Ref No.: MBMA/MPOWER/21/2026-27/CS-7A/95 **Dated Shillong, the19th November, 2026**

"Hiring of Agency for the Design and Implementation of Community Learning Mission in Meghalaya

RFP Reference No: MBMA/MPOWER/21/2026-27/CS-7A/56

Date of issuing of RFP: 24th July, 2026

Response to Pre-Bid Queries

Sl No.	Reference in RFP	Existing Clause	Queries Raised by Bidders	MBMA Response: As Per the RFP/Clarification/Refer to the amendment
1	Data Sheet 21.1 Part A, Mandatory Criteria	"The agency must be a company incorporated under the Companies Act or a Limited Liability Partnership firm registered under the Limited Liability Partnership Act 2008 / Partnership act registered under relevant laws and should have been in existence for no less than 10 years"	Does the clause "registered under relevant laws" cover Societies and Trusts registered under their respective Acts?	**Refer to the amendment**
2	Data Sheet 14.1.1; GCC 1.1(x)	"Joint Venture Not Allowed" and "Sub-consultant means an entity to whom the Consultant intends to subcontract any part of the Services while the Consultant remains responsible to the Client during the whole performance of the Contract"	Can comparable assignments completed by the proposed sub-consultant be cited in the bidder's TECH-2B experience table, or only assignments directly contracted to the lead bidding entity?	**Clarification**: No. Only assignments legally contracted to the bidding Consultant may be claimed under TECH-2B. sub-contracting is not allowed for the assignment **Refer to the amendment**

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3	Data Sheet 21.1 Part A, Mandatory Criteria clause 4	"The applicant (firm) should have a minimum average annual turnover of INR 90 Lakhs (Rupees Ninety Lakhs) from consultancy fees only during last 3 (three) financial years i.e. 2022-23, 2023-24 & 2024-25"	What is the precise definition of consultancy fees for this calculation? Can income from World Bank-funded government contracts be classified as consultancy fees?	**Clarification:** The turnover shall comprise the overall income/revenue generated by the firm from its business operations during the relevant financial years, including income from assignments funded by Externally Aided Projects (EAPs) or Government agencies, as well as income from other business activities, provided that such income is duly reflected in the audited financial statements and certified by a Chartered Accountant holding a valid UDIN. **Refer to the amendment**
4	ToR clause 3(x)	"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"	Can MBMA share a list of agencies currently engaged or being procured under MPOWER with their respective scopes, so bidders can identify coordination requirements and avoid duplication in their proposals?	**Clarification:** This will be provided to selected vendor once contract is signed
5	GCC clause 41; ToR clause 3	"The Client shall make available to the Consultant free of charge such professional and support counterpart personnel, to be nominated by the Client with the Consultant's advice, if specified in Appendix A"	Will MBMA provide counterpart support covering printing and distribution costs for TLMs, TA/DA for the 56 Master Trainers and 600-650 Teaching Volunteers, and dedicated SPMU and DERT staff time? Or are these costs expected within the consultant's financial proposal?	**Clarification:** The printing and distribution costs of the Teaching-Learning Materials (TLMs) and manuals for MTs and Teaching Volunteers shall be borne by the Agency, while the printing and distribution costs of materials intended for students shall be borne by the State. The TA/DA expenses for the Master Trainers and Teaching Volunteers shall be borne by MBMA. These costs are therefore not required to be included in the Consultant's financial proposal.

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6	Section 1 Letter of Invitation	"The assignment will involve the design and implementation of a scalable Community Learning Mission model across selected districts in Meghalaya"	The procurement plan associated with the earlier RFP (MBMA/MPOWER/19/2025-26/CS-7) indicated an estimated contract value of approximately USD 646,174. Has the estimated contract value changed for this re-issued RFP?	**Clarification:** The estimated contract value is confidential and shall not be disclosed. Bidders are advised not to make assumptions regarding the estimated contract value based on previously cancelled activities and shall prepare and submit their Financial Proposals in accordance with the requirements and scope of services specified in the RFP.
7	Section 2 – Data Sheet, ITC 21.1, Part A – Mandatory Criteria, Sl. 3 (Page 35)	**Similar Assignments –Eligibility** The Applicant must have successfully completed at least three (3) similar assignments in India within the ten (10) years preceding 30 June 2026, under programmes funded or executed by the Government of India, State Governments, the World Bank, the United Nations or other reputable international organisations, with at least one such assignment executed in a North Eastern State.	1. We note that the eligibility criterion recognises only assignments successfully completed within the last ten (10) years. We respectfully request that this be relaxed to also recognise "ongoing assignments" in which at least one (1) year has been completed as on 30 June 2026. 2. We further request clarification on whether the requirement of having executed at least one assignment in a North Eastern State must also satisfy the aforementioned eligibility criteria and definition of a similar assignment. If so, we request that this too be relaxed to recognise ongoing assignments in which at least one (1) year has been completed as on 30 June 2026.	**Refer to the amendment**

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8	Section 2 – Data Sheet, ITC 21.1, Part A – Mandatory Criteria, Sl. 3 (Page 35)	**Definition of "Similar Assignment"** A "similar assignment" is defined as designing and implementing education or community-based learning programmes focused on improving learning outcomes for children and adolescents (aged 9–19 years), including curriculum/ TLM development, training and programme implementation.	We respectfully seek the following clarifications /relaxations to this definition: (a) We request confirmation that an assignment need not contain all three components (curriculum/TLM development, training and programme implementation) concurrently, and that assignments demonstrating a substantial subset of these components will qualify as "similar," provided the core objective was improvement of learning outcomes. (b) We request that assignments serving overlapping or adjacent learner cohorts (e.g., foundational, elementary, secondary or out-of-school youth programmes) be recognised where the predominant focus is on learning outcomes, rather than requiring the beneficiary group to fall strictly within the 9–19 age band. (c) We request confirmation that programmes in allied domains — such teacher/facilitator capacity building, skilling / vocational education, and school-to-work transition — where they involve curriculum design, training and field	**Clarification:** The Agency must have prior experience in training and programme implementation, along with experience in either curriculum development, Teaching-Learning Material (TLM) development, or both. The assignments shall be assessed in accordance with the eligibility criteria specified in the RFP. The target age group of 9–19 years applies to the present assignment and does not, by itself, restrict the age group of beneficiaries under previous assignments

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9	Section 2 – Data Sheet, ITC 14.1.1 (Page 31); ITC 12.9 (Page 16) Section 8 – General Conditions of Contract, Clause GCC 20 (Page 109)	The Data Sheet provides that Joint Ventures are not permitted. Under ITC 12.9, the Consultant shall not subcontract the whole of the Services. The clause further provides that "the Consultant may subcontract part of the Services to an extent and with such Key Experts and Sub-consultants as may be approved in advance by the Client. Notwithstanding such approval, the Consultant shall retain full responsibility for the Services."	We note that, while a Joint Venture is not permitted, ITC 12.9 expressly permits the Consultant to subcontract part of the Services, with prior Client approval, the Consultant retaining full responsibility. On this basis we respectfully seek the following confirmations: (a) Kindly confirm that the Consultant (as a sole entity) may engage specialist Sub-consultants / Key Experts for discrete components of the assignment — for example, curriculum/TLM development, psychosocial support, monitoring & assessment, including Regional coordinators and field associates— subject to the Client's prior approval and with the Consultant retaining full responsibility for delivery. (b) Kindly clarify the stage at which such prior approval is to be obtained — i.e., whether Sub-consultants proposed and disclosed at the proposal stage will be treated as "approved in advance," or whether a separate approval is required post-award.	**Clarification:** (a) The Consultant may propose qualified Key Experts for the specialist components of the assignment, including curriculum/TLM development, psychosocial support, monitoring and assessment, Regional Coordinators and Field Associates, as applicable under the TOR. Subcontracting is not allowed. (b) Key Experts proposed in the Consultant's proposal shall be evaluated as part of the technical proposal and, where accepted, shall form part of the Consultant's proposed team.
10	Section 2 – Data Sheet, ITC 21.1, Part B, Criterion (iii) (Pages 36–37)	**Technical Presentation (15 marks)** All bidders meeting the mandatory criteria are required to deliver a Technical Presentation (maximum ten slides, thirty minutes) by the proposed Team Leader before the Evaluation Committee.	We request confirmation of the mode of the presentation (in-person or virtual) and its indicative timeline relative to the opening of technical proposals. We further request that, in the event the proposed Team Leader is unavailable owing to unforeseen circumstances, the presentation may be delivered by another proposed Key Expert.	**Clarification:** The Technical Presentation may be delivered either in-person or virtually, at the bidder's option. The date and time of the presentation will be communicated to the eligible bidders in advance. The presentation shall be delivered by the proposed Team Leader. In case of unforeseen circumstances, another proposed Key Expert may deliver the presentation, subject to prior approval of the Client.

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11	Section 2 – Data Sheet, ITC 21.1, Part B, Criterion (iv) (Pages 37–38)	**Experience in Meghalaya** Marks are awarded for similar projects executed in the State of Meghalaya for any Government Department or PSU during the ten years preceding "31 June 2026" — one project of not less than INR 2 Crore (5 marks); two or more such projects (10 marks). Part A, however, states the corresponding cut- off date as 30 June 2026.	Considering the specialized nature of education and community-learning assignments in Meghalaya and the relatively limited number of projects exceeding INR 2 Crore in the State, we respectfully request the Authority to consider reducing the minimum project value threshold from INR 2 Crore to INR 1 Crore for the purpose of evaluation under this criterion. Such a relaxation would enable participation by firms with substantial and relevant experience in Meghalaya while promoting broader competition, without compromising the objective of assessing bidders' local contextual understanding and implementation capabilities.	**Clarification:** The request to reduce the minimum project value threshold from INR 2 Crore to INR 1 Crore is not accepted, and the threshold shall remain unchanged at INR 2 Crore. This criterion is a rated evaluation criterion and not a mandatory qualification requirement. Accordingly, bidders who do not meet the specified threshold shall not be awarded marks under this criterion, while bidders who meet the requirement shall be awarded marks in accordance with the evaluation criteria. The reference to "31 June 2026" is a typographical error and shall be read as "30 June 2026," consistent with Part A. **Refer to the amendment**
12	Section 7 – ToR, Section 5 'Period of Consultancy' (Page 86); Section 8 – SCC Clause 14.1 (Page 124)	**Contract Duration – Internal Inconsistency** ToR Section 5 states that the period of consultancy is three (3) years from the contract signing date. SCC Clause 14.1 (Expiration of Contract), however, is left blank with an indicative entry of "twelve months".	We request confirmation that the contract duration is three (3) years and that SCC Clause 14.1 be populated accordingly, to ensure consistency across the ToR, the deliverable timeline (which extends to T+36 months) and the Financial Proposal.	**Clarification:** The Duration of the assignment is 3 Years **Refer to the amendment**
13	Section 7 – ToR, Scope of Work 3(iv) and 3(vi) (Pages 80–82)	**Engagement of Master Trainers and Teaching Volunteers; Learner Mobilisation** Rollout is phased across all 12 districts (3 / 7 / 12 districts over Years 1–3); field testing targets 1,000 OOSC adolescents in North Garo Hills, East Khasi Hills, Ri-Bhoi and East Jaintia Hills; and training covers 56 Master Trainers (1 per block) and 600–650 Teaching Volunteers	To enable accurate costing and implementation planning, we kindly request clarification on the following: 1. Master Trainers and Teaching Volunteers Please confirm whether the recruitment, engagement, deployment, honoraria, remuneration, travel allowances, and all associated personnel costs for the 56 Master Trainers and approximately 600–650 Teaching Volunteers will be borne directly by MPOWER.	**Clarification:** 1. Master Trainers and Teaching Volunteers The 56 Master Trainers and approximately 600–650 Teaching Volunteers are envisaged as part of the MPOWER implementation structure. The Agency will be responsible for developing the selection criteria and training strategy, conducting the training of Master Trainers, supporting the cascade training of Teaching

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		(1:10 villages) "that will be engaged by MPOWER".	We understand that the Agency's role may be limited to supporting the development of selection criteria, delivery of training and capacity-building programmes, provision of training materials, and ongoing mentoring and quality assurance support throughout implementation. Kindly confirm if this understanding is correct. 2. Identification and Mobilisation of Learners Please clarify the respective roles and responsibilities of the Agency, the State Project Management Unit (SPMU), Education Sub-PMU, district administration and other relevant stakeholders in identifying, enrolling and mobilising the approximately 1,000 OOSC adolescents for field testing, as well as learners to be covered during subsequent scale-up phases. Specifically, please indicate which entity will be responsible for community outreach, beneficiary identification, verification, mobilisation and enrolment. 3. Training, Logistics and TLM Costs Please clarify whether the costs associated with: • Training venues and logistical arrangements; • Participant travel and refreshments, where applicable; • Printing, production and distribution of Teaching and Learning Materials (TLMs); and • Other implementation support materials, will be arranged and funded by the Client/MPOWER, or whether these costs are required to be included by the Agency as part of its financial proposal (either as reimbursable expenses or within the lump-sum contract price).	Volunteers, and providing refresher training, mentoring and ongoing technical support throughout the contract period. The honorarium/remuneration and associated engagement costs of the Master Trainers and Teaching Volunteers will be borne by the MPOWER Project. The Agency is therefore not required to include these personnel costs in its financial proposal. 2. Identification and Mobilisation of Learners The Agency will be responsible for the identification and mobilisation of OOSC adolescents as part of the Learning Mission implementation. This will include developing and implementing appropriate community outreach and mobilisation strategies and supporting the field testing and subsequent rollout of the Learning Mission. For the pilot, the Agency will coordinate with the MPOWER SPMU and relevant Government and community institutions to identify and mobilise a minimum of 1,000 OOSC adolescents in the identified districts. The identification, verification, mobilisation and enrolment of learners will therefore follow a convergent approach, with the Agency providing field-level implementation and mobilisation support.

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				3. Training, Logistics and TLM Costs The costs related to training and printing/production of TLMs manual for MTs and Teaching volunteer will be treated as reimbursable expenses. Whereas TLM to be distributed to Students will be borne by the project This includes, as applicable, training-related logistical expenses such as venue, participant travel and refreshments, as well as the printing, production and distribution of approved Teaching and Learning Materials. Such expenditure will be subject to prior approval and the applicable reimbursement procedures of the MPOWER Project. The honorarium/remuneration of Master Trainers and Teaching Volunteers will be borne directly by the MPOWER Project and should therefore not be included in the Agency's financial proposal. Accordingly, the Agency's financial proposal should primarily cover the professional and operational resources required for the design, implementation support, training/capacity building, field coordination, monitoring, mentoring and quality assurance functions specified in the ToR, while the above-mentioned project-funded/reimbursable costs will be handled separately in accordance with the agreed contractual arrangements.

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14	Section 7 – ToR, Deliverables and Timelines, Section 4 (Pages 83–85); GCC 46.2.2 (Page 119)	**Deliverable Review and Approval Turnaround** Deliverables are subject to review and approval by multiple bodies — the SPMU, the Education Sub-PMU, DERT, a Technical Committee, the MTTA and a Review Committee — with early milestones falling due at T+1, T+3 and T+6 months.	Given the multiple approving bodies and the compressed early timeline, we request that a defined review / approval framework be specified for each deliverable, together with a "deemed approved" provision where the Client's comments are not received within a stated period, so that subsequent milestones and the associated payments are not delayed for reasons beyond the Agency's control.	**Clarification:** A deliverable-wise review and approval framework will be established at the commencement of the assignment.
15	Section 7 – ToR, Staffing / Team Composition, Section 6 (Pages 86–89)	The Team Lead is required to possess a Postgraduate degree or PhD in Education, Public Policy, Development Studies, or related social science disciplines.	Given the multidisciplinary nature of the assignment, we respectfully request that the qualification requirement be broadened to include candidates with postgraduate qualifications in Management, Social Work, Rural Development, Public Administration, Human Development, Psychology, or other relevant disciplines, provided they possess substantial experience in education-sector programme design and implementation	**Refer to the amendment** **Refer to Annexure I revise Terms of Reference**
16	Section 7 – ToR, Staffing / Team Composition, Section 6 (Pages 86–89)	**Key Experts Requirements (Community Engagement & Inclusion Specialist)** Experience required in education systems, curriculum development, teacher training, or large- scale social sector programmes. Minimum 8+ years of experience in community mobilisation, social inclusion programmes, or education and youth development initiatives.	• Kindly clarify whether the proposed expert is expected to demonstrate experience across all listed domains, or whether substantial experience in one or more ofthese areas would be considered sufficient for meeting the requirement. • We request that the minimum experience requirement be relaxed to 6+ years of relevant professional experience, subject to demonstrated experience in leading community mobilisation, inclusion, youth engagement, or social development initiatives of comparable scale.	**Clarification:** substantial experience in one or more of these areas would be considered sufficient for meeting the requirement with the approval of the SPMU

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17	Section 7 – ToR, Staffing / Team Composition, (MEL, Assessment & Psychometrics Specialist) Section 6 (Pages 86–89)	Minimum 8+ years' experience in learning assessment design and evaluation.	• We request that the minimum experience requirement be relaxed to 6+ years for candidates demonstrating substantial experience in assessment design, monitoring and evaluation, research studies, large- scale surveys, or impact evaluation assignments	**Refer to the amendment** **Refer to Annexure I revise Terms of Reference**
18	Section 7 – ToR, Staffing / Team Composition, (Behaviour Change Communication Specialist) Section 6 (Pages 86–89)	Postgraduate degree in Mass Communication, Social Work, Public Health, Sociology, or related field.	• We respectfully request that candidates with postgraduate qualifications in Communications, Journalism, Development Studies, Public Policy, Management, Psychology, Behavioural Sciences, or related disciplines also be considered eligible.	**Refer to the amendment** **Refer to Annexure I revise Terms of Reference**
19	Section 7 – ToR, Staffing / Team Composition, (Behaviour Change Communication Specialist) Section 6 (Pages 86–89)	Minimum 7 years of experience in social and behaviour change communication (SBCC).	• We request relaxation of the minimum experience requirement to 5 years, subject to demonstrated experience in communication strategy, awareness campaigns, community outreach, public engagement, or behaviour-change initiatives of similar scale.	**Refer to the amendment** **Refer to Annexure I revise Terms of Reference**
20	Section 7 – ToR, Staffing / Team Composition (Behaviour Change Communication Specialist) Section 6 (Pages 86–89)	Experience designing community mobilisation campaigns targeting adolescents and parents.	• Kindly confirm that experience in designing communication, awareness, or outreach campaigns targeting youth, communities, students, women, or vulnerable groups will also be considered acceptable.	**Clarification:** Yes

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21	Section 7 – ToR, Staffing / Team Composition Non-Key Experts and Field Staff Section 6 (Pages 86–89)	For evaluation, only core Coordinators (20). The Agency may propose an alternative staffing plan with justification. (Key) staff positions are considered. The indicative non-key team comprises a Digital Data Manager (1), Programme Managers / Regional Coordinators (2) and Block Coordinators / Field Associates / Training	We request confirmation that the CVs of non-key experts are not required at the bid stage and are not scored in the technical evaluation. • We request confirmation that the Agency may propose an alternative staffing plan (instead of proposed field staff of 24) as expressly permitted) without prejudice to technical compliance, provided the technical and operational requirements are fully met.	**Clarification:** Only the Key Expert mentioning DS ITB21.1 will be evaluated The Agency may propose additional personnel, as deemed necessary for the successful execution of the assignment
22	Section 7 – Terms of Reference; Key Expert Requirements; Forms TECH-6 & TECH-7	The RFP specifies the qualifications and responsibilities of the Key Experts to be proposed for the assignment. However, the RFP does not explicitly clarify whether the identified Key Experts are required to be deployed continuously throughout the entire contract period or engaged in accordance with the requirements of specific project phases and deliverables.	We kindly request the Client to clarify whether all Key Experts are required to be deployed for the entire 36- month duration of the assignment, or whether their deployment may be aligned with specific workstreams, milestones, and deliverables based on the nature of their roles. Further, kindly confirm the expected level of effort (full-time, part-time, intermittent, or input-based) and the envisaged location of deployment for each Key Expert position. This clarification will enable bidders to develop an efficient staffing approach and prepare realistic technical and financial proposals.	**Clarification:** All key expert shall be deploy as specified in the ToR section 6 staffing/Team Composition The Agency may proposed deployment plan for each key expert.

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23	Section 8 – GCC 21.1.3 (Page 110) and SCC Clause 21b (Page 124); Section 7 – ToR Background (Page 78) Conflict of Interest – Downstream Disqualification	Under GCC 21.1.3, read with SCC 21b (marked "Yes"), the Consultant and its affiliates may be disqualified from providing goods, works or non-consulting services arising from or directly related to this assignment.	We request confirmation of the precise scope of the resulting disqualification, and in particular whether participation in this assignment would preclude the Agency (or its affiliates) from bidding for the separate MPOWER monitoring and evaluation assignment or other MPOWER work packages.	**Clarification:** The restriction shall apply where the Consultant or any of its affiliates has been involved in the preparation of the Terms of Reference, cost estimates, specifications, or any other documents forming the basis of the relevant procurement, or where their participation would otherwise give rise to a conflict of interest. An existing or previous contractual relationship with MBMA/MPOWER shall not, in itself, constitute grounds for disqualification from participating in other MPOWER assignments, provided that the Consultant complies with the applicable conflict-of-interest provisions.
24	Section 2 – Data Sheet, ITC 16.1 and ITC 16.3 (Page 32); GCC 44 (Page 118) Financial Proposal – Reimbursables and Taxes	Reimbursable expenses cover travel, boarding and lodging, office and other costs. Consultants are responsible for all taxes; the GST payable on the contract value is to be reimbursed on proof of deposit and shown separately in the Financial Proposal.	• We request confirmation whether reimbursable expenses are to be quoted as a separate, at-actuals line item, or are to be built into the lump-sum professional fee. • We request confirmation that the Financial Proposal is to be quoted exclusive of GST, with GST reflected separately and reimbursed at actuals against a valid tax invoice.	**Clarification:** The Contract is on a lump-sum basis. Accordingly, all costs required for the performance of the Services, including travel, boarding and lodging, office expenses and all other costs and expenses, shall be included in the Financial Proposal and shall form part of the lump-sum Contract Price. The Financial Proposal shall clearly indicate the amount excluding GST and the applicable GST amount separately. However, the total Contract Price shall be inclusive of GST and all applicable taxes.
25	Section 8 – GCC 46.2.1 (Page 119) and Appendix D (Page 96)	GCC 46.2.1 provides for an advance payment against an advance-payment bank guarantee (in the form at Appendix D), "unless otherwise indicated in the SCC". The payment schedule does not reflect any advance payment.	RFP does not clearly specify the requirements, if any, relating to Earnest Money Deposit (EMD), Performance Security, or other bank guarantees applicable under the Contract.	**Clarification:** No advance payment is applicable under this RFP. Accordingly, no advance-payment bank guarantee is required. EMD and Performance Security is not applicable. Payment will be made on achieve deliverables

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26	Section 8 – GCC 46.2.2 and 46.2.3 (Page 119); GCC 47.1 (Page 120) Payment Timelines and Interest on Delayed Payments	Lump-sum instalments are payable within sixty (60) days of receipt/acceptance of the deliverable, and the final payment within ninety (90) days. Interest on delayed payments is payable at the rate stated in the SCC.	We request that the SCC specify the interest rate applicable to delayed payments under GCC 47.1. • We request confirmation that the 60-day approval/payment clock commences on submission of the deliverable and invoice, with a defined mechanism where approvals involve multiple committees.	**Clarification:** The 60-day payment period shall commence upon receipt of the complete and acceptable deliverable together with the corresponding invoice and required supporting documents. The interest rate shall be 4.82% per annum, being the lower of the applicable inflation rate and the State Bank of India Benchmark Prime Lending Rate (BPLR), subject to verification at the time of contract execution. **Refer to the amendment**
27	Section 8 – GCC 24 (Pages 111–112) and SCC Insurance Requirements	GCC 24 requires the Consultant to take out and maintain insurance against the risks and for the coverage specified in the SCC.	We request that the SCC specify the required types of insurance and the minimum sums insured (for example, professional indemnity, public / third-party liability, and workmen's compensation), to enable accurate costing within the Financial Proposal.	**Refer to the amendment**
28	Section 8 – GCC 20, 26 and 33 (Pages 109, 112, 115); Section 7 – ToR (Page 77) Environmental & Social, SEA/SH, POSH and POCSO Obligations	The assignment entails direct engagement with adolescents and requires compliance with the World Bank Environmental and Social Framework (ESMF, ESCP, SEP), the POSH Act, 2013 and the POCSO Act, 2012, and reporting of significant SEA/SH incidents within 48 hours.	We request that the ESMF, ESCP, SEP and any grievance-redress protocols be shared with bidders to enable an accurate assessment of safe-guarding obligations.	**Clarification:** The relevant Environmental and Social Framework (ESMF), Environmental and Social Commitment Plan (ESCP), Stakeholder Engagement Plan (SEP), and applicable grievance-redress and safeguarding protocols will be made available to the shortlisted Consultant/bidders as applicable.

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29	Section 2 – Data Sheet, ITC 12.1 (Page 30); Section 8 – GCC 35 (Page 115) Proposal Validity and Key Expert Substitution	Proposals are to remain valid for 120 calendar days from the last date of submission, during which the availability of the proposed Key Experts is to be maintained. GCC 35 permits substitution only for reasons beyond the Consultant's reasonable control.	We request confirmation of the procedure for substitution of a Key Expert who becomes unavailable, for reasons beyond the Consultant's reasonable control, during the proposal validity period, and confirmation that substitution by an expert of equivalent or superior credentials will not attract disqualification.	**Clarification:** In the event that a proposed Key Expert becomes unavailable for reasons beyond the Consultant's reasonable control, the Consultant may propose a substitute in accordance with GCC 35. The proposed substitute shall possess qualifications and experience equivalent to or superior to those of the originally proposed Key Expert and shall be subject to the Client's review and approval.
30		Evaluation Criteria- iv. Experience in Similar project in Meghalaya	The section asks for relevant experience in projects in Meghalaya. The work experience could be expanded to include the North-East region.	**Clarification:** The criterion shall remain limited to experience in Meghalaya, as familiarity with the local context and implementation environment is considered relevant to the assignment. Experience gained in other North-Eastern States may be considered under the Consultant's overall relevant experience, where applicable, but shall not be counted towards this specific criterion.

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31	Section 7- Terms of Reference: Scope of Work		The MPOWER community Learning Mission framework is to be designed for both in-school and out of school youth? Is the framework expected to be two separate documents?	**Clarification:** The Community Learning Mission is focused on both In School and Out-of-School (OOS) adolescents. The framework is not intended to be developed as a separate framework for in-school adolescents. The Agency is expected to build on the existing in-school Learning Mission TLM adapting and contextualising these resources to meet the specific learning needs, contexts and pathways of OOS adolescents. This will include appropriate bridge learning, remedial support, self-study and community-based learning approaches, with linkages to re-entry into formal education and SSLC pathways. Accordingly, the expectation is for one OOS-focused Community Learning Mission framework, developed using the existing in-school TLM and competency framework as its foundation, rather than two separate framework
32	Section 7- Terms of Reference: Scope of Work	iii- Development and Contextualisation of training and learning	The TLMs to be developed would be done only in English or are expected to be translated to local languages?	**Clarification:** The ToR does not specify that the TLMs should be developed only in English. It requires the Agency to adapt and contextualise the materials to Meghalaya's cultural, social and linguistic context, with the objective of making them accessible to adolescents and other stakeholders. Therefore, the expectation would be that the TLMs are developed/contextualised with appropriate local-language versions, as required for effective community-based learning, rather than being limited to English.

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33	Section 7- Terms of Reference: Scope of Work		Beyond the pilot, what will be the role of the agency in implementing the programme in the rest of the districts? Will it be limited to capacity building of teacher volunteers and supervision of the implementation?	**Clarification:** Beyond the pilot, the Agency's role will not be limited only to capacity building and supervision. The ToR envisages the Agency supporting the rollout and implementation of the Learning Mission across the districts, including training and refresher training, ongoing technical support to Teaching Volunteers and parents, monitoring and assessment, PMIS reporting, and adaptive programme improvements. The scale-up is planned in phases, reaching 3 districts in Phase I, 7 districts in Phase II and all 12 districts in Phase III. So, the Agency will continue to have an implementation-support and quality-assurance role during scale-up, working in coordination with the SPMU.
34	Section 7- Terms of Reference: Scope of Work		Teaching Volunteers will be an important part of the programme implementation. Is the agency expected to onboard the volunteers? Which other agencies be involved in the identification of the volunteers?	**Clarification:** The Agency will support the development of selection criteria and the onboarding/training process for Teaching Volunteers. Identification and engagement of the volunteers will be facilitated by MPOWER through the SPMU, Education Sub-PMU and relevant district/block alongside the selceted agency. The detailed roles of the respective stakeholders will be finalised during implementation planning.

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35			What is the role of the implementing agency in the mobilisation of students? What support will be available on ground at district/ block levels for the same?	**Clarification:** The Agency will lead and support the mobilisation strategy and field-level mobilisation, while Government and existing district/block/community structures will provide local coordination, outreach and convergence support.
36	Section 7- Terms of Reference: Scope of Work		The annual assessment of the teaching volunteers and students is expected to cover a sample of the population?	**Clarification:** The pre-assessment and post-assessment shall be mandatory for all Teaching Volunteers. The annual assessment shall comprise a consolidated report of the post-assessment results, reflecting the overall performance and progress of the Teaching Volunteers.
37	Section 7- Terms of Reference: Scope of Work		What is the expected duration of the pilot testing phase?	**Clarification:** One Year
38	Section 7- Terms of Reference: Scope of Work		Is the Master Trainer training expected to be residential?	**Clarification:** the mode of training (residential/non-residential) can be proposed by the Agency as part of its training and implementation plan, in consultation with the SPMU.
39	Section 7- Terms of Reference: Scope of Work		What is the scope of the baseline—is it learning assessment only, or also learner profiles, socio-economic characteristics, educational histories, aspirations, barriers, digital access and psychosocial/contextual factors? Is there any existing data, reports that exist? Can they be shared?	**Clarification:** Scope of the baseline will be designed and proposed by the agency to SPMU for approval . Whereas existing data , Reports will be shared once the agency have been onboarded

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40			Will the community learning centres be made available to the agency? Or is the agency expected to identify the centres?	**Clarification:** The identification and availability of learning spaces will be finalised during implementation planning, in coordination with the SPMU, Education Sub-PMU and relevant institutions . The Agency would be expected to support the planning and operationalisation of these spaces.
41	Section 7- Terms of Reference: Scope of Work		Are there existing State/MPOWER learning competencies, assessment frameworks or reference instruments that the agency must use, or is the selected agency expected to develop and validate the assessment framework from scratch?	**Clarification:** The ToR envisages the Agency building on existing State resources and frameworks, rather than developing the assessment approach entirely from scratch. In particular, the Agency is expected to review existing DERT and other relevant TLMs and align the Learning Mission with the State Curriculum Framework. For assessment, however, the Agency is expected to design the competency-based assessment framework and tools, including pre/post-training assessments and annual assessments of Teaching Volunteers and students, in consultation with the SPMU/M&E team. So, the expectation is to use and align with existing State competencies and relevant reference materials, while developing and validating the specific assessment tools and methodology required for the Community Learning Mission.

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42	Section 7- Terms of Reference: Scope of Work		What is the current status and architecture of the PMIS? Is the selected agency expected to design the data structure and indicators only, or also develop/configure digital forms, dashboards, APIs, data pipelines and user interfaces?	**Clarification:** the PMIS is an existing project system, and the Agency is expected to ensure that Learning Mission monitoring data is captured within it. The Agency is also required to support the SPMU M&E team in developing assessment mechanisms and indicators aligned with the PDOs.
43	Section 7- Terms of Reference: Scope of Work		The RFP expects the agency to review DERT and other TLMs, adapt them to the Meghalaya context and develop/contextualise materials. What is the expected extent of new TLM development versus adaptation of existing materials?	**Clarification:** Agency to first review existing DERT, national and other relevant TLMs and then propose which materials should be strengthened, adapted or newly developed. The emphasis is therefore on maximum appropriate use and contextualisation of existing materials, with new TLMs developed where gaps are identified. The Agency is expected to produce the final package based on the needs assessment, baseline findings and pilot learnings, including lesson plans, workbooks, activity sheets and remedial materials. The extent of new development should be needs-based rather than a predetermined volume, with the Agency expected to justify new materials based on gaps in the existing resources.
44	BDS 14.1.1 (page 31)	Joint Venture Not Allowed	We kindly request your acceptance of the Joint Venture proposal. This partnership will enable the effective delivery and on-ground support of the project while leveraging our cross-organizational knowledge, expertise, and experience.	**Refer to the amendment**

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45	Section 7: Terms of Reference: 6. Staffing/Team Composition	,	a. The ToR mentions 'while the non-core team will be required to perform on periodic basis during the field surveys'. In this regard, person months for non-key experts deployment is not mentioned leaving little clarity on how this period basis deployment will be done. Will these be continuous for 36 months or is this flexible as per our approach?	**Clarification:** The Agency may proposed the deployment period based on implementation requirement.
46	Section 7: Terms of Reference: 3: Scope of Work		This is a Lump Sum contract, yet several deliverables depend on government approvals (Technical Committee review of TLM, DERT collaboration, SPMU sign-off). What provisions exist for timeline extension without financial penalty to the consultant if client-side delays push back the schedule?	**Clarification:** Delays in review, approval, provision of inputs or decisions are attributable to the Client/Government and affect the Agency's ability to meet a contractual milestone, the corresponding timeline will be suitably extended. Such Client-side delays will not be treated as delays attributable to the Agency, and the associated milestone/payment schedule will be adjusted accordingly, subject to the applicable contractual provisions.
47	Terms of Reference (Section 7) Page 75 onwards	Scope of Implementation	Kindly clarify whether the selected consultant is expected to directly implement all field-level activities across the project locations, or whether MBMA/Government departments will provide implementation support through existing field functionaries and community institutions.	**Clarification:** The selected agency is expected to play a direct implementation and field coordination role for the Community Learning Mission, rather than limiting its role to technical assistance. As specified in the ToR, the agency will be responsible for the rollout and implementation of the Learning Mission, including the pilot, training of Master Trainers, Teaching Volunteers, Youth Facilitators and parents, ongoing support, monitoring, and subsequent scale-up. The agency is also expected to have the field-level staffing and mobilisation capacity required to support implementation across the project geographies.

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48	Terms of Reference (Section 7) Page 75 onwards	Project Coverage	The RFP mentions implementation across selected districts; however, the exact implementation scale is not specified. Kindly provide the expected number of districts, blocks, villages, Community Learning Centres (if applicable), and the estimated number of beneficiaries to be covered under the project.	**Clarification:** TOR has shared a district wise scale up plan as specified in section **(vii) Roll out and Implementation** under scale up
49	Data Sheet – ITC 15.2 / Section 3 Page 32 & 43 onwards	Technical Proposal Format	Kindly clarify whether there is any prescribed page limit for the Technical Proposal, including the methodology, implementation approach, work plan, and supporting documentation.	**Clarification:** The page limits prescribed for the respective Technical Proposal forms shall be followed as specified in Section 3 of the RFP.
50	Terms of Reference (Section 7) Page 75 onwards	Learning Materials	Kindly clarify whether the consultant is expected to develop the complete curriculum, bridge-learning content, teaching-learning materials, and facilitator manuals, or whether any standard content/materials will be provided by MBMA.	**Clarification:** The consulatant will be expected to develop and adopt existing curriculum, bridge-learning content, teaching-learning materials, and facilitator manuals and contextualise it to the community needs and the Manuals TLM,
51	Data Sheet – ITC 16.1 Page 32	Reimbursable Expenses	The RFP states that reimbursable costs include travel, boarding, lodging, office expenditure, and other necessary expenses. Kindly clarify whether costs related to training programmes, workshops, venue arrangements, IEC materials, community events, and surveys should also be treated as reimbursable expenses or included within the consultant's quoted price.	**Clarification:** Reimbursable costs will cover all necessary expenses related to travel, boarding and lodging (where applicable), office expenditures, and any other costs incurred in delivering the services in accordance with the **Scope of Services/ToR.**
52	Terms of Reference (Section 7) Page 75 onwards	Project Staffing	Kindly clarify whether the consultant is expected to propose only the Key Experts specified in the RFP or also deploy additional field personnel. If additional staffing is expected, kindly indicate whether there are any minimum deployment requirements or staffing norms.	**Clarification:** The Consultant may propose additional personnel, as deemed necessary for the successful execution of the assignment. However, only the Key Experts specified in the RFP shall be evaluated. No minimum deployment requirements or staffing norms are prescribed for additional personnel.

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53	Terms of Reference (Section 7) Page 75 onwards	Baseline Data	Kindly clarify whether MBMA will provide baseline data, beneficiary databases, district-level education data, and access to relevant government records required for implementation, or whether the consultant is expected to undertake primary data collection for these inputs.	**Clarification:** MBMA will provide the consultant with available baseline data, beneficiary databases, district-level education data and other relevant government records, as available. However, the consultant will also be responsible for undertaking field-level assessments and primary data collection as part of the Community Needs Assessment and preparation of the Inception Report to validate existing data, identify gaps and inform the implementation strategy.
54	Technical Evaluation Criteria / Terms of Reference Evaluation Section (around Page 35 onwards) / TOR (Page 75 onwards)	Similar Experience	Kindly clarify the definition of "similar assignments." Will experience in education, skilling, youth development, livelihood promotion, community mobilization, social sector programmes, and capacity-building projects funded by Government or multilateral agencies be considered as relevant experience for evaluation?	**Clarification:** Yes
55	Terms of Reference (Section 7) / Conditions of Contract Page 75 onwards / 91 onwards	Performance Indicators	Kindly clarify the key performance indicators (KPIs), outcome targets, and acceptance criteria that will be used to evaluate the consultant's performance during implementation, including the basis for milestone approvals and final acceptance of deliverables.	**Clarification:** The consultant's performance will be evaluated against the KPIs, outcome targets, milestones and acceptance criteria specified in the TOR and its deliverables. The detailed scope of work, expected outputs, timelines and performance requirements outlined in the TOR shall serve as the basis for assessing implementation progress, approving milestones and granting final acceptance of deliverables.

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56	Data sheet ITB 21.1	The applicant (firm) must have successfully completed at least 3 (three) similar assignments in India within the last 10 (Ten) years preceding 30st June,2026 in programs funded or executed by the Government of India, State Government Departments, the World Bank, the United Nations, or other reputable international organizations. “Additionally, at least one of these assignments should have been carried out in any of the North-Eastern States of India”.	**Proposed Revision:** "The bidder should have successfully undertaken at least one assignment in any North-Eastern State involving Government advisory, development sector programmes, capacity building, digital transformation, policy advisory, monitoring & evaluation, institutional strengthening, education, social sector, SDG-related interventions, or similar assignments of comparable scale and complexity”	As per the RFP: Refer to BDS ITB 21.1

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Amendment

Sl No.	Reference in RFP	Existing Clause	Amended Clause
1	Section 2 – Data Sheet ITB 21.1 Part A, Mandatory Criteria	The agency must be a company incorporated under the Companies Act or a Limited Liability Partnership firm registered under Limited Liability Partnership Act 2008/ Partnership act registered under relevant laws and should have been in existence for no less than 10 years	The agency must be a legally established entity, such as a company incorporated under the Companies Act, 2013, a Limited Liability Partnership registered under the Limited Liability Partnership Act, 2008, a partnership firm registered under the Indian Partnership Act, 1932 or other applicable laws, or a Society/Trust duly registered under the applicable laws, and should have been in existence for no less than 10 years.
2	Section 2 – Data Sheet ITB 14.1.1	Joint Venture is not allowed	Joint Ventures (JV) are permitted, comprising a maximum of two (2) members, including the Lead Member. Where a Bidder submits its Bid as a Joint Venture, the qualification requirements shall be fulfilled by the JV members jointly/cumulatively, as specified in the Bidding Document. Subcontracting is not allowed
3	Section 2 – Data Sheet ITB 21.1 Part A, Mandatory Criteria	The applicant (firm) should have a minimum average annual turnover of INR 90 Lakhs (Rupees Ninety Lakhs) from consultancy fees only during last 3 (three) financial years i.e. 2022-23, 2023-24 & 2024-25.	The applicant (firm) should have a minimum average annual turnover of INR 90 Lakhs (Rupees Ninety Lakhs during last 3 (three) financial years i.e. 2023-24, 2024-25 & 2025-26.
4	Section 2 – Data Sheet, ITC 21.1, Part A – Mandatory Criteria	The applicant (firm) must have successfully completed at least 3 (three) similar assignments in India within the last 10 (Ten) years preceding 30st June,2026 in programs funded or executed by the Government of India, State Government Departments, the World Bank, the United Nations, or other reputable international organizations. Additionally, at least one of these assignments should have been carried out in any of the North Eastern States of India.	The applicant (firm) must have successfully completed at least 2 (two) similar assignments in India within the last 10 (Ten) years preceding October, 2026 in programs funded or executed by the Government of India, State Government Departments, the World Bank, the United Nations, or other reputable international organizations. Additionally, at least one of these assignments should have been carried out in any of the North Eastern States of India.
5	Section 2 – Data Sheet, ITC 21.1, Part B, Criterion (iv)	**(iv) Experience in similar projects in Meghalaya:** Marks shall be awarded based on the Bidder's experience in executing similar projects/contracts/assignments in the State of Meghalaya for any Government Department or PSU during the last ten (10) years preceding 31st June 2026, as detailed below:	**(iv) Experience in similar projects in Meghalaya:** Marks shall be awarded based on the Bidder's experience in executing similar projects/contracts/assignments in the State of Meghalaya for any Government Department or PSU during the last ten (10) years preceding October, 2026, as detailed below:

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6	Section 8 – SCC Clause 14.1	**Expiration of Contract:** **The time period shall be** _____ *[insert time period, e.g.: twelve months].*	**Expiration of Contract:** **The time period shall be** 36 Months from the date of commence of Services.
7	SCC 47.1	**The interest rate is**: *[insert rate with reference to local inflation or State Bank of India prime lending rate whichever is less].*	The interest rate shall be 4.82% per annum, being the lower of the applicable inflation rate and the State Bank of India Benchmark Prime Lending Rate (BPLR), subject to verification at the time of contract execution.
8	SCC 24.1	**The insurance coverage against the risks shall be as follows:** (a) Professional liability insurance, with a minimum coverage of the contract value.	**The insurance coverage against the risks shall be as follows:** (a) Professional Indemnity Insurance: The Consultant shall maintain Professional Indemnity Insurance with a minimum coverage of the total Contract Value, covering professional errors, omissions, negligence and other professional liabilities arising from the performance of the Services. (b) Public Liability Insurance: The Consultant shall maintain Public Liability Insurance covering third-party bodily injury, death and property damage arising out of or in connection with the performance of the Services, including stakeholder consultations, training programmes, workshops, field visits and pilot implementation activities organised by the Consultant. The minimum sum insured shall be as specified in the SCC. (c) Employee Compensation Insurance: The Consultant shall comply with all applicable statutory requirements relating to employee compensation, insurance and other employment-related liabilities for its personnel engaged in the performance of the Services. The Consultant shall ensure that the required insurance policies remain valid throughout the period of the Contract and shall submit evidence of insurance coverage and proof of premium payment to the Client upon request, in accordance with GCC Clause 24

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9	Section 2 – Data Sheet ITB 2.3	**A pre-proposal conference will be held**: Yes Date of pre-proposal conference: 10th August, 2026 Time: 14:30 Indian standard time Address: Springside, Opposite HP Office Lumsohphoh, Nongthymmai – 793014, Meghalaya E-mail: mpowerprocurement.mbma@gmail.com	**A Virtual pre-proposal conference will be held**: Yes Date of pre-proposal conference: 25th November, 2026 Time: 15:30 Indian standard time Interested participants shall email at the email provided below for the virtual link. E-mail: mpowerprocurement.mbma@gmail.com
10	Section 2 – Data Sheet ITB 17.5	The original and all the copies of the Technical Proposal shall be placed inside a sealed envelope clearly marked "**TECHNICAL PROPOSAL**", "[Name of the Assignment]", [reference number], [name and address of the Consultant], and with a warning "**DO NOT OPEN UNTIL 24th August, 2026, at 15:00 Hrs. (Indian Standard Time).**	The original and all the copies of the Technical Proposal shall be placed inside a sealed envelope clearly marked "**TECHNICAL PROPOSAL**", "[Name of the Assignment]", [reference number], [name and address of the Consultant], and with a warning "**DO NOT OPEN UNTIL 10th December, 2026, at 15:00 Hrs. (Indian Standard Time).**
11	Section 2 – Data Sheet ITB 17.7	**Hard copy of the proposal must be submitted in the following address:** **Meghalaya Basin Management Agency,** Springside, Opposite HP Office Lumsohphoh, Nongthymmai – 793014, Meghalaya **The Proposals must be submitted no later than:** **Date: 24th August, 2026, at 15:00 Hrs (Indian Standard Time)** In addition to the hard copy, the Consultant shall submit one (1) soft copy of the Technical Proposal only in a USB flash drive (pen drive) enclosed within the same sealed envelope. The Financial Proposal shall not be included in the USB flash drive.	**Hard copy of the proposal must be submitted in the following address:** **Meghalaya Basin Management Agency,** Springside, Opposite HP Office Lumsohphoh, Nongthymmai – 793014, Meghalaya **The Proposals must be submitted no later than:** **Date: 10th December, 2026, at 15:00 Hrs (Indian Standard Time)** In addition to the hard copy, the Consultant shall submit one (1) soft copy of the Technical Proposal only in a USB flash drive (pen drive) enclosed within the same sealed envelope. The Financial Proposal shall not be included in the USB flash drive.

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Meghalaya Basin Management Agency

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Annexure-I
Revised Terms of Reference

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

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.

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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.

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Component 3: State Capability and Program Management (US$11.5 million) : This component will focus on strengthening the institutional capacity of the state for improved coordination, governance, and outreach, set up Youth Centers as Block level hubs for adolescents and youth, and support improved management of data, and day-to-day operation and management of the project. This component will also support adolescent girls in completing the secondary education cycle through academic counselling, development of a multisectoral competency and wellbeing framework, and facilitating safe spaces for young girls. The detailed procedures and implementation modalities for this component will be described in the POM.

a) Development of a Competency and Wellbeing Framework for Adolescents: Supporting adolescent development and well-being requires a coordinated multisectoral response. Recognizing this, the project will support the development of a competency and well-being framework for adolescent empowerment that will identify benefits from across departments that contribute to age-based competencies and adolescent well-being outcomes. The competencies and therefore, the curricula will be segmented by age to meet the different learning needs of younger versus older adolescents. The framework will cover three main themes - life skills and mental health awareness, sexual and reproductive health, gender-based violence (GBV), and careers and aspirations. In particular, the project will support: (i) development of an inter-departmental Multisectoral Competency and Wellbeing Framework for adolescent wellbeing; (ii) review of existing life skills and career readiness curricula available within and outside India; (iii) development of a competency matrix and curriculum framework along with relevant guidelines; (iv) design and printing of the curriculum framework and guidelines; (v) training of teachers and other stakeholders for facilitating the rollout of the curriculum; and (vi) rollout and monitoring of the curriculum framework in schools and clubs (both in-school and community clubs).

b) State Capability and innovations: The focus of this activity will be on strengthening the institutional capacity of the state, including district and village level institutions involved in adolescent well-being, resilience, employability and service delivery. Towards this, the project will support: (i) establishment of a State Centre for Adolescents and Youth that will lead the overall agenda of state capability and institutional strengthening, including relevant institutional assessments, functional reviews and piloting of user centric-service delivery approaches, and training of service providers for adolescents in selected districts, villages, and schools; (ii) development of a State youth employment strategy; and (iii) an innovation window for the design, piloting, and evaluation of innovative models, for improving human capital outcomes for adolescents in Meghalaya including school-to-work transition, among others.

c) Project Management, Monitoring, and Information System. The project will provide day-to-day implementation and operational support to GoM to efficiently implement and supervise the project at all levels, through this activity. The project will finance costs pertaining to: (i) day-to-day operations and management of the project; (ii) development of manuals and field implementation guidelines for the learning mission, life skills education, academic and career counselling, in-school and community adolescent clubs, among others; (iii) development and implementation of a monitoring and evaluation plan; (iv) monitoring and evaluation activities including rigorous impact evaluations, periodic need-based process evaluations, baseline, mid-term and end-term surveys, among others; (v) deployment of a State Technology Platform including, a

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Project Management Information System (PMIS), an interactive web-portal for adolescents, and a digital State Skills Registry along with the relevant standards and protocols for data security and privacy; and (vi) establishment of grievance redressal mechanisms (GRM) including outreach for disseminating information.

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.

Objective

GoM seeks to enagage an Agency with is to design, pilot, support and facilitate the operationalization and implementation of an outcomes-driven Learning Mission under MPOWER, with learning outcomes at its core. The Learning Mission will establish a stimulating, inclusive, safe, and learner-centred learning ecosystem for children and adolescents aged 9 to 19 years both in-and-out-of school throughout Meghalaya, with a particular focus on strengthening foundational competencies, supporting learning recovery, and enabling Out-of-School (OOS) and dropout adolescents to progress towards age-appropriate learning, re-entry into formal education, and certification pathways.

The Learning Mission will adopt a learner-centred and progressively self-directed approach, drawing on the principles of heutagogy or self-determined learning. The assignment will therefore focus not only on what learners are expected to learn, but also on developing their ability to take increasing ownership of what, how, and why they learn. This will require corresponding shifts in the pedagogical practices of Teaching Volunteers, Youth Facilitators, Master Trainers, and other actors supporting community-based learning.

The Mission will adopt a learner-centred, competency-based and outcomes-oriented approach, focusing on foundational literacy and numeracy, remedial and bridge learning, educational re-engagement and pathways to secondary-level certification, including the Secondary School Leaving Certificate SSLC Private Candidate pathway targeting both in and out of school. Learning approaches will promote self-determined learning (heutagogy), with benchmarks informed by relevant national and international assessment frameworks, including PISA, and contextualised to the State's learning priorities.

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Implementation will leverage existing community platforms, schools, youth centres and community institutions to identify learners, mobilise families, support Teaching Volunteers and strengthen community ownership. The agency will support the development and implementation of the CLM framework, training, learning resources, assessment mechanisms and phased roll-out, with progress measured against agreed and verifiable targets.

The Mission will prioritise Government ownership, institutional capacity and sustainability, with clear implementation responsibilities and a transition pathway to support continuity beyond the MPOWER project period.

The Mission will comprise two complementary streams:

1. **Improvement of Learning Outcomes:** Improving learning outcomes among in-school and out-of-school learners aged 9–19 years who have not yet achieved foundational competencies, through structured, engaging, competency-based, and learner-centred learning interventions. Learning outcomes and competency benchmarks shall be informed by recognised learning assessment frameworks and assessments, including PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) and other relevant international and national learning outcome assessments, with emphasis on learners' ability to understand, apply, analyse, reason, and use knowledge in real-life situations. These shall be appropriately contextualised to align with the State Curriculum Framework and national learning outcome benchmarks.
2. **Bridging Programme and Remedial/Foundational Learning:** Supporting OOS and dropout adolescents through structured bridge learning and remedial/foundational support to facilitate re-entry into formal schooling and progression towards certification pathways, including SSLC private candidature across the 171 identified centres, while also addressing the learning needs of in-school learners requiring additional remedial support.

The assignment will focus on:

a. designing an outcomes-based Learning Mission framework with clear learning pathways, competencies, progression benchmarks, and implementation guidelines for both learning streams;

b. strengthening the capacity of Teachers, Teaching Volunteers, Master Trainers, Youth Facilitators, and parents to facilitate learner-centred, competency-based, and increasingly self-directed learning, including the pedagogical shifts required to apply principles of heutagogy;

c. developing and/or contextualising high-quality, culturally relevant learning resources, including bridge-learning materials, self-study resources, storybooks, puzzles, games, activity-based resources, and other tools that enable learners to practise, apply, and demonstrate competencies;

d. strengthening structured bridge and remedial learning pathways for OOS and dropout adolescents, including effective integration of existing OOSC textbooks and self-study materials, to support re-entry, retention, continued learning, and progression towards formal schooling and certification pathways such as SSLC private candidature;

e. establishing mechanisms for collaboration among community, home, and school institutions to create a supportive learning ecosystem and promote shared responsibility for adolescent learning and improved learning outcomes; and

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f. establishing competency-based assessment and learning-progress mechanisms that enable regular identification of learning gaps, track individual learner progression, and inform adaptive and differentiated learning support.

The agency will be responsible for developing the conceptual framework of the MPOWER Learning Mission, including the application learner-centered & heautagogical principles to adolescents & community-based learning. It will translate this framework into practical implementation guidelines, learning pathways, training approaches, assessment mechanisms, and contextualised learning resources aligned with State priorities and the learning needs of adolescents.

The assignment will also ensure coherence between the Learning Mission, the Bridge Education Programme, existing OOSC learning resources, and the SSLC private candidate initiative across the 171 identified centres, while avoiding duplication with existing systems and programmes. The agency will undertake field testing and piloting of the Mission in selected locations, document implementation experience and learning outcomes, and use the findings to refine the pedagogical framework, operational guidelines, training approach, learning resources, and assessment mechanisms. This process will strengthen the readiness of the Learning Mission for scale-up and ensure that implementation remains focused on measurable learning outcomes, learner agency, and meaningful progression towards education and certification pathways.

2. **Scope of work:** The scope of this assignment will include four distinct phases – **(i)Needs assessment and mapping** (ii) **Design and Development of the MPOWER Learning Mission Framework and Implementation Guidelines**;**(iii) Development and Contextualisation of training and learning materials**; and **(iv)Design and field testing of Learning Mission Pilot (v) Finalisation of Learning Mission Design and TLM (vi) Developing a Cadre of district-wise Master trainers and preparing a rollout plan (vi)Full roll out Implementation**

The Agency will work under the close coordination and supervision of the MPOWER SPMU, Sub-PMU and Education Department. The responsibilities of the Agency will comprise, but not be limited to, the following:

i. **Needs assessment and mapping:** The agency will undertake a needs assessment both at the community and the school levels to identify specific learning requirements for the in-school and out-of-school adolescents in the age groups of 9-19 years. Furthermore, the agency will also undertake a mapping of existing best practices on remedial learning, 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 Learning Mission Framework and Implementation Plan**

Based on the needs assessment, mapping and consultations, the Agency shall develop a comprehensive MPOWER Learning Mission (MLM) Framework and Implementation Plan for both in-school and out-of-school children and adolescents aged 9–19 years.

The Framework shall define the vision, objectives, learning outcomes, competency benchmarks, learner segmentation, learning pathways, delivery mechanisms and measurable targets for the MLM

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as a mission-mode intervention. It shall establish approaches for learning assessment, attendance, retention, progression and referral to formal education and certification pathways, including SSLC private candidature where applicable.

The Agency shall develop the Learning Delivery Model, clearly defining the roles of Teachers, Master Trainers, Teaching Volunteers, Youth Facilitators, parents, schools, community institutions, MSRLS, VHDCs and Block/District structures. The model shall leverage existing Government and community platforms and ensure alignment and coordination with the SSA Bridge Education Programme, the in-school Learning Mission, relevant bridge curricula, learning materials and certification pathways.

The Agency shall use and align with the existing MPOWER MIS and monitoring systems for tracking learner identification, enrolment, attendance, participation, learning progression and referrals. The Agency shall support the development/refinement of required indicators and reporting formats within the existing system.

The Agency shall also develop a sustainability and institutionalisation plan to support continuation and scale-up of the LM through existing Government and community systems beyond the project period.

The overall design and implementation modalities shall be developed within the broader MPOWER project ecosystem, with explicit reference to the Project Appraisal Document (PAD) and the Project Operations Manual (POM), 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 for both in-school and out-of-school adolescents. 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 and improve learning outcomes. 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 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 school and 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

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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 provide technical support to MPOWER for roll out and implementation across all 12 districts of Meghalaya. Prior to the roll out, the agency will undertake field testing of the approved design of the MPOWER Learning Mission and the customised TLM, targeting 2,000 in-school and out-of-school adolescents in **North Garo Hills, East Khasi Hills 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 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 Learning Mission as well as the related TLM. The agency will be expected to deliver following TLM:

- Training modules for master trainers, teachers 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 Teachers, Teaching volunteers, youth facilitators and parents. The training will be done for a total 112 master trainers (2 per block), and Teaching Volunteers that will be engaged by MPOWER. The agency will prepare appropriate selection criteria for the Teachers; Teaching Volunteers and Master Trainers and develop a detailed strategy for their training. Training plan shall define the number of teachers, training volunteers, hours and the frequency of training; logistics related to training plan and distribution of training materials.

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The agency will also provide refresher training of trainers and ongoing support to the teachers, 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, 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. **Roll out and Implementation:** Following the completion of the Mission design, framework development, preparation of implementation guidelines, training and learning materials, and pilot testing, the agency shall provide end-to-end technical and operational support for the roll-out and implementation of the Community Learning Mission across the State, covering both in-school and out-of-school (OOS) learners.

The agency shall be responsible for translating the approved framework and guidelines into actionable implementation plans and facilitating the operationalisation of all components of the Mission. This shall include coordinating with relevant State departments, district and block-level functionaries, schools, community institutions, Master Trainers, Teaching Volunteers and other implementation stakeholders to ensure effective and timely execution.

The agency's role shall extend to field-level implementation support, monitoring, supervision and continuous handholding. This shall include regular field visits to schools and community learning centres, observation of learning sessions, mentoring and handholding of teachers, Master Trainers and Teaching Volunteers, ensuring the appropriate use of learning materials and assessment tools, and providing on-ground support to address implementation challenges and improve the quality of learning delivery.

The agency shall also establish and operationalise a systematic monitoring and review mechanism to track learner enrolment, attendance, retention, learning progression, competency achievement and overall implementation progress across both learning streams. It shall undertake periodic assessments, document field-level challenges, identify gaps and recommend corrective measures in coordination with the State and district teams.

Particular attention shall be given to the mobilisation and continued engagement of OOS and dropout adolescents, tracking their learning progress and facilitating their transition to formal schooling, certification and other appropriate education pathways. The agency shall provide continuous technical assistance and adaptive support throughout the implementation period, ensuring quality assurance, resolution of field-level bottlenecks and sustained achievement of the Mission's intended outcomes.

Scale up

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

Phase	Year	Districts
Phase I	2026 - 2027	3 Districts

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

viii. Performance Assessment

The Agency shall conduct pre- and post-training assessments as part of the training component and develop a comprehensive assessment framework to measure changes in trainees' knowledge, skills and competencies resulting from the training.

The monitoring and assessment process shall include:

- **Annual assessment of Teachers, Master Trainer and Teaching Volunteers** to assess competencies and identify areas for improvement.
- **Annual assessment of students/learners** to measure learning progress, identify learning gaps and inform remedial support.
- Development of appropriate assessment tools, indicators and reporting formats aligned with the objectives and learning outcomes of the Learning Mission.

The Agency shall develop, test and deploy the assessment tools within the Project Management Information System (PMIS) and ensure that all relevant assessment and monitoring data is captured through the existing PMIS. The Agency shall coordinate with the SPMU/M&E functionaries and other relevant users to ensure effective utilisation of the tools and shall provide necessary training and handholding to M&E functionaries and other designated users.

The Agency shall submit reports on the findings of the assessments, highlighting learning gaps, areas requiring improvement and recommendations for strengthening the Learning Mission, including a plan for remedial teaching and capacity building. Recommendations agreed with the SPMU shall be incorporated by the Agency into the Learning Mission and subsequent implementation plans.

ix. 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.

- **Improved Learning Outcomes:** Measurable improvement in learning outcomes among learners aged 9–19 years across both in-school and OOS settings, with a focus on the ability to understand, apply, analyse, reason and use knowledge in real-life situations. Learning outcomes and competency benchmarks shall be informed by internationally recognised learning assessment frameworks and assessments, including PISA and other relevant international and national learning assessments.

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- **Improved Foundational Literacy, Numeracy and Core Competencies:** Improved foundational literacy, numeracy and other essential competencies among learners who are below expected learning levels, through differentiated, competency-based, learner-centred and remedial interventions.
- **Improved Learning Progression and Academic Readiness:** Improved progression of learners towards age- and grade-appropriate competencies, including strengthening academic readiness for continued schooling, re-entry into formal education and transition to higher grades
- **Strengthened Learning Recovery for OOS and Dropout Adolescents:** Improved learning levels and academic readiness of OOS and dropout adolescents through structured bridge learning, remedial support, self-study and community-based learning, enabling them to reconnect with education and progress towards appropriate formal education and certification pathways, including the **SSLC Private Candidate pathway across the 171 identified centres**.
- **Increased Learner Agency and Engagement:** Increased learner participation, motivation and ownership of learning, enabling learners to progressively take greater responsibility for what, how and why they learn, consistent with the principles of learner-centred and self-determined learning.
- **Improved Retention and Continuity of Learning:** Increased regular participation and sustained engagement of both in-school and OOS learners in appropriate learning pathways, with targeted measures to address barriers to participation, continuity and progression.
- **Strengthened Community Support for Learning:** Increased engagement of parents, volunteers, youth facilitators, schools and existing community institutions in supporting learner participation, progression and improved learning outcomes, creating stronger linkages between **home, school and community-based learning**.
- **Contribution to State-Level Education and Human Capital Outcomes:** The Community Learning Mission shall contribute to improved **learning outcomes, educational attainment, foundational competencies, secondary-level completion and human capital development** among adolescents in Meghalaya, while strengthening the State's capacity to deliver inclusive, outcome-oriented and community-supported learning

3. 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.

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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
	Comprehensive Community Needs assessment, Baseline assessment & Mapping Report	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
	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	Assessment 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 and Teaching Volunteers)	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)

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Stages	Acceptable	Tentative Description	Timeline
	Quarterly Progress Reports	Implementation progress against agreed cumulative PDO-linked targets of **20,833** adolescents, learner coverage, participation, learning progression and other approved indicators in each quarter. The report shall document verified achievements, gaps against targets and corrective actions. Payment shall be based on the percentage of cumulative targets achieved and verified during the quarter, accounting for achievements paid for in previous quarters, number of OOS enrolled, 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 & 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%
5	Pilot Implementation & Evaluation Report (pilot rollout + training + effectiveness analysis + recommendations)	T+9 months	10%
6	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%
7	Continuous Professional Development (CPD) Plan (refresher training, mentoring, mechanisms)	T+14 months	5%

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No.	Acceptable	Tentative Time Duration	Payment Schedule
1	**Inception Report**	**T+1 month**	**5%**
8	Training Completion Report (Master Trainers + cascade training of teaching volunteers /youth facilitators/parents + pre-post assessment)	T+18 month	10%
9	Quarterly Progress Reports (Year 2) (implementation, coverage, TLM distribution	Year 2 quarterly	2.5% (1.25%*2)
10	Annual Assessment & Remedial Strengthening Report (Year 2)	End of Year 2	5%
11	Quarterly Progress Report (Year 3)	Quarterly in Year 3	5% *(1.25% x 4)*
12	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%

4. **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).

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 a 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.

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A. Key Experts

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, -social work,Rural Development ,Public Administration,Human Development , Psychology, social science_ or relevant 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.

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Sn	Position	No. of Persons	Total Person Months	Key Responsibilities	Minimum Qualification & Experience
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, Management, Rural Development, Human Development, Psychology, Education 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.

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Sn	Position	No. of Persons	Total Person Months	Key Responsibilities	Minimum Qualification & Experience
3	Monitoring, Evaluation & Learning (MEL), Assessment & Psychometrics Specialist	1	36	Baseline, assessments, monitoring framework, indicators, evaluation design	• Postgraduate in Statistics/Economics/Public Policy with 6+ years experience in learning assessment design and evaluation. • 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.

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Sn	Position	No. of Persons	Total Person Months	Key Responsibilities	Minimum Qualification & Experience
4	Behaviour Change Communication Specialist	1	6	Community mobilisation and outreach strategy	• Postgraduate degree in Mass Communication, Journalism ,Development Studies, Public Policy, Management ,Psychology, Behavioral Science ,Social Work, Public Health, Sociology, or related field. • Minimum 5 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 NorthEast India preferred.
5	Training Lead	2	36	Lead the overall **training strategy for the Master Trainers (MTs)**.	• Postgraduate/Graduate degree in Education, Social Sciences, Development Studies, Lifelong Learning, or related field, with **8+ years of relevant experience** in learning, community-based education, teacher/facilitator training, or Experience in designing and delivering **Training of Trainers (ToT)** programmes and working with government education programmes is desirable.

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B. Non-Key Experts

Sl. 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
3	**Block Coordinators / Field Associates / Training Coordinators**	56	Graduate degree in any relevant field / Bachelor of Education / Graduate / Diploma in Education	2–4 years of experience in community-based programmes, training, or field coordination, preferably with youth

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

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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).

6. 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.

7. 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.

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