

## **MEGHALAYA MULTISECTORAL PROJECT FOR ADOLESCENT WELLBEING, EMPOWERMENT AND RESILIENCE (MPOWER)**

### **TERMS OF REFERENCE FOR HIRING OF AN EXTERNAL AGENCY TO UNDERTAKE PROJECT BASELINE, MIDLIN& ENDLINE ACTIVITIES**

#### **1. INTRODUCTION**

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 Sensitization 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 OF THE ASSIGNMENT

The contracted agency will conduct the baseline, midline, and endline assessments of the MPOWER project throughout the project's duration. The overall objective is to develop appropriate methodologies and design and implement robust baseline, midline, and endline studies to establish and track the project's results against the Project Development Objective (PDO) and Intermediate Results Indicators (refer to Annex 1 for the complete list of indicators; the comprehensive results framework is available in the Project Appraisal Document (PAD) accessible [here](#)). The assignment will ensure the systematic generation of high-quality quantitative and qualitative evidence at key milestones to measure project outcomes and impacts, and to produce credible and timely knowledge to inform strategic decision-making and learning. A central focus will be to strengthen equity and inclusion, incorporate community and beneficiary perspectives, and uphold the highest ethical standards, including data quality assurance and data protection. In addition, the assignment will support institutional learning by strengthening the capacity of the SPMU and Sub-PMUs to understand, interpret, and effectively use baseline, midline, and endline findings for adaptive management and sustainability beyond the project period.

## 3. SCOPE OF SERVICES AND TASKS

To achieve the above objectives, the agency will be responsible for carrying out the following tasks. Additional activities may be agreed upon following the inception phase.

- **Preparation of Inception Report:** The agency will prepare a detailed inception report within the initial phase of the assignment. The report will outline the agency's proposed approach and methodology for completing the assignment, key milestones, staffing and management arrangements, and a work plan with timelines. It will also clarify roles and responsibilities, risks, and mitigation strategies, ensuring alignment with the POM. This report will serve as the foundation for the assignment and ensure that expectations between the SPMU, Sub-PMUs, and the agency are clearly aligned.
- **Design of Data Collection Instruments:** The agency will design robust and context-appropriate instruments for baseline, midline, and endline assessments, as necessary. These instruments will be tailored to capture both quantitative and qualitative information required for monitoring PDO and intermediate indicators. Where relevant, the agency may adapt established national or international tools to fit the project context, ensuring both comparability and contextual relevance. The tools for digital data collection will be developed as needed and will undergo expert review before field testing.
- **Pilot Testing and Finalization of Tools:** To ensure reliability and validity, the agency will pilot test all instruments using a representative sample. The pilot will assess clarity, language, translation, and digital functionality, as well as enumerator comprehension and respondent understanding. Psychometric checks, such as internal reliability and factor analysis, will be undertaken to confirm

the validity of the instruments. Based on pilot findings, instruments will be revised and finalized before full-scale deployment.

- **Training of Field Supervisors and Enumerators:** The agency will conduct intensive training for all field supervisors and enumerators. Training will cover the objectives of the assignment, digital data collection methods, ethical considerations such as informed consent and confidentiality, interviewing techniques, and protocols for handling sensitive information. The training program will include mock interviews, field simulations, and rigorous assessments to ensure enumerators are adequately prepared for fieldwork.
- **Field Data Collection and Management:** The agency will carry out:
  - Baseline survey: Conducted as first activity to establish reference values for PDO and selected Intermediate Results Indicators (IRI). The sampling frame will be derived from the approved M&E plan and may leverage existing assessments (e.g., life skills assessment). Data will be disaggregated by gender, age, socio-economic status, caste/tribe, disability, and geography.
  - Midline survey: Conducted at an interim stage (as defined in the POM and M&E plan) to assess progress and inform mid-course corrections. The midline will update results against the PDO and IRIs and capture early outcomes.
  - Endline survey: Conducted at project close to measure the final impact of interventions, with analysis of changes from baseline to endline.
  - All surveys will complement program MIS data and field team reviews and will use IT-enabled platforms with geo-tagging, time-stamping, and live trackers. Structured mechanisms such as Focus Group Discussions (FGDs), satisfaction surveys, and grievance redressal feedback will be integrated to capture beneficiary perspectives and ensure adaptive management.
- **Analysis and Reporting:** The agency will analyze the collected data and produce comprehensive baseline, midline, and endline reports, in English. Reports will document the field process, present indicator-level findings, and provide disaggregated analyses to highlight equity dimensions. Dashboards and data visualizations will be developed for quick reference and ease of use by policymakers. Additionally, the agency will prepare thematic briefs and policy notes, as requested, to support timely decision-making and adaptive project management.
- **Quality Assurance:** A comprehensive quality assurance framework will be implemented to ensure data reliability and integrity. Supervisors will conduct spot checks and accompaniments, while back-checks and re-interviews will verify accuracy. For a subset of interviews, audio/visual recordings will be collected, geo-tagged, and time stamped. Real-time dashboards will allow the SPMU to monitor field progress. Rigorous data cleaning and consistency checks will be carried out prior to final submission of datasets.
- **Integration of Beneficiary Feedback Mechanisms:** Beyond quantitative data, the agency will integrate structured community and beneficiary feedback mechanisms. Tools such as community scorecards, satisfaction surveys, FGDs, and grievance redressal inputs will be employed to capture qualitative insights on the relevance, quality, and inclusiveness of project interventions. These insights will be analyzed and fed into the reporting system to ensure the project remains responsive to beneficiaries' needs.
- **Institutionalization and Capacity Building:** To ensure sustainability, the agency will work closely with the SPMU and Sub-PMUs to embed M&E processes within government systems. This includes developing user-friendly data tools, integrating with existing MIS, and building the technical capacity of government staff for independent monitoring, data analysis, and reporting. Training workshops, manuals, and on-the-job mentoring will be conducted to ensure long-term institutionalization of M&E systems.
- **Data Integration and Flow:** The MIS operational data will be systematically shared with the M&E firm to support ongoing analysis, validation, and reporting. This collaboration will facilitate early detection and correction of data inconsistencies or gaps. The specific data exchange protocol including mechanisms such as APIs or automated data pipelines, along with agreed frequency, formats, and security standards will be finalized in consultation with the MIS firm to ensure secure, timely, and comprehensive data transfer.

#### 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 Deliverables	Tentative Description	Timeline
<b>Inception</b>	Inception Report	A brief plan describing the manner in which the selected Agency intends to complete the assignment, with milestones. This will be used to align expectations.	T + 1 month
<b>Baseline</b>	Baseline Instruments and Work Plan	Final baseline instruments (questionnaires, interview protocols), sampling frame, training plan, and detailed fieldwork plan with timelines and responsibilities.	T + 2 months
<b>Baseline Midline</b>	Pilot Report	Document summarizing the findings and revisions to be made to questionnaire from a small-scale test of survey instrument	T + 3.5 months
	Baseline Live Tracker	Digital monitoring dashboard enabling real-time oversight of fieldwork, including daily progress updates and geo-tagged records	T + 4 months
	Clean Baseline Dataset	Clean, anonymised dataset in csv/excel format, with complete documentation and codebook.	T + 5 months
	Baseline Report	Report summarising baseline results, analysis of PDO/IRI indicators, equity-focused disaggregation, fieldwork challenges, and recommendations for adaptive management.	T + 6 months
	Midline Instruments and Work Plan	Instruments and work plan for midline survey, including sampling strategy, enumerator training plan, and updated tracker design.	T + 24 months
<b>Midline Endline</b>	Midline Live Tracker	Updated digital tracker to monitor real-time survey progress, geo-tagging, and spot-checks.	T + 24 months
	Clean Midline Dataset	Clean, anonymised midline dataset in csv/excel format with metadata and codebook.	T + 25.5 months
	Midline Report	Report presenting midline findings, analysis of PDO/IRI indicators, trends since baseline, beneficiary feedback synthesis, and recommendations.	T + 27 months

	Endline Instruments and Work Plan	Instruments and work plan for endline survey, incorporating learnings from baseline and midline.	T + 45 months
Endline	Endline Live Tracker	Digital tracker for endline survey, ensuring real-time monitoring and quality control.	T + 46 months
	Clean Endline Dataset	Clean, anonymised endline dataset in csv/excel format, with complete metadata, codebook, and quality assurance documentation.	T + 47 months
	Endline Report	Final report summarising endline findings, project outcomes and impacts, lessons learned, and handover of all digital tools, dashboards, and systems for integration into government monitoring structures.	T + 48 months

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

No.	Acceptable Deliverables	Tentative Time Duration	Payment Schedule
1	Inception report	T + 1 month	5%
2	Finalised implementation plan and data collection tools for baseline	T + 3 months	10%
3	Baseline Report	T + 6 months	5%
4	Quarterly Monitoring Reports, Surveys & Dashboard Updates	T + 9 months T+12; T+15; T+18; T+21	4% each (total 20%)
5	Finalized implementation plan and data collection tools for midline	T + 24 months	5%
6	Midline Report	T + 27 months	15%
7	Quarterly Monitoring Reports & Dashboard Updates	T + 30 months, then every 3 months until Endline	4% each (total 20%)
8	Finalized implementation plan and data collection tools for endline	T + 45 months	5%
9	Final Endline report	T + 48 months	15%

## Duration:

The assignment period is forty-eight (48) months, effective from the contract signing date. A core team will provide M&E services throughout the contract's duration. Non-core team members will provide services during the following phases: initial phase (first 6 months), mid-term (3 months), and end-term (3 months). Any interim tasks requiring non-core team members must be included in the M&E plan and receive prior approval from the SPMU.

## 5. 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.

Position (number, commitment level)	Persons	Total Person Months	Qualifications/experience
<b>A. Core Team (Key Person)</b>			
Senior M&E Specialist & Team Lead	1	48	<ul style="list-style-type: none"> <li>• Doctorate or Postgraduate in Economics, Statistics, Public Policy, Public Health, or related discipline.</li> <li>• Minimum 8 years of experience in monitoring and evaluation of social sector projects of similar magnitude and complexity as the MPOWER project.</li> <li>• Strong track record of managing baseline/midline/endline surveys and mixed-method evaluations.</li> <li>• At least 5 years of field experience</li> </ul>
Digital Data & MIS Specialist	1	48	<ul style="list-style-type: none"> <li>• Postgraduate in Computer Science/Data Science/IT.</li> <li>• At least 5 years in managing digital data collection platforms (ODK, Kobo, SurveyCTO).</li> <li>• Experience in dashboards and real-time analytics</li> </ul>
Data Analysts	2	48 each = 96	<p>a. Graduate/Postgraduate in Statistics, Public Policy, or related fields.</p> <p>b. 3–5 years' experience in survey data analysis and report preparation.</p>
<b>B. Non-Core Team (Non-Key Person)</b>			
Sampling Specialist Qualitative Research & Community Engagement Specialist	1	12	<p>a. Postgraduate in Social Sciences.</p> <p>b. 7+ years in participatory research, FGDs, and community feedback mechanisms.</p>
The core team must be fluent in English.			

Additionally, field staff/enumerators will be required during the survey periods as non-core staff. The agency is required to propose the required numbers and effort put in by them in their work plan (during the technical proposal stage). The desired education and work experience of enumerators should be: 1-3 years' research experience. S/he should have a degree in social work/economics/statistics/public policy/public health or a related discipline, should have experience with IT-enabled data collection and with vulnerable/low-literacy populations, Fluency in English and Hindi among the key team members (*and local language among field staff would be preferred*). The field team should be comprised of at least a majority of female members.

If not part of the skill sets of the tentative positions, the agency should integrate others into the team with requisite skills and experience for subject-matter expertise (youth, gender, and skilling/educational interventions), mixed-methods evaluations of complex social interventions, and statistical analysis (especially related to complex sample size calculations, etc.).

## C. REPORTING

The Consultant(s) will report to the Project Director, MPOWER, and the Team Lead in the SPMU, with dotted line reporting to relevant technical departments and stakeholders as identified in the POM. In addition, the Consultant(s) will provide periodic reports and supply any additional information relevant to the project. Payments will be cleared after acceptance of the reports by the Project Director, post due diligence and the Committee's review. The data, documents, office space, and other support extended by MPOWER-SPMU for effective service delivery and performance will be aligned with project norms, with the SPMU retaining the authority to conduct periodic reviews of deliverables, field processes, and data quality.

## ANNEX 1. LIST OF PDO AND IRI INDICATORS

### Monitoring & Evaluation Plan: PDO Indicators by PDO Outcomes

Enhance multi-sectoral service delivery & capability to improve adolescents' human capital outcomes	
Students supported with better education, in secondary school (Number of people) <sup>CRI</sup>	
Description	Adolescents in supported government and government aided schools from grades 9 to 12 receive education based on a Competency and Wellbeing Framework comprising of age-based matrix outlining specific skills, knowledge and wellbeing status, including in self-efficacy domains, mental and physical health, sexual and reproductive health, employability acquired by adolescents. This indicator is measured annually and non-cumulatively.
Frequency	Annual; Non-cumulative
Data source	PMIS & Administrative Records
Methodology for Data Collection	Reports submitted to the SPMU every 6 months by supported schools
Responsibility for Data Collection	SPMU and sub-PMUs
Students supported with better education, in secondary school - Female (Number of people) <sup>CRI</sup>	
Description	Adolescent girls in supported government and government aided schools from grades 9 to 12 receive education based on a Competency and Wellbeing Framework comprising of age-based matrix outlining specific skills, knowledge and wellbeing status, including in self-efficacy domains, mental and physical health, sexual and reproductive health, employability acquired by adolescents. This indicator is measured annually and non-cumulatively.

Frequency	Annual; Non-cumulative
Data source	PMIS & Administrative Records
Methodology for Data Collection	Reports submitted to the SPMU every 6 months by supported schools
Responsibility for Data Collection	SPMU and sub-PMUs
<b>Students supported with better education, in secondary school - Youth (Number of people)<sup>CRI</sup></b>	
Description	Adolescents in supported government and government aided schools from grades 9 to 12 receive education based on a Competency and Wellbeing Framework comprising of age-based matrix outlining specific skills, knowledge and wellbeing status, including in self-efficacy domains, mental and physical health, sexual and reproductive health, employability acquired by adolescents. This indicator is measured annually and non-cumulatively.
Frequency	Annual; Non-cumulative
Data source	PMIS & Administrative Records
Methodology for Data Collection	Reports submitted to the SPMU every 6 months by supported schools
Responsibility for Data Collection	SPMU and sub-PMUs
<b>Adolescents reporting increased well-being (Percentage)</b>	
Description	Supported adolescents refer to persons in the age-group 9-19 years from Meghalaya who are exposed to project interventions in Grades 6-12 in government and government aided schools or out-of-school. Well-being refers to receiving a score that is above the cut-off on a scale developed for the purpose and based on the age-based well-being status and competencies identified in the Multisector Wellbeing and Competency Framework. Supported adolescents who receive a score equal to or more than the cut-off will be counted. Yearly targets measure percentage point increases from the baseline.
Frequency	Baseline established in Period 1; Annual thereafter
Data source	PMIS & Administrative Records
Methodology for Data Collection	Survey
Responsibility for Data Collection	SPMU and sub-PMUs in the DOE and DoSYA
<b>Adolescents reporting increased well-being - female (Percentage)</b>	
Description	Supported adolescents refer to female persons in the age-group 9-19 years from Meghalaya who are exposed to project interventions in grades 6-12 in government and government aided schools or out-of-school. Well-being refers to receiving a score that is above the cut-off on a scale developed for the purpose and based on the age-based well-being status and competencies identified in the Multisector Wellbeing and Competency Framework. Supported adolescents who receive a score equal to or more than the cut-off will be counted. Yearly targets measure percentage point increases from the baseline.
Frequency	Baseline established in Period 1; Annual thereafter
Data source	PMIS & Administrative Records
Methodology for Data Collection	Survey
Responsibility for Data Collection	SPMU and sub-PMUs in the DOE and DoSYA
<b>Multisectoral Competency and Wellbeing Framework for adolescents adopted and implemented by GoM (Yes/No)</b>	

Description	Multisectoral Competency and Wellbeing Framework for adolescents refers to the age-based matrix outlining specific skills, knowledge and wellbeing status, including in self-efficacy domains, mental and physical health, sexual and reproductive health, employability acquired by adolescents. Adoption of the Framework means endorsement by the PSC. Implementation means that the Framework in part or in full is used for developing adolescents competency and well-being through curricula and activities developed and deployed with project support in schools, clubs and youth centres.
Frequency	Prepared and endorsed in Period 1
Data source	PMIS & Administrative Records
Methodology for Data Collection	Copy of the Framework endorsed by the PSC
Responsibility for Data Collection	SPMU and sub-PMUs in the DOE and DoSYA
<b>Adolescents receiving life-skills and mental health education (in school, out-of-school) (Number)</b>	
Description	Adolescents in school and out of school refer to the persons in the age-group 9-19 years who are in schools or are out of school and based in communities covered by project activities and who receive education based on life-skills and mental health curricula developed with support from the project and as per the Competency and Well-being Framework.
Frequency	Annual; Cumulative; Unique individuals
Data source	PMIS & Administrative Records
Methodology for Data Collection	Reports submitted to the SPMU every 6 months by supported schools, community clubs and youth centers
Responsibility for Data Collection	SPMU and sub-PMUs in the DOE and DoSYA
<b>Adolescents receiving life-skills and mental health education - female (in school, out-of-school) (Number)</b>	
Description	Adolescents - female in school and out of school refer to the persons – female in the age-group 9-19 years who are in schools or are out of school and based in communities covered by project activities and who receive education based on life-skills and mental health curricula developed with support from the project and as per the Competency and Well-being Framework.
Frequency	Annual; Cumulative; Unique individuals
Data source	PMIS & Administrative Records
Methodology for Data Collection	Reports submitted to the SPMU every 6 months by supported schools, community clubs and youth centers
Responsibility for Data Collection	SPMU and sub-PMUs in the DOE and DoSYA
<b>Reduction in the drop-out rate of adolescents in secondary education (Percentage)</b>	
Description	Percentage of adolescents in supported government and government aided schools don't drop out from grades 9 and 10 once they enroll. The decreases will be measured as percentage point changes from the baseline.
Frequency	Annual
Data source	UDISE and State Education MIS
Methodology for Data Collection	Survey/Report
Responsibility for Data Collection	SPMU and Sub Project Management Unit (sub-PMU) in the DOE
<b>Reduction in the drop-out rate of adolescents-female in secondary education (Percentage)</b>	

Description	Percentage of adolescents-female in supported government and government aided schools don't drop out from grades 9 and 10 once they enroll. The decreases will be measured as percentage point changes from the baseline.
Frequency	Annual
Data source	UDISE and State Education MIS
Methodology for Data Collection	Survey/Report
Responsibility for Data Collection	SPMU and sub-PMU in the DOE
<b>People benefiting from actions to build and protect human capital (Number of people) <sup>CRI</sup></b>	
Description	Adolescents in the age-group 9-19 years who are in schools or are out of school and based in communities covered by project activities and who: (a) receive education based on life-skills and mental health curricula, (b) academic and career counselling, and (c) a subset of out of school and community based adolescents receive support to pursue their educational and economic aspirations, towards building and protecting their human capital. This indicator is measured annually and counts unique individuals.
Frequency	Annual; Cumulative; Unique individuals
Data source	PMIS & Administrative Records
Methodology for Data Collection	Reports submitted to the SPMU every 6 months by supported schools, community clubs and youth centers
Responsibility for Data Collection	SPMU and sub-PMUs
<b>People benefiting from actions to build and protect human capital - Female (Number of people) <sup>CRI</sup></b>	
Description	Adolescent girls in the age-group 9-19 years who are in schools or are out of school and based in communities covered by project activities and who: (a) receive education based on life-skills and mental health curricula, (b) academic and career counselling, and (c) a subset of out of school and community based adolescent girls receive support to pursue their educational and economic aspirations, towards building and protecting their human capital. This indicator is measured annually and counts unique individuals.
Frequency	Annual; Cumulative; Unique individuals
Data source	PMIS & Administrative Records
Methodology for Data Collection	Reports submitted to the SPMU every 6 months by supported schools, community clubs and youth centers
Responsibility for Data Collection	SPMU and sub-PMUs
<b>People benefiting from actions to build and protect human capital - Youth (Number of people) <sup>CRI</sup></b>	
Description	Adolescents in the age-group 9-19 years who are in schools or are out of school and based in communities covered by project activities and who: (a) receive education based on life-skills and mental health curricula, (b) academic and career counselling, and (c) a subset of out of school and community based adolescents receive support to pursue their educational and economic aspirations, towards building and protecting their human capital. This indicator is measured annually and counts unique individuals.
Frequency	Annual; Cumulative; Unique individuals
Data source	PMIS & Administrative Records
Methodology for Data Collection	Reports submitted to the SPMU every 6 months by supported schools, community clubs and youth centers

Responsibility for Data Collection	SPMU and sub-PMUs
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#### Monitoring & Evaluation Plan: Intermediate Results Indicators by Components

<b>Learning Mission, Life Skills and Career Preparation in Schools</b>	
<b>Number of schools implementing life-skills and mental health curricula in accordance with the Framework (Number)</b>	
Description	Project supported government and government aided schools with any of grades 6-12 implementing the life-skills and mental health curricula developed with project support. This indicator will be measured cumulatively.
Frequency	Annual; Cumulative
Data source	PMIS & Administrative Records
Methodology for Data Collection	Reports submitted to the SPMU every 6 months by supported schools
Responsibility for Data Collection	SPMU and sub-PMU in the DOE
<b>Number of schools implementing academic and career counselling sessions in accordance with the Framework (Number)</b>	
Description	Project supported government and government aided schools with any of grades 6-12 implementing the academic and career counselling modules developed with project support. This indicator will be measured cumulatively.
Frequency	Annual; Cumulative
Data source	PMIS & Administrative Records
Methodology for Data Collection	Reports submitted to the SPMU every 6 months by supported schools
Responsibility for Data Collection	SPMU and sub-PMU in the DOE
<b>Number of teachers trained in life-school and mental health curricula delivery (Number)</b>	
Description	Teachers from the project supported government and government aided schools with any of grades 6-12 implementing the life-skills and mental health curricula developed with project support who are trained for the delivery of these curricula. This indicator will be measured cumulatively.
Frequency	Annual; Cumulative
Data source	PMIS & Administrative Records
Methodology for Data Collection	Reports submitted to the SPMU every 6 months by supported schools
Responsibility for Data Collection	SPMU and sub-PMU in the DOE
<b>Number of teachers trained in academic/career counselling delivery (Number)</b>	
Description	Teachers from project supported government and government aided schools with any grades 6-12 implementing the academic and career counselling modules developed with project support who are trained for the delivery of these modules. This indicator will be measured cumulatively.
Frequency	Annual; Cumulative
Data source	PMIS & Administrative Records
Methodology for Data Collection	Reports submitted to the SPMU every 6 months by supported schools
Responsibility for Data Collection	SPMU and sub-PMU in the DOE
<b>Number of in-school Youth Clubs established (Number)</b>	
Description	Youth clubs established in secondary, higher secondary government and aided schools, according to the guidelines developed for the purpose with project support. This indicator will be measured cumulatively.
Frequency	Annual; Cumulative
Data source	PMIS & Administrative Records
Methodology for Data Collection	Reports submitted to the SPMU every 6 months by supported schools

Responsibility for Data Collection	SPMU and sub-PMU in the DOE
<b>Community Interventions and Pathways for Out-of-school Adolescents</b>	
<b>Number of Community Youth Clubs established (Number)</b>	
Description	Youth clubs established in selected cluster of villages, according to the guidelines developed for the purpose with project support. This indicator will be measured cumulatively.
Frequency	Annual; Cumulative
Data source	PMIS & Administrative Records
Methodology for Data Collection	Reports submitted to the SPMU every 6 months
Responsibility for Data Collection	SPMU and sub-PMU in the DoSYA
<b>Number of Youth Centres Established/Strengthened (Number)</b>	
Description	Existing youth centres under the CMYC scheme and new youth centres established at the Block level through project support strengthened/developed respectively to provide adolescent services and be a hub for community clubs in their catchment areas as per guidelines developed for the purpose. This indicator will be measured cumulatively.
Frequency	Annual; Cumulative
Data source	PMIS & Administrative Records
Methodology for Data Collection	Reports submitted to the SPMU every 6 months
Responsibility for Data Collection	SPMU and sub-PMU in the DoSYA
<b>Number of Youth Facilitators Trained and Certified (Number)</b>	
Description	Youth facilitators hired on a work-place based training and certification modality to run the in-school clubs established in project supported secondary and higher secondary schools and the community clubs established at the cluster of villages according to the guidelines developed for the same. Each youth facilitator will be hired for 2 years at the end of which he/she will receive skill certification from a reputable organization.
Frequency	Annual; Non-cumulative
Data source	PMIS & Administrative Records
Methodology for Data Collection	Reports submitted to the SPMU every 6 months
Responsibility for Data Collection	SPMU and sub-PMUs in the DoE and DoSYA
<b>Number of Youth Facilitators Trained and Certified - Female (Number)</b>	
Description	Youth facilitators – female, hired on a work-place based training and certification modality to run the in-school clubs established in project supported secondary and higher secondary schools and the community clubs established at the cluster of villages according to the guidelines developed for the same. Each youth facilitator will be hired for 2 years at the end of which he/she will receive skill certification from a reputable organization.
Frequency	Annual; Non-cumulative
Data source	PMIS & Administrative Records
Methodology for Data Collection	Reports submitted to the SPMU every 6 months
Responsibility for Data Collection	SPMU and sub-PMUs in the DoE and DoSYA
<b>Number of out-of-school adolescents undergoing skills training (Number)</b>	
Description	Adolescents in the age-group 16-19 years who are out-of-school who receive skills training under the project. This indicator will be measured cumulatively.
Frequency	Annual; Cumulative
Data source	PMIS & Administrative Records
Methodology for Data Collection	Reports submitted to the SPMU every 6 months
Responsibility for Data Collection	SPMU and sub-PMUs in the DoE and DoSYA
<b>Number of out-of-school adolescents undergoing skills training - Female (Number)</b>	

Description	Adolescents -female in the age-group 16-19 years who are out-of-school who receive skills training under the project. This indicator will be measured cumulatively.
Frequency	Annual; Cumulative
Data source	PMIS & Administrative Records
Methodology for Data Collection	Reports submitted to the SPMU every 6 months
Responsibility for Data Collection	SPMU and sub-PMUs in the DoE and DoSYA

#### **Reduction in the share of teenage childbearing (Percentage)**

Description	Share of teenage pregnancy refers to the percentage of pregnant women who are below the age of 19 compared to all pregnant women in Meghalaya. This indicator will be measured as percentage point reductions from the baseline.
Frequency	As per the Results Framework
Data source	<b>Mother App (Health Department); PIMS &amp; Administrative records</b>
Methodology for Data Collection	<b>Survey and Mother App data</b>
Responsibility for Data Collection	SPMU and sub-PMUs in the DoHFW

#### **Frontline service providers trained (Number)**

Description	Training provided to frontline service providers such as ASHA, ANM and other relevant categories to provide services to adolescents. This indicator will be measured cumulatively.
Frequency	Annual; Cumulative
Data source	PMIS & Administrative Records
Methodology for Data Collection	Reports submitted to the SPMU every 6 months
Responsibility for Data Collection	SPMU and sub-PMUs in the DoE, DoHFW and DoSYA

#### **IEC Strategy Prepared and Implemented (Yes/No)**

Description	Information, Education and Communication strategy for outreach to multiple and diverse stakeholders on adolescent issues and MPOWER services, prepared and implemented. The PMIS will record data on IEC-related activities disaggregated by vulnerable and disadvantaged groups such as teenage parents, tribal communities, persons with disabilities, etc. to assess level of awareness and/or services accessed.
Frequency	Annual
Data source	PMIS & Administrative Records
Methodology for Data Collection	Reports submitted to the SPMU every 6 months
Responsibility for Data Collection	SPMU and sub-PMUs in the DoE, DoHFW and DoSYA

#### **State Capability and Program Management**

##### **Well-being Skills and Competency Curricula prepared in accordance with the Framework (in school, out-of-school) (Yes/No)**

Description	Life-skills and Mental health Curricula and Academic and Counselling Curricula prepared to achieve age-based well-being and competencies defined in the Multisectoral Adolescents Well-Being and Competency Framework developed with project support.
Frequency	Period 1
Data source	PMIS & Administrative Records
Methodology for Data Collection	Copies of the curricula endorsed by the PSC
Responsibility for Data Collection	SPMU and sub-PMUs in the DoE, DoHFW and DoSYA

#### **Share of project beneficiaries that feel the project is responsive to their needs (Percentage)**

Description	Project beneficiaries refer to in-school and out-of-school adolescents, teachers, youth facilitators and community members who receive project activities. The indicator will measure the share of beneficiaries who are at least partially satisfied or more.
Frequency	As per the Results Framework
Data source	PMIS & Administrative Records

Methodology for Data Collection	Surveys
Responsibility for Data Collection	SPMU and sub-PMUs in the DoE, DoHFW and DoSYA
<b>Grievances Redressed (Percentage)</b>	
Description	Communities and individuals who believe that they are adversely affected by a project supported by the World Bank may submit complaints to existing project-level grievance mechanisms or the Bank's Grievance Redress Service (GRS). This indicator will measure the percentage of grievances redressed from among those that have been received. This indicator will be measured annually and non-cumulatively.
Frequency	As per the Results Framework
Data source	PMIS & Administrative Records
Methodology for Data Collection	GRS records with the SPMU and sub-PMUs in the DoE, DoHFW and DoSYA
Responsibility for Data Collection	SPMU and sub-PMUs in the DoE, DoHFW and DoSYA
<b>State Technology Platform Established and Functional (Yes/No)</b>	
Description	State Data/Information Management Platform developed with project support that will include – a) PMIS aligned with the project's M&E Plan, b) an interactive web-portal for adolescent and youth, and c) a digital State Skills Registry as envisioned in the Meghalaya Youth Policy (2021).
Frequency	Annual
Data source	PMIS & Administrative Records
Methodology for Data Collection	Verification through demonstration of a functioning and regularly updated State Technology Platform
Responsibility for Data Collection	SPMU and sub-PMUs in the DoE, DoHFW and DoSYA
<b>Youth Employment Strategy prepared (Yes/No)</b>	
Description	Youth Employment and Employability Strategy prepared with project support
Frequency	Period 1
Data source	PMIS & Administrative Records
Methodology for Data Collection	Copy of the strategy endorsed by the PSC
Responsibility for Data Collection	SPMU and sub-PMUs in the DoE, DoHFW and DoSYA
<b>Contingent Emergency Response Component (CERC)</b>	