required to underpin the effective delivery of adolescent services. The aim is to improve adolescents' well-being and their longer-term outcomes – such as increase in marriage/child-bearing ages, greater human capital accumulation through increased time spent in education and increased productive capacity.

The project development objective (PDO) is to (i) enhance multisectoral service delivery and capability of the State of Meghalaya; and (ii) improve adolescents' human capital outcomes. The project has been designed around 4 components:

Component 1: Learning Mission, Life Skills, and Career Preparation in Schools:
This component aims to enhance human capital outcomes for adolescents in government and government-aided schools across upper primary, secondary, and higher secondary grades. It encompasses three key activities.
- *Learning Mission for Upper Primary Grades:* Focuses on improving foundational literacy and numeracy skills for grades 6-8 through the development and distribution of remedial teaching materials, teacher training, and hiring educational providers.
- *Life Skills Education:* Delivered through classroom sessions and adolescent clubs, this initiative uses curricula based on the Multisectoral Competency and Wellbeing Framework. It includes training for teachers and youth facilitators, establishment of clubs, and provision of materials and support for club operations.
- *Academic Counseling and Career Readiness:* Provides career readiness interventions for grades 9-12, including teacher training, counseling sessions, interactions with professionals, and activities to enhance soft skills and digital literacy.

Component 2: Community Interventions and Pathways for Out-of-school Adolescents:
This component focuses on improving outcomes for out-of-school adolescents by engaging parents, community members, and frontline workers.
- *Community Clubs and Youth Centers:* Establishes clubs and centers to offer services related to health, skill development, and employment. It involves training youth facilitators, providing materials, and setting up a hub and spoke model for service delivery.
- *Community Sensitisation and Capacity Building:* Develops strategies for information sharing and capacity building among stakeholders, including parents and community groups, using digital platforms and support groups.
- *Educational and Economic Pathways:* Facilitates secondary education completion and skills training for out-of-school adolescents through bridge education, psychometric assessments, and vocational training.

Component 3: State Capability and Program Management:
This component strengthens institutional capacity for governance and outreach, supports adolescent girls' education, and manages project operations.
- *Competency and Wellbeing Framework:* Develops a framework for adolescent empowerment covering life skills, mental health, sexual health, and career aspirations, with training and curriculum rollout.
- *State Capability and Innovations:* Establishes a State Center for Adolescents and Youth, develops a youth employment strategy, and pilot innovative models for human capital improvement.
- *Project Management and Monitoring:* Provides operational support, develops manuals and guidelines, implements monitoring and evaluation plans, and establishes information management systems and grievance mechanisms.

Component 4: Contingent Emergency Response Component (CERC):

This component is designed to provide immediate support in response to eligible crises or emergencies as needed.

The project expects to directly benefit about 500,000 adolescents' boys and girls aged 9 to 19 years across Meghalaya. Of these, about 400,000 are expected to be adolescents enrolled in schools, and 100,000 will be out of school adolescents. At least 49 percent of these beneficiaries are expected to be adolescent girls. Overall, the project will also indirectly benefit all adolescents in Meghalaya through the programmatic approach built into the Multisectoral Competency and Wellbeing Framework.

The institutional and implementation arrangements for the project involve the Planning, Investment Promotion & Sustainable Development Department (PIPSDD) of the GoM, which will oversee the project through the Meghalaya Basin Management Agency (MBMA) and the Departments of Education, Health and Family Welfare, and Sports and Youth Affairs. A State Project Management Unit (SPMU) under PIPSDD and sub-Project Management Units (Sub-PMUs) under the respective departments will handle day-to-day implementation. The GoM has appointed a Project Director and three Additional Project Directors to lead the project. The SPMU will manage overall implementation, procurement, and financial management, while Sub-PMUs will execute activities in their domains through an approved Annual Plan of Action. District Coordinators will work within District Project Management Units to collaborate with district officials. A Project Operations Manual (POM) will guide project implementation, monitoring, and supervision.

The MPOWER project is a unique initiative both in substance and scale, which presents exciting opportunities for generating new knowledge and learning as to what works, and what does not, to improve the wellbeing of adolescents. The GoM seeks to engage an agency to undertake monitoring and evaluation activities for the project, i.e. baseline survey, need-based process evaluation of innovative pilots, mid-term evaluation, and end-term evaluation.

2. Objective

The overall objective of this assignment is to design and operationalise a Community Learning Mission under MPOWER that supports the creation of a stimulating, inclusive, and safe community-based learning ecosystem for children and adolescents aged 9 to 19 years, with a strengthened focus on improving foundational and grade-level learning outcomes, particularly for Out-of-School (OOS) adolescents. The assignment will explicitly contribute to enhancing learning recovery, supporting structured bridge programmes for re-entry into the formal education system, and improving overall literacy levels in the State. The initiative will align with existing state policies and priorities, including the enrolment of SSLC private candidates across the 171 identified centres and ensuring the effective use of self-study materials for adolescent learners.

The focus will be on: (a) training and supporting teaching volunteers, master trainers, youth facilitators, and parents in leading structured and outcome-oriented learning activities; (b) providing high-quality, culturally relevant, and competency-based materials, including

storybooks, puzzles, games, and structured self-study content; (c) strengthening bridge programme support mechanisms for OOS adolescents to facilitate re-entry, retention, and successful transition to certification pathways such as SSLC (private candidates); (d) fostering collaboration among home, school, and community institutions to ensure shared responsibility for adolescent learning and literacy improvement; and (e) using standardised and competency-based assessment tools to monitor learning progress and inform adaptive interventions.

The agency will design the overall conceptual framework of the MPOWER Community Learning Mission, develop its implementation guidelines, and prepare contextualised training and learning materials aligned to state priorities on literacy and secondary-level completion. It will facilitate the effective integration and use of the Out-of-School Children (OOSC) textbooks within structured bridge programmes to support dropout adolescents re-entering the education system. The consultancy will also ensure alignment between the Community Learning Mission and the SSLC private candidate enrolment initiative across the 171 centres. Furthermore, the agency will undertake field testing of the Community Learning Mission through select pilots, evaluate lessons from implementation, and refine the conceptual framework, operational guidelines, and training and learning resources to strengthen scale-up readiness and impact on adolescent literacy and secondary completion outcomes.

3. Scope of work

The scope of this assignment will include four distinct phases – (i) **Community needs assessment and mapping** (ii) **Design and Development of the MPOWER Community Learning Mission**; (iii) **Development and Contextualisation of training and learning materials**; and (iv) **Design, Rollout and field testing of Learning Mission Pilot**. The Agency will work under the close coordination and supervision of the MPOWER SPMU and Sub-PMU at Education Department. The responsibilities of the Agency will comprise, but not be limited to, the following:

(i) **Community needs assessment and mapping:** The agency will undertake a community needs assessment to identify specific learning requirements for the adolescents in the age groups of 9-19 years. Furthermore, the agency will also undertake a mapping of existing best practices on community learning/reading programs, related guidelines as well as training and learning materials. This mapping will encompass both national and international programs to ensure a comprehensive understanding of the best practices and methodologies currently in use. By examining various programs and educational strategies, the agency needs to identify the most effective and relevant components that can be adapted to meet the unique needs of adolescents in Meghalaya. The agency will also undertake stakeholders' consultation to understand the unique needs of both in and out-of-school adolescents, their caregivers, parents and teachers, etc.

(ii) **Design and Development of the MPOWER Community Learning Mission:** Based on the findings of the community needs assessment and mapping, the agency shall design and develop

the comprehensive conceptual framework and implementation guidelines for the MPOWER Community Learning Mission. The framework shall articulate a clear vision, measurable objectives, and outcome indicators focused on improving foundational and grade-level learning outcomes for children and adolescents aged 9–19 years, with particular emphasis on Out-of-School (OOS) and dropout adolescents. The design shall support structured bridge programmes to facilitate re-entry into formal schooling and certification pathways, including SSLC private candidates' enrolment across the 171 identified centres, while contributing to the broader state goal of improving literacy rates.

The framework shall align with the in-school learning mission designed to foster strong collaboration among home, school, and community institutions, ensuring shared responsibility for adolescent learning and retention. It shall outline clearly defined learning domains, competency benchmarks, and literacy-focused outcomes; inclusive and accessible community-based delivery models (including after-school classrooms, weekend or evening learning camps, adolescent clubs/circles, and community organisations as safe reading and learning spaces); structured learner support mechanisms; and clearly defined roles for volunteers, youth facilitators, master trainers, and parents.

The agency shall ensure alignment and integration with the bridge curriculum to support academic continuity, exam readiness, and learning recovery for OOS adolescents. The framework must detail curriculum alignment strategies, learner tracking systems, standardised and competency-based assessment tools, monitoring and evaluation mechanisms, and structured pathways linking community-based learning.

Additionally, the framework shall include comprehensive approaches for resource mobilisation, training architecture and cascade models, community outreach and communication strategies for mobilising OOS youth, implementation planning with phased roll-out, transparent reporting mechanisms, and governance and management structures. The overall design and implementation modalities shall be developed within the broader MPOWER project ecosystem, with explicit reference to the Project Appraisal Document (PAD), ensuring coherence with existing project components, institutional arrangements, and state policy priorities.

(iii)Development and Contextualisation of training and learning materials: The Agency will be responsible for designing and developing a comprehensive Learning Mission curriculum and relevant user-friendly training material and manuals, and implementation guidelines. This process will involve closely working with the Department of Education Research and Training (DERT) in identifying the existing resources and appropriately updating them to be suitable for the Learning Mission. The Directorate of Education Research and Training (DERT) has developed various training and learning materials (TLM) for students and teachers. These TLMs are largely used in the classroom setting for strengthening foundational literacy and

numeracy (FLN). The Agency will review, the existing TLM of the DERT Meghalaya as well as other TLMs prepared under the national and other state level programs and propose appropriate TLM for the MPOWER Community Learning Mission. A Technical Committee with active participation of DERT will review and approve the proposed TLM before its contextualisation and pilot testing. The selected agency will be tasked with adapting the TLM to the local context, taking into consideration cultural, social, and linguistic factors. This will involve tailoring the content to reflect the needs and experiences of adolescents, their parents, teachers, and caregivers in Meghalaya. The goal is to create TLM that is engaging, practical, and accessible to all stakeholders in community-based settings.

The Agency will assist in strengthening and customisation of the existing TLM and its distribution to teachers, students and teaching volunteers involved in remedial learning. The materials, including remedial reading resources and workbooks, will be designed to address learning gaps among students. Learnings from baseline assessment will inform the design of the learning mission curriculum to ensure its alignment with the State Curriculum Framework and incorporate effective pedagogical methods from successful strategies. The specific tasks include: (a)Strengthening of existing resources and development of new resources for the Learning Mission in consultation with MTTA to ensure alignment with state standards; (b) Design and develop materials such as lesson plans, instructional guides and multimedia resources to support teaching volunteers in delivering content effectively; (c)develop grade specific learning aids, modules and worksheets that can be used by students to reinforce concepts taught in classes; (d) Incorporate learnings and recommendations from the community needs assessment into the learning mission and TLM design; (e) Develop operational guidelines for the implementation of Learning Mission for learners aged 9-19; (f) Develop training plans for relevant stakeholders, review the plan and rollout with support from SPMU and Education Sub-PMU; and (g) Identify effective pedagogical approaches, inputs from baseline assessment report and pilot assessment making sure that these approaches integrate local cultural and linguistic factors.

(iv) **Design, rollout and field testing of Learning Mission Pilot:** The Agency will be responsible for roll out and implementation across all 12 districts of Meghalaya. Prior to this roll out, the agency will undertake field testing targeting 1000 OOSC adolescents of the approved design of the MPOWER Community Learning Mission along with the customised TLM in **North Garo Hills, East Khasi hills, Ri-Bhoi and East Jaintia** Hills districts. The field test shall include training the teaching volunteers, youth facilitators and parents as stakeholders for the implementation and supervision of the community learning mission. The primary objectives of field testing will be to: (i) assess the operational and technical efficiency of the community intervention design as well as the TLMs effectiveness in imparting knowledge and skills to the adolescents and other stakeholders; (ii) identify any weaknesses or gaps in the learning mission design and the TLMs requiring refinement; (iii) collect feedback from participants regarding their learning experience; (iv) determine the extent to which participants have acquired and

can demonstrate the knowledge and skills taught; and (v) validate that the teaching learning methods and materials are effective and engaging. A detailed evaluation report on the learning mission design and effectiveness of TLM shall be submitted to Project Director along with the recommendation on the areas pertaining to be improvised. The agency in coordination with MPOWER SPMU will roll out the pilot interventions in the above selected districts. The agency will organise a stakeholder's consultation to discuss the findings of the evaluation report and seek further inputs on strengthening the overall design of the community learning mission and the related TLM.

(v) Finalisation of Learning Mission Design and TLM: Based on lessons from the pilots and inputs received through stakeholders' consultation, the Agency will finalise the design and implementation guidelines of Community Learning Mission as well as the related TLM. The agency will be expected to deliver following TLM:

- Training modules for master trainers and teaching volunteers (introductory and advanced).
- Grade specific learning aids, modules and worksheets

(vi) Developing a Cadre of district-wise Master trainers and preparing a rollout plan: The agency will conduct intensive training for the district-wise master trainers who in turn will train Teaching volunteers, youth facilitators and parents. The training will be done for a total 56 master trainers (1 per block), and about 600-650 **Teaching Volunteers** (1:10 villages) that will be engaged by MPOWER. The agency will prepare appropriate selection criteria for the Teaching Volunteers and Master Trainers and develop a detailed strategy for their training. Training plan shall define the number of hours and the frequency of training, logistics related to training plan and distribution of training materials. The agency will also provide refresher training of trainers and ongoing support to the teaching volunteers and parents throughout the contract period.

The agency shall conduct the training of Master trainers on new pedagogical approaches, effective use of TLM and community engagement strategies. Master trainers will train adequate number of Teaching volunteers preferably (Language / Math) per-village-, Findings from Annual Assessment shall be used to address gaps in the training of teaching volunteers, as well as informing the design of the community interventions. The agency in coordination SPMU and Education Sub-PMU will develop a plan to support continuous professional development for, teaching volunteers. The plan will outline ways to support them in terms of access to resources, follow-up training and mentorship opportunities to ensure they apply their training effectively.

(vii)   Performance Assessment

The agency shall conduct Pre-and post-training assessments as part of the training component. The agency shall be responsible for designing and administering a comprehensive assessment framework to measure changes in trainees' knowledge and competencies resulting from the training.

The process of monitoring and reporting will also involve:
- Annual assessment of teaching volunteers to identify areas of improvement.
- Annual assessment of students to identify areas of improvement.

The agency shall submit reports on the findings of the above assessments along with recommendations for improving the learning mission and plan for remedial teaching. The recommendations as agreed with SPMU shall be incorporated by the agency into the learning mission.
The agency shall coordinate and take necessary measures to ensure all monitoring data is captured on the Project's Management Information System (PMIS).

(viii)   Monitoring and reporting: The agency will support the Monitoring and Evaluation team at SPMU in developing appropriate assessment mechanisms and indicators in line with project PDOs, to enable the tracking of progress of the adolescents, including an annual assessment of students. The agency shall submit to SPMU progress reports as per the agreed indicators.

The SPMU will monitor the Learning Mission across the calendar year using regular assessments with help of Cluster and Block Resource coordinators / youth facilitators.

The SPMU will also gather feedback from the community and insights from teaching volunteers, students and parents, and provide feedback to the agency for integration into the programme.

(ix)   Scale up

The scale up of the programme would happen in the below mentioned pathway:

Phase	Year	Districts
Phase I	2026 - 2027	3 Districts
Phase II	2027– 2028	7 Districts (3+ 4 new districts)
Phase III	2028 – 2029	12 Districts

(x)   Collaboration and Coordination with Other Project Agencies and Consultancies:
The selected agency shall work in close coordination and collaboration with all relevant agencies, consulting firms, and implementation partners engaged under the project to ensure convergence, efficiency, and avoidance of duplication of efforts. This will require

proactive engagement, regular information sharing, and alignment of activities with the broader program framework.

The learning outcomes to be mapped during the project are as follows; the outcomes are shared in order to help the consultant/s design the learning mission and ensure that the outcomes are aligned.

- **Increased Enrolment of OOS Adolescents into SSLC (Private Candidates) Pathway:** Increased identification, mobilisation, and enrolment of eligible OOS adolescents into the SSLC (Private Candidates) pathway across the 171 identified centres, including improved participation in preparatory and bridge programmes.
- **Improved Foundational Literacy and Numeracy (FLN) Among OOS Adolescents:** Measurable improvement in foundational literacy and numeracy competencies among OOS adolescents through structured bridge learning, remedial support, and contextualised self-study materials.
- **Improved Academic Readiness and Transition Outcomes:** Strengthened academic readiness of OOS adolescents to re-enter formal education systems or successfully pursue secondary certification, including improved preparedness for SSLC examinations.
- **Contribution to Improvement in State Literacy Rates:** Enhanced adolescent literacy levels through structured community-based learning interventions, exam-focused academic support, and re-engagement strategies, contributing to the overall improvement in literacy rates in the State.
- **Increased Participation and Learning Outcomes of Female OOS Adolescents:** Improved enrolment, retention, and learning outcomes among female OOS adolescents through safe and inclusive learning spaces, targeted mobilisation, and structured academic support mechanisms
- **MPOWER project development outcomes (PDOs)** and indicators as per the PAD.

4. Deliverables and Timelines

The assignment will commence from the notice of commencement of work as notified by the SPMU and denoted by "T" (expected to be the contract signing date). The SPMU may request revisions to deliverables or timelines in line with project needs.

Stages	Acceptable	Tentative Description	Timeline
Phase I: Design & Testing	Inception Report	A brief plan describing the manner in which the selected Agency intends to complete the assignment, with milestones aligned to MPOWER project development outcomes and indicators. This will be used to align expectations. Detailed work plan, methodology, coordination structure in line with SPMU timeline and milestone	T + 1 month

		Integrated report combining: (i) Community Needs Assessment (parents, teachers, caregivers, including in- and out-of-school adolescents aged 9-19); (ii) Mapping of national & international best practices and existing DERT/national TLM; (iii) Desk Review & Rapid Assessment; (iv) Statistically representative baseline assessment (schools across regions); (v) Training Needs Assessment; (vi) Recommendations aligned to PAD.	T+3 months
	Comprehensive Community Needs assessment, Baseline assessment & Mapping Report		
	Draft Conceptual Framework, Implementation Guidelines & Pilot Package	Consolidated package including: (i) Draft Conceptual Framework with vision, objectives, learning domains, inclusive delivery models (after-school/weekend/evening camps, adolescent clubs as safe spaces); (ii) Implementation Guidelines including enrolment/hiring modalities for learners and facilitators, governance, reporting, supervision, resource mobilisation, outreach strategy; (iii) Alignment with OoSC self-study materials; (iv) Draft TLM Adaptation Plan (review of DERT and other materials, proposal to Technical Committee); (v) Customised & Contextualised TLM – Pilot Version (lesson plans, workbooks, activity sheets, remedial materials, operational manuals); and (vi) Detailed Pilot Design & Training Plan including training schedules, evaluation tools, and monitoring protocols.	T+6 months
Phase II: Consolidation	Pilot Implementation & Evaluation Report	Documentation of pilot rollout in select districts; training conducted; operational efficiency; assessment of TLM effectiveness; participant feedback; learning outcome analysis; identified gaps and recommendations.	T+9 months
	Stakeholder Consultation & Learning Report	Consultation workshops to validate findings; documentation of inputs; refinement recommendations for strengthening design and TLM.	T+10 months
	Finalised Learning Mission Framework & TLM Package	Revised and approved Conceptual Framework, Implementation Guidelines, and fully contextualised TLM set incorporating pilot learnings and baseline recommendations.	T+11 months

	Monitoring, Assessment & Reporting Framework	Tools and methodology for annual student and teaching volunteers assessments; integration with PMIS; process tracking and outcome monitoring.	Month 13
Phase III: Implementation & Supervision	Continuous Professional Development Plan	Strategy for refresher trainings, mentoring support, supervision mechanisms and resource access.	T+14 months
	Training Completion Report (MT & Teachers)	Reports on Master Trainer training; cascade teaching volunteers, youth facilitators and parents; pre- and post-assessment findings.	T+ 18 months
	Annual Assessment & Remedial Strengthening Report	Findings from annual assessments (students & teachers) with recommendations for remedial teaching and programme refinement.	Annually (end of Y2)
	Quarterly Progress Reports	Implementation progress, training coverage, TLM distribution, monitoring data, and field observations aligned to MPOWER project development outcomes and indicators.	Quarterly (T+21, T+24, T+27, T+30, T+32, T+36)
	Across Year 3	Monitoring, Assessment & Reporting Support (data quality checks, PMIS integration, supervision notes, adaptive improvements)	Across Y3
	Final Completion Report	Consolidated report covering design, implementation, training, monitoring, outcomes aligned to MPOWER project development outcomes and indicators, and sustainability roadmap.	End of Contract

The deliverables are marked in various payment milestones and are tentatively marked as following for payments:

No.	Acceptable	Tentative Time Duration	Payment Schedule
1	Inception Report	T+1 month	5%

2	Community Needs Assessment, Baseline Assessment & Mapping Report (incl. teacher training needs & recommendations)	T+3 months	10%
3	Draft Conceptual Framework + Implementation Guidelines + Pilot Package (incl. pilot TLM version, training plan, monitoring tools)	T+6 months	15%
4	Pilot Implementation & Evaluation Report (pilot rollout + training + effectiveness analysis + recommendations)	T+9 months	10%
5	Stakeholder Consultation & Learning Report + Final Learning Mission Framework & TLM Package (revised, approved, scale-up ready; includes M&A tools/PMIS alignment as annexures)	T+10 to T+13 months	10%
6	Continuous Professional Development (CPD) Plan (refresher training, mentoring, mechanisms)	T+14 months	5%
7	Training Completion Report (Master Trainers + cascade training of teaching volunteers/youth facilitators/parents + pre-post assessment)	T+18 month	10%
8	Quarterly Progress Reports (Year 2) (implementation, coverage, TLM distribution	Year 2 quarterly	2.5%(1.25%*2)
9	Annual Assessment & Remedial Strengthening Report (Year 2)	End of Year 2	5%
10	Quarterly Progress Report (Year 3)	Quarterly in Year 3	5%(1.25% x 4)
11	Monitoring, Assessment & Reporting Support (data quality checks, PMIS integration, supervision notes, adaptive improvements)	Across Year 3	10%
13	Final Completion Report (consolidated outcomes + sustainability and scale-up roadmap)	End of Contract	12.5%

5. Period of Consultancy:

The period of the consultancy will be for **three years** effective from the contract signing date, subject to satisfactory performance determined by the MPOWER in consultation with Meghalaya Teachers Training Academy (MTTA).

6. Staffing/Team Composition

The tentative staffing required for this engagement is shown in the table below, which includes a combination of core and non-core staff. Within the core staff, the Agency will be required to maintain the core team for the full duration of the assignment, while the non-core team will be required to perform on periodic basis during the field surveys. For the purpose of evaluation, only core staff positions will be considered. The Agency may propose an alternative staffing plan with proper justification, ensuring that the technical and operational requirements of the assignment are fully met.

Sn	Position	No. of Persons	Total Person Months	Key Responsibilities	Minimum Qualification & Experience
1	Team Lead (Education & Pedagogy, Curriculum & TLM Development (Literacy & Numeracy), Training & Capacity Building Specialist)	1	36	Overall leadership, strategic design, stakeholder engagement with Government, quality assurance of deliverables, supervision of pilots and scale-up	• Postgraduate degree or PhD in Education, Public Policy, Development Studies, or related social science disciplines. • Minimum 12+ years of professional experience in education systems, curriculum development, teacher training, or large-scale social sector programmes. • Demonstrated experience in leading multidisciplinary teams, designing pedagogical interventions, and working with Government education departments or large education initiatives.
2	Community Engagement & Inclusion Specialist	1	30	Community mobilisation strategy, inclusion of OOS adolescents, gender and social inclusion approaches	• Postgraduate degree in Social Work, Sociology, Development Studies, or related fields. • Minimum 8+ years of experience in community mobilisation, social inclusion programmes, or education and youth development initiatives. • Demonstrated experience working with communities, civil society organisations, and Government programmes, particularly in contexts involving vulnerable populations, gender inclusion, and youth engagement.
3	Monitoring, Evaluation & Learning (MEL),	1	36	Baseline, assessments, monitoring framework,	• Postgraduate in Statistics/Economics/Public Policy with 8+ years experience in learning

				indicators, evaluation design	assessment design and evaluation.
	Assessment & Psychometrics Specialist				- Proven experience designing competency-based assessment tools and baseline surveys. - Expertise in sampling methodologies and test validation techniques. - Experience in analysing large-scale education datasets. - Proficiency in statistical software such as STATA, SPSS, R, or Python. - Experience with adolescent learning or education system evaluations preferred.
4	Behaviour Change Communication Specialist	1	6	Community mobilisation and outreach strategy	- Postgraduate degree in Mass Communication, Social Work, Public Health, Sociology, or related field. - Minimum 7 years of experience in social and behaviour change communication (SBCC), preferably in education, youth development, or community programmes. - Experience designing community mobilisation campaigns targeting adolescents and parents. - Experience developing communication materials (IEC, digital, community-based messaging). - Understanding of gender-responsive and inclusive communication strategies. - Experience working in North East India preferred.

Non-key experts

S. No.	Position	No. of Positions	Qualification	Experience
1	Digital Data Manager	1	Graduate degree in IT, Computer Science, Data Management, or related field	3–5 years of experience in data management, MIS, or digital systems, preferably in development/government projects
2	Programme Managers / Regional Coordinators	2	Postgraduate degree in Education/Social Sciences, Development Studies, Management, or related field	5–7 years of experience in program implementation and team management in large-scale projects
3	Block Coordinators / Field Associates / Training Coordinators	20	Graduate degree in any relevant field / Bachelor of Education Graduate /Diploma in Education	2–4 years of experience in community-based programs, training, or field coordination, preferably with youth

7. **Qualifications of agency/s**
- Agency has at least 10 years of experience in undertaking similar projects in social development space.
- Designing and supporting similar projects for funding organisations, including in the area of improvement of learning outcomes/ remedial education.
- Experience of at least 5 years in successfully working with adolescents aged 9-19, particularly in the area of learning outcome improvement/ remedial education;
- Prior experience of working in Meghalaya or other North Eastern states in the past five years.
- Proven ability to work closely with Government Departments and coordinate with diverse government, non-governmental and quasi-governmental agencies;
- Has designed and implemented an effective strategy to improve learning outcomes / remedial education which has been well-evaluated prior through Impact Assessment or regular monitoring and Evaluation as part of strengthening the programme;
- Prior experience of working with vulnerable adolescent youth (in-school and out of school) in India specifically North Eastern states is preferred; and
- Availability of qualified experts relevant to lead the proposed work and, guide and support mobilisation at the level of field organisation that will be required to carry out this assignment across the given geographic areas.

Note: If the firm " does not have pre-existing expertise related to specific aspects of the Learning Mission curriculum topics expected or other aspects of this assignment, it is expected that the agency will identify and incorporate appropriate expertise to deliver on all aspects of the assignment (e.g., through consortium or recruiting individuals to the assignment team).

8. Terms and Conditions

The confidentiality and related contractual obligations shall be governed in accordance with the provisions outlined in the General Conditions of Contract (GCC) and Special Conditions of Contract (SCC). The selected firm shall be required to adhere to these provisions, including maintaining strict confidentiality of all project-related information and documents, unless otherwise authorized in writing by the competent authority.

9. Reporting Arrangements

The agency will report to the Co-Project Director/Commissioner and Secretary, Education and will work closely with the Program Implementation Unit (MPOWER SPMU) & his/her team responsible for the coordination and implementation of the training and capacity building activities. In addition, the Co-Project Director/Commissioner and Secretary, Education would assign a focal point person for the **agency** from the State Project Implementation Unit who will communicate the progress to the involved parties and ensure all necessary support to the consultant/s for the timely completion of this assignment. The Secretary and Commissioner, will also ensure that all relevant information for the completion of this task is made available to the Consultant/s in a timely manner.

10. Review Committee

The performance and deliverables of the consultant/s designing and supporting implementation of Learning Mission will be reviewed by a committee formed by SPMU headed by the Project Director and Co-Project Director.