

Indigenous Peoples Plan

September 2024

IND: Supporting Human Capital Development in Meghalaya (Phase 2) Project

Prepared by the Department of Planning, Investment Promotion and Sustainable Development, Government of Meghalaya for the Asian Development Bank.

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CURRENCY EQUIVALENTS
(as of 6 September 2024)
Currency Unit – Indian rupee (₹)
₹1.00 = \$0.012
\$1.00 = ₹84.00

ABBREVIATIONS

ADB	-	Asian Development Bank
DECT	-	Directorate of Employment and Craftsmen Training
DIET	-	District Institute for Education and Training
DSC	-	design and supervision consultant
EA	-	executing agency
GOM	-	Government of Meghalaya
GRC	-	grievance redressal committee
GRM	-	grievance redress mechanism
IPP	-	Indigenous Peoples Plan
ITI	-	industrial training institute
MSIH	-	Meghalaya Skill and Innovation Hub
MSEPC	-	Meghalaya State Employment Promotion Council
MSSDM	-	Meghalaya State Skill Development Mission
MSSDS	-	Meghalaya State Skill Development Society
NCVT	-	National Council for Vocational Training
NGO	-	nongovernment organization
PIU	-	project implementation unit
PMC	-	project management consulting firm
PMU	-	project management unit
SHS	-	secondary and higher secondary school
SPS	-	Safeguard Policy Statement
ST	-	scheduled tribe
STEM	-	science, technology, engineering, and mathematics
TVET	-	technical and vocational education and training

NOTE

In this report, "\$" refers to United States dollars.

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I. EXECUTIVE SUMMARY

1. This draft Indigenous Peoples Plan (IPP) has been prepared for the proposed Supporting Human Capital Development in Meghalaya (Phase 2) Project, in accordance with the requirements of the Asian Development Bank's (ADB) Safeguard Policy Statement (SPS) 2009 based on the poverty, social, gender, and Indigenous Peoples (IPs) assessment conducted as part of project preparation due diligence and stakeholder consultations. The project is category *B* for IP safeguards due to its positive impacts on the Scheduled Tribes, specifically their youth and students. This draft IPP has been prepared to ensure that Scheduled Tribes receive culturally appropriate social benefits from the project.

2. Meghalaya, known for its diverse culture and traditions, has a population of 2.9 million consisting primarily of the Khasi, Garo, and Jaintia communities. The state exhibits a significant rural-urban divide, with 80% residing in rural areas spread across approximately 6,459 villages. Meghalaya faces economic challenges, aiming to double its GDP to USD 10 billion by 2028. To achieve this, the state government focuses on enhancing economic activities, particularly in agriculture and tourism, and aims to address high youth unemployment and low skill levels through targeted interventions, including skills training initiatives.

3. There is a need to strengthen the institutional capacity of the key actors responsible for skills training and education through interventions that enable further improvements in the system and are likely to be sustained. The project will assist the Government of Meghalaya (GoM) in the refurbishment of government secondary school infrastructure and strengthening the institutional capacity of its skills education and training system to support a conducive environment at schools and quality and market-relevant technical and vocational education and training (TVET). This will improve the education level of the students and will enhance the skills of the state's youth and adults (15–35 years age group), especially those from disadvantaged and vulnerable groups and improve their prospects of getting decent employment and jobs inclusively and sustainably.

4. The Department of Planning, Investment Promotion and Sustainable Development (hereafter, referred to as "the Planning Department") (DPIPSD) will serve as the executing agency for the proposed project. A project management unit (PMU) will be established within the Planning Department. The PMU has identified four project sites (i) Shillong Public School, (ii) Jowai Public School, (iii) Pine Mount School, and (iv) Meghalaya Skill and Innovation Hub, in the state of Meghalaya.

5. The project is categorized *B* for IP safeguard. The project would not cause any adverse impacts on the Scheduled Tribe population but benefit them and this IPP has been prepared with measures to improve learning environments in government secondary and higher secondary schools, TVET and career opportunities for the Scheduled Tribe population.

II. DESCRIPTION OF THE PROJECT

A. Background

6. Meghalaya known for its diverse culture and traditions, has total population size of 2.9 million comprising three main communities: Khasi (the largest), followed by Garo and Jaintia, with 1.49 million males and 1.47 million females. East Khasi Hills and West Garo Hills collectively account for 49% of the state's total population. The state's decadal growth rate from 2001-2011

stands at 27.8% as compared to the national growth rate which is 17.68%. The demographic composition of Meghalaya comprises 80% rural (scattered in approximately 6459 villages) and 20% urban distribution, having an equal gender ratio. As per Population Census 2011, the state has a significant proportion of the youth population, with approximately 35% of the total population falls within the age group of 15–34 years. As a predominantly tribal state, Meghalaya registers 86% of its population classified under the Scheduled Tribe category (comprises 84% rural and 16% urban), whereas only 1% falls under the scheduled caste (SC) category (comprising 67% rural and 33% urban) and 13% under general category.

7. The GoM (hereafter, referred to as “the state government”) has set an ambitious target of becoming a \$10 billion economy by 2028,¹ a nearly two-fold increase from its current gross state domestic product of \$5.68 billion. The state faces hurdles such as a low economic base with most people engaged in the agriculture sector, infrastructure challenges, limited wage employment, and a largely rural (80%) and unskilled population. The government has introduced numerous schemes and policies to boost economic activity across traditional and agro-based sectors in rural areas as well as to attract investments to generate much-needed jobs in sectors such as tourism, information technology (IT) and IT enabled services.² However, a weak human capital base remains a critical and binding constraint. Meghalaya has one of the least skilled workforce in India with only 27.3% of the state’s workforce with secondary education or higher (compared to the national average of 39.1%) and high youth unemployment rate at 7.5%.³ The government aims to skill over 150,000 youth over the next five years (footnote 1). Meeting this target and ensuring meaningful results that lead to better employment and economic opportunities for the state’s youth will require transformative interventions in the state’s education and skills development systems.

8. To support the government of Meghalaya in strengthening its human capital base, the proposed Supporting Human Capital Development in Meghalaya (Phase 2) (SHCDM II) project will tackle underlying issues at critical junctures in the education and skills development process. The project will support transformative solutions to steer skills trainings in the state towards better outcomes while encouraging innovation among youth and will enhance the quality of education to build a competent and steady student pipeline for further training and/or employment. The project is aligned with the following impacts (i) opportunities for aspirational skills development and innovation expanded (National Policy for Skill Development and Entrepreneurship, 2015), and (ii) competitiveness of Meghalaya’s youth improved (Meghalaya Youth Policy, 2021). The project will have the following outcome: quality and effectiveness of schooling and skills development systems in Meghalaya improved.

9. The proposed investment project is conceived with 4 subcomponents that include physical infrastructure, namely (i) upgrade of school facilities in 34 government secondary and higher secondary schools, (ii) strengthening training and hostel facilities in industrial training institutes (ITIs), (iii) upgrading training facilities in three District Institutes for Education and Training (DIETs), and (iv) constructing Meghalaya Skills and Innovation Hub (MSIH).

¹ Government of Meghalaya. 2023. [Budget Speech 2023-2024 by Honorable Chief Minister of Meghalaya](#).

² The government has established and operationalized the Shillong Technology Park that hosts several employers in the service sector and is planning to build additional such facilities, including in urban areas outside of Meghalaya. The government has also introduced the ELEVATE program to provide financial and handholding support to small businesses. The government has announced plans for a rural connectivity program to provide last mile connectivity to 1,000 villages.

³ Ministry of Statistics and Programme Implementation (MOSPI). 2022. Periodic Labour Force Survey 2020-2021. New Delhi.

10. The DPIPDS (hereafter, referred to as “the Planning Department”) will serve as the executing agency for the proposed project. A PMU, established within the Planning Department, will be responsible for overall project implementation. There will be three project implementing agencies (i) Department of Education (DOE); (ii) Meghalaya State Skill Development Society (MSSDS); and (iii) Directorate of Employment, Craftsmen and Training (DECT). Each implementing agency will establish a project implementation unit (PIU). In addition, the State Sports Council of Meghalaya (SSCM) will be engaged as a technical support agency to support the procurement and implementation activities related to civil works components under MSSDS and DECT. A project steering committee led by the Chief Secretary, GoM will provide strategic guidance for overall project implementation.

B. Project Outputs

11. The project outcome is expected to be achieved through the following outputs.

12. **Output 1: Learning environments in government secondary and higher secondary schools enhanced.** This output will support the upgrade of safe, climate-resilient, gender responsive and inclusive infrastructure in over 50% of government schools at the SHS levels. These include separate toilets for girls and boys, water, sanitation and hygiene facilities, and separate activity rooms for girls.⁴ To promote interactive learning and enable the building of digital competencies among students and teachers alike, this output will also help establish digital classrooms in the selected schools. To enable better teaching and learning in science, technology, engineering, and mathematics (STEM) subjects, this output will construct integrated science labs for secondary grades and separate science subject labs to expand the provision of the Science stream at the higher secondary level in selected government schools. This output will also support targeted outreach activities in the project school catchment areas to ensure enrollment and retention of children in school.⁵ To alleviate the impacts of climate and disaster-related disruptions, this output will develop and orient project schools on emergency response plans.

13. **Output 2: Quality of teaching and learning in government schools improved.** This output will improve education quality at upper primary level and above through interventions focused on (i) strengthening the state’s system for teacher professional development, (ii) boosting learning via measures such as provision of supplementary teaching materials and remedial lessons for STEM subjects, and (iii) enhancing systems for assessing learning outcomes.⁶ To improve the regularity, quality and relevance of in-service teacher training, the project will (i) develop a system for regular teacher needs assessment that maps teachers to training needs and informs training design; (ii) upgrade training infrastructure with gender responsive facilities⁷ and hostels in three DIETs;⁸ and (iii) design and implement training for government school teachers on content knowledge as well as pedagogy (including using digital tools) with an emphasis on cultivating conceptual mastery, reasoning, and analytical skills in students.

⁴ Girls’ activity rooms refer to separate spaces for girls which also serve as sick rooms that girl students can use during menstruation.

⁵ Village education committees and school management committees will be leveraged to implement the outreach activities.

⁶ The teaching and learning interventions cover upper primary level and above as key concepts are introduced in the upper primary grades.

⁷ The project will establish space and facility for childcare in the DIETs to encourage female teachers to participate in training.

⁸ There are 7 DIETs serving 11 districts in the state. DIETs that serve multiple districts will be selected for upgrading infrastructure and facilities.

Furthermore, the training will include modules on understanding children's well-being, socio-emotional learning and gender-responsive teaching. Supplementary teaching and learning materials will comprise a mix of physical and digital learning content and will be aligned with teacher training. The project will build on the state government's efforts to develop the system for learning assessments for STEM subjects in selected grades from developing item banks to training teachers and education functionaries in utilizing them.⁹

14. Output 3: Access to and relevance of skilling system enhanced. This output will expand provision of skills training that target a mix of wage employment in-state, higher skills training that can lead to higher paying out-of-state jobs, and entrepreneurship training to encourage self-employment.¹⁰ The project will establish a residential Meghalaya skills and innovation hub (MSIH) focusing on two key pillars (i) training for relatively higher skill levels such as IT/ITes sectors and niche sector-specific skills¹¹ as well as soft skills that are anchored on industry demand and employment opportunities; and (ii) incubation, acceleration and open innovation support to promote entrepreneurship in the state especially among women.¹² The MSIH will promote green skills and development of sustainable products and services, contributing to climate change mitigation.¹³ To strengthen the relevance of skills training, this output will introduce new National Council for Vocational Training (NCVT)-aligned trades in select ITIs, including those that promote clean energy,¹⁴ upgrade selected ITI trades to NCVT standards, and enhance trainer capacity by training instructors from ITIs as well as selected private TSPs on content, pedagogy, and preparing lesson plans. To ensure inclusive access to training opportunities across the state, the project will (i) establish hostels in selected ITIs and in the MSIH; (ii) undertake targeted outreach and mobilization of trainees to ensure inclusion of women and girls, and youth from socioeconomically disadvantaged groups;¹⁵ and (iii) support customization of training modules, including translating content into regional languages.

15. Output 4: Institutional capacity to deliver effective schooling and skills training strengthened. This output aims to fill crucial gaps to make education and skills development more effective. It will (i) enhance the school education management information system (SEMIS) with a learning and development module for teachers, (ii) form district-level resource groups (DRGs)¹⁶ to facilitate quality enhancement interventions in schools, (iii) develop and implement a school performance assessment framework to strengthen monitoring,¹⁷ and (iv) enhance the capacity of principals and education functionaries in thematic and leadership areas. To strengthen

⁹ Paper setters of the Meghalaya Board of School Education examinations will also be trained on using item banks; this is expected to steer state examinations toward measuring learning outcomes effectively.

¹⁰ These include, but are not limited to, technical trades, agro-based sectors, health professionals, tourism and hospitality, gig economy-related jobs, IT and IT enabled services.

¹¹ Niche skills training, in this context, will cover courses across sectors that are relevant to the state but are not currently offered. These include but are not limited to training on cyber security, augmented reality and virtual reality, food fortification, sustainable tourism, intellectual property rights and others.

¹² The state government will leverage existing central and state-level funding schemes for start-ups to provide financing support for beneficiaries of the incubation and acceleration support program. These may include the Startup India Seed Fund Scheme, Meghalaya Entrepreneurship Promotion Scheme, CM ELEVATE and Atal Innovation Mission.

¹³ Completing construction of MSIH is estimated to take 36 months. MSSDS will implement some training activities envisioned under MSIH at an interim facility while phase-wise construction of MSIH is ongoing. The interim facility is expected to be ready during the first year of project implementation period.

¹⁴ These include mechanic electric vehicle (E-MMV) trade and drone technician trade in ITI Shillong and ITI Tura, and other trades that are in high demand.

¹⁵ Mobilization activities will include print and digital media campaigns and physical outreach, including in schools.

¹⁶ The DRGs will be formed as a sub-committee under the existing district level education committees.

¹⁷ The school performance framework will build on the existing frameworks from the National University of Educational Planning and Administration and/or the Quality Council of India and be tailored to Meghalaya context.

the skills development ecosystem, the output will (i) establish two regional placements cum counseling cells, (ii) strengthen institute management committees in selected ITIs to enhance industry linkage,¹⁸ (iii) facilitate partnerships with private TSPs or external institutes to enhance training relevance and quality as well as employment outcomes, and (iv) develop an MIS with data disaggregated by sex and social group to enhance ITIs' management. This output will also support an interim skills gap analysis to identify new training opportunities during implementation, including in green skills. To strengthen pathways from schooling to further skilling, this output will (i) develop mechanisms for improving relevance of vocational education in project schools based on a detailed assessment of school-level vocational education, and (ii) enhance exposure of SHS students to skills training or entrepreneurship development opportunities.¹⁹

C. Objective

16. The objectives of the IPP are to ensure that the project is designed and implemented in a way that fosters full respect for IP identity, dignity, human rights, livelihood systems, and culture as they define them. Specifically, the IPP will:

- (i) Ensure that the project respects and upholds the rights of indigenous communities as enshrined in national laws, international conventions, and agreements;
- (ii) Ensure that the IP receive culturally appropriate social and economic benefits from the project, including employment, skills development, and income generation;
- (iii) Protect and preserve the cultural heritage, traditions, and practices of indigenous communities affected by the project;
- (iv) Identify and mitigate any impacts of the project on indigenous communities, such as loss of land, displacement, disruption of traditional livelihoods, or environmental degradation;
- (v) Build the capacity of indigenous communities to actively engage in the project planning, implementation, monitoring, and evaluation processes;
- (vi) Ensure that IPs have equal access to project benefits and opportunities, regardless of gender, age, or socioeconomic status;
- (vii) Facilitate meaningful consultation and participation of indigenous communities throughout the project cycle, including decision-making processes that affect them; and
- (viii) Establish effective grievance redress mechanisms to address concerns and complaints raised by IP and affected persons during the project implementation.

D. Methodology

17. The preparation of the Indigenous Peoples Plan (IPP) follows a structured methodology that begins with the identification of Indigenous communities likely to be impacted by the project. This involves a thorough review of secondary documents, followed by meaningful consultations with these communities to understand and address their specific needs, concerns, and rights. The methodology also includes a comprehensive assessment of the social, economic, cultural, and

¹⁸ Institute management committees (IMCs) are governing bodies responsible for the overall management and strategic direction of the ITI. Their primary role is to ensure the institution meets its training objectives, maintains high education standards, and aligns its training programs with industry needs. A prominent industry leader chairs the IMC and has members from other industries and educational institutions. At present, IMCs are not functional in several ITIs in Meghalaya.

¹⁹ For example, this could entail school-level orientation or field visits to nearby ITI, TSPs or MSH.

environmental conditions of the Indigenous communities, considering their customary laws, land tenure systems, livelihoods, and traditional practices.

18. Additionally, the methodology involves identifying potential impacts of the project on Indigenous communities, both positive and negative. This includes defining the roles and responsibilities of relevant stakeholders, such as government agencies, project implementers, indigenous organizations, and civil society groups. Capacity-building efforts are integral to the methodology, ensuring that Indigenous communities are equipped to engage effectively in project planning, decision-making, and monitoring processes. Semiannual safeguards monitoring reports will be prepared to provide updates on the implementation of the IPP.

III. SOCIAL IMPACT ASSESSMENT

A. Overview of Scheduled Tribes in Meghalaya

19. In India, scheduled tribes are specified in each state or union territory in accordance with the Constitution of India and refers in general to communities that are characterized by: (i) primitive traits; (ii) distinctive culture; (iii) geographical isolation; (iv) shyness of contact with the community at large; and (v) backwardness. According to Article 342 of the Constitution, Scheduled Tribes in a state or union territory shall be designated first through the President's notified orders after consultation with the state governments concerned and shall be amended subsequently through the Acts of Parliament. As of March 2021, there are nine orders and eight acts that spell out Scheduled Tribes in different states and union territories.

20. Meghalaya was divided into 12 districts (7 till the census 2011 and 5 new districts created after the census 2011) and 46 blocks. The districts are East Khasi Hills; West Khasi Hills; South-west Khasi Hills; Ri Bhoi; West Jaintia Hills; East Jaintia Hills; East Garo Hills; West Garo Hills; North Garo Hills; South-West Garo Hills; South Garo Hills; and Eastern West Khasi Hills. Meghalaya is predominantly rural, with over 80% of its population living in the countryside. East Khasi Hills is the exception with 58% of its population being rural based as compared to the other districts where the share of rural population is over 85%. Efforts have been made to use the latest available information about the 12 districts. However, due to lack of required data the census 2011 has been used for making an assessment.

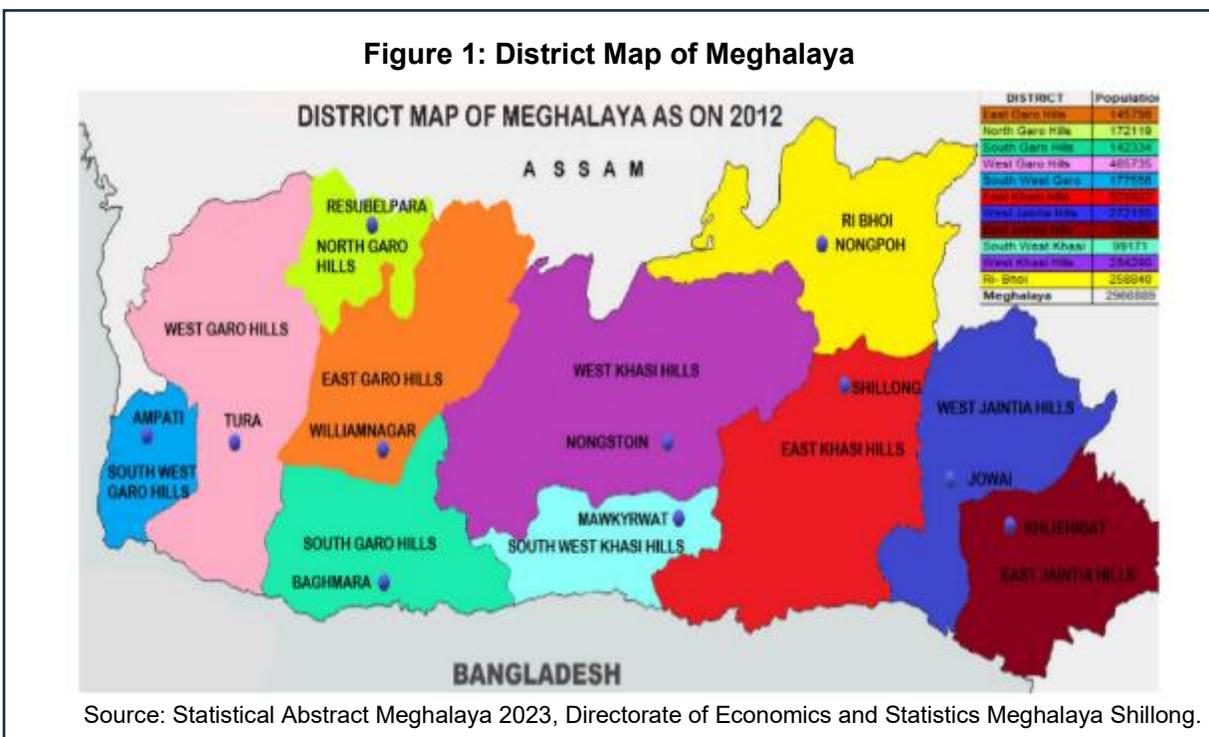


Table 1: Decadal Percentage Growth of State's Scheduled Tribe Population

Particulars	Population					% Growth			
	1971	1981	1991	2001	2011	1971-1981	1981-1991	1991-2001	2001-2011
Scheduled Tribe	814,230	1,076,345	1,517,927	1,992,862	2,555,861	32.19	41.03	31.29	28.25

Source: Statistical Abstract Meghalaya 2023, Directorate of Economics and Statistics Meghalaya Shillong.

21. The above table highlights the demographic dynamics of Scheduled Tribes in Meghalaya, showing a consistent increase in population over the decades, with varying growth rates.

Table 2: State Scheduled Tribe Population and Decadal Change by Residence, Census 2011

India/State	ST population 2011			Decadal change 2001-2011		
	Total	Rural	Urban	Total	Rural	Urban
India	104,281,034	93,819,162	10,461,872	23.7	21.3	49.7
Meghalaya	2,555,861	2,136,891	418,970	28.3	27	35.1

ST = scheduled tribe.

Source: <https://tribal.nic.in/downloads/Statistics/StatisticalProfileofSTs2013.pdf>

22. Meghalaya experienced a higher decadal growth rate of 28.3% in the total Scheduled Tribe population, with rural areas growing by 27% and urban areas by 35.1%. The decadal growth rate of the Scheduled Tribe population in Meghalaya (28.3%) is higher than that of the Scheduled Tribe population in India (23.7%) in the decade 2001 to 2011. Thus, there is a presence of a young population from 14 to 24 years in the state. It emphasizes the increasing young population and their growing needs and demand within the state.

**Table 3: Comparison of State Scheduled Tribes Percentage
– Census 2001 and Census 2011**

India/State	Percentage of STs, 2001			Percentage of STs, 2011		
	Total	Rural	Urban	Total	Rural	Urban
India	8.2	10.4	2.4	8.6	11.3	2.8
Meghalaya	85.9	90.2	68.3	86.1	90.1	70.4

ST = scheduled tribe.

Source: <https://tribal.nic.in/downloads/Statistics/StatisticalProfileofSTs2013.pdf>

23. The data in the above table shows the presence of the Scheduled Tribe population in the state has marginally increased from 85.9% to 86.1% in the state of Meghalaya. However, the Scheduled Tribe population in rural Meghalaya has decreased by only a marginal amount from 90.2% to 90.1% in 2001 and 2011, respectively.

Table 4: District-wise Details of Scheduled Tribe Population in Meghalaya

S. No.	District Name	Rural Population	Urban Population	Total Population	Literates %
1	East Khasi Hills	432621	228537	661158	83.31
2	West Khasi Hills	237710	42642	280352	78.12
3	South-West Khasi Hills ^a	94745	0	94745	
4	West Jaintia Hills	232000	25941	257941	61.52
5	East Jaintia Hills ^a	118158	0	118158	
6	Ri Bhoi	212325	17756	230081	75.58
7	East Garo Hills	117674	20805	138479	73.96
8	West Garo Hills	278632	53724	332356	70.17
9	North Garo Hills ^a	148305	18396	166701	
10	South West Garo Hills ^a	141653	0	141653	
11	South Garo Hills	123068	11169	134237	71.22
12	Meghalaya	2136891	418970	2555861	74.53

ST = Scheduled Tribe.

^aNew Districts created after 2011 Census.

Source: Statistical Abstract Meghalaya 2023, Directorate of Economics and Statistics Meghalaya Shillong.

24. The Table 4 shows the distribution of urban and rural populations in Meghalaya. It also denotes the percentage of literates in the state district-wise. It is important to note that the literacy rate in the East Khasi Hills district is much higher than that of the Jaintia Hills district.

Table 5: State Scheduled Tribe Population – Block-wise Sex-disaggregated Population.

State/UTs	Districts	Block	Total Population	ST Population	ST Male	ST Female	% ST Population
Meghalaya	East Khasi Hills	Mylliem	287791	220344	105068	115276	76.56
Meghalaya	Ribhoi	Umsning	140900	124443	62688	61755	88.32
Meghalaya	Jaintia Hills	Thadlaskein	109509	104483	51640	52843	95.41
Meghalaya	Jaintia Hills	Laskein	90402	87041	43434	43607	96.28
Meghalaya	East Garo Hills	Resubelpara	84919	82352	41714	40638	96.98

State/UTs	Districts	Block	Total Population	ST Population	ST Male	ST Female	% ST Population
Meghalaya	Jaintia Hills	Khliehriat	85832	81634	40198	41436	95.11
Meghalaya	West Garo Hills	Selsella	175206	78712	39174	39538	44.93
Meghalaya	West Khasi Hills	Mawshynrut	74490	73092	37303	35789	98.12
Meghalaya	East Khasi Hills	Mawphlang	71491	71116	35118	35998	99.48
Meghalaya	West Khasi Hills	Mairang	68074	67272	33904	33368	98.82
Meghalaya	East Khasi Hills	Mawryngkneng	67291	66357	32895	33462	98.61
Meghalaya	West Garo Hills	Betasing	72103	65776	33002	32774	91.23
Meghalaya	Ribhoi	Umling	69966	61239	30766	30473	87.53
Meghalaya	East Khasi Hills	Pynursla	57870	57097	28001	29096	98.66
Meghalaya	West Khasi Hills	Mawkyrwat	54462	53636	26901	26735	98.48
Meghalaya	West Garo Hills	Rongram	58898	53263	26793	26470	90.43
Meghalaya	West Garo Hills	Tikrikilla	58388	52729	26326	26403	90.31
Meghalaya	West Khasi Hills	Nongstoin	53098	52520	26488	26032	98.91
Meghalaya	East Garo Hills	Songsak	53107	51225	25853	25372	96.46
Meghalaya	East Garo Hills	Dambo Rongjeng	52584	51038	25759	25279	97.06
Meghalaya	East Garo Hills	Kharkutta	51477	50394	25491	24903	97.90
Meghalaya	East Khasi Hills	Mawsynram	54109	50208	25064	25144	92.79
Meghalaya	West Garo Hills	Zikzak	74602	49862	25180	24682	66.84
Meghalaya	West Khasi Hills	Mawthadraishan	49014	48258	24227	24031	98.46
Meghalaya	West Garo Hills	Dalu	54095	47108	23568	23540	87.08
Meghalaya	East Khasi Hills	Shella Bholaganj	54039	44535	22205	22330	82.41
Meghalaya	East Khasi Hills	Mawkynre	44602	44293	21962	22331	99.31
Meghalaya	Jaintia Hills	Amlarem	43844	40476	20051	20425	92.32
Meghalaya	West Garo Hills	Dadengiri	41595	40351	20207	20144	97.01
Meghalaya	South Garo Hills	Chokpot	40478	39093	19929	19164	96.58
Meghalaya	West Khasi Hills	Ranikor	41218	37677	19217	18460	91.41
Meghalaya	Jaintia Hills	Saipung	37107	36524	18294	18230	98.43
Meghalaya	South Garo Hills	Baghmara	37486	35289	18031	17258	94.14

State/UTs	Districts	Block	Total Population	ST Population	ST Male	ST Female	% ST Population
Meghalaya	East Khasi Hills	Khatarshnong Laitkroh	33570	33479	16675	16804	99.73
Meghalaya	West Garo Hills	Gambegre	33546	32484	16474	16010	96.83
Meghalaya	East Garo Hills	Samanda	31638	30970	15820	15150	97.89
Meghalaya	Ribhoi	Jirang	30919	30193	15523	14670	97.65
Meghalaya	South Garo Hills	Gauapara	28216	26848	13604	13244	95.15
Meghalaya	South Garo Hills	Rongara	23023	21838	11019	10819	94.85

ST = Scheduled Tribe, UT = union territory.

Source: <https://dashboard.tribal.gov.in/>.

25. The rural and urban male and female ratio of Scheduled Tribes shows that the total number of females is higher than total number of males. The number of females exceeds in urban areas. It also makes evident that the urban Scheduled Tribe population sex ratio is higher than the rural Scheduled Tribe population.

Table 6: State Scheduled Tribe Population by Sex and Residence: Census 2011

India/State	Male			Female		
	Total	Rural	Urban	Total	Rural	Urban
India	5,24,09,823	4,71,26,341	2,83,482	5,18,71,211	4,66,92,821	1,78,390
Meghalaya	12,69,728	10,70,557	1,99,171	12,86,133	10,66,334	2,19,799

Source: <https://www.census2011.co.in/census/state/meghalaya.html>

26. The data highlights the significant presence of Scheduled Tribe in Meghalaya, with a predominantly rural residence pattern. Additionally, Meghalaya stands out with a slightly higher proportion of females among its Scheduled Tribe population and a relatively larger urban Scheduled Tribe population compared to the national average.

Table 7: India and Meghalaya Sex Ratio of Scheduled Tribe Population

India/State	Sex Ratio 2001			Sex Ratio 2011		
	Total	Rural	Urban	Total	Rural	Urban
India	978	981	944	990	991	980
Meghalaya	1000	987	1072	1013	996	1104

Source: Census 2011.

27. The overall literacy rate of the state Scheduled Tribe population is higher than the country's literacy rate however the table below shows that the education level for the graduate and above (age 15 and above) is not much higher.

Table 8: Literacy Rates of All Populations, Scheduled Tribe Population and Gaps

India/State	Persons			Male			Female		
	All	ST	Gap	All	ST	Gap	All	ST	Gap
India	73	59	14.0	80.9	68.5	12.4	64.6	49.4	15.2
Meghalaya	74.4	74.5	-0.1	76	75.5	0.5	72.9	73.5	-0.6

ST = Scheduled Tribe.

Source: Census 2011.

B. Gender Overview of the State Population

28. While Meghalaya showcases the unique gender dynamics influenced by its matrilineal society, it is crucial to ensure that it translates into equitable opportunities in education and employment. While female gross enrollment rates exceed males at all levels, a very less proportion of females complete secondary education or higher grades compared to males aged 15 years and above.

Table 9: Gender Parity Index – Scheduled Tribe – 2010-11

State	Classes I - V	Classes VI - VIII	Classes I - VIII	Classes IX - X	Classes I - XII
Meghalaya	1.01	1.13	1.03	1.09	1.04

Source: Department of School Education and Literacy, Ministry of Education. Unified District Information System for Education (UDISE) Plus 2021-22.

29. Overall, the Gender Parity Index for Scheduled Tribe students in Meghalaya suggests a generally positive scenario with regards to gender parity in enrollment across different stages of education. However, it also indicates slight variations in gender representation at different levels, with girls having a slight advantage in upper primary and secondary education levels.

UDISE stands for Unified District Information System for Education. It is a database that contains information about schools in India. The database is maintained by the National Informatics Centre (NIC) of the Government of India.

Table 10: Gross Enrolment Rate (GER)

	Primary (I to VI)		Upper Primary (VI to VIII)		Elementary (I to VIII)		Secondary (IX to X)		Higher Secondary (XI to XII)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
GER	184	192	106	122	150	161	76	94	39	53

Source: UDISE Plus 2021-22.

Table 11: Dropout Rate

	Primary (I to VI)		Upper Primary (VI to VIII)		Secondary (IX to X)	
	Male	Female	Male	Female	Male	Female
Dropout	11.1	8.6	12.0	9.4	23.3	20.4

Source: UDISE Plus 2021-22

30. In 2021–2022, GER at the elementary grade level was 156% with GER for males being 150% and females at 161%. However, in the secondary grade and higher secondary levels, GER was 85% (males: 76%; females: 94%) and 46% (males: 39%; females: 53%),²⁰ respectively. Similarly, the dropout rate at the elementary grade is 9.84% (males: 11.1%; females: 8.6%), while that of secondary and higher secondary levels are 10.64% (males: 12.0%; females: 9.4%) and 21.68% (males: 23.3%; females: 20.4%), respectively. More than 25% of the schools do not have a functional toilet (boys': 26%; girls': 30%).²¹

²⁰ UDISE, 2021–22.

²¹ <https://ssa.megeducation.gov.in/Statistic/2021-22/sch-with-boy-toilet-2021-22.pdf>
<https://ssa.megeducation.gov.in/Statistic/2021-22/sch-with-Girl-toilet-2021-22.pdf>.

Table 12: Proportion of Trained Teachers

	Pre-Primary		Primary		Upper Primary		Secondary		Higher Secondary	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Trained Teachers	42.8	37.8	52.5	47.9	53.1	55.7	59.3	64.3	55.1	55.1

Source: UDISE Plus 2021-22.

31. The labour force participation rate for females significantly lags that of their male counterparts and need initiatives for employment creation and youth skill development. Female labour force participation rate in the state is 39% (India's female labour force participation rate is 11.7%) compared to 76% for males.

32. More than 0.1845 lakh people (1% of the population over the age of 15) have completed or are completing formal vocational training, with 0.09 lakh of those people being between the ages of 15 and 30. About 66.18% (0.1221 lakh) of this segment with formal training is women. Further, 41% of this group enrolled in paid training, while 59% of them did short term courses. Of the 0.103 lakh people who make up the labor force, 0.103 lakh (or 100%) are employed.²² However, in the state, 10.32 lakh people (46.93% of the population over the age of 15) lack any kind of skill and are not working (either jobless or not in the labor force). In this segment, 72.87% (7.52 lakh) are female.

C. Sociocultural Profile of Scheduled Tribes

33. The Scheduled Tribes in Meghalaya are characterized by unique sociocultural profiles, attributes, and traditional institutions. Meghalaya is home to several indigenous tribal communities, each with its own distinct customs, traditions, and institutions. Some of the prominent tribal groups in Meghalaya include the Khasi, Garo, and Jaintia tribes.

34. **Language and culture:** Each tribal group in Meghalaya has its own language, although English is widely spoken and serves as the lingua franca. The Khasi language is primarily spoken by the Khasi tribe, while the Garo language is spoken by the Garo tribe. These languages are integral to the preservation of tribal identities and cultures.

35. **Traditional attire:** Traditional attire varies among different tribes but often includes vibrant woven garments, intricate jewelry, and accessories that hold cultural significance. These traditional attires are worn during festivals, ceremonies, and other cultural events.

36. **Customs and traditions:** Meghalaya's tribal communities have rich cultural traditions and customs, including elaborate rituals associated with birth, marriage, and death. These traditions play a crucial role in maintaining social cohesion and preserving tribal identities

37. **Matrilineal society:** One of the distinctive features of Meghalaya's tribal communities, particularly among the Khasi and Jaintia tribes, is the practice of matrilineal descent, where lineage and inheritance are traced through the mother's line. This has significant implications for family structure, property rights, and social organization.

²² Ministry of Skill Development and Entrepreneurship. [Lok Sabha: Unstarred Question No. 5127 to be answered on 04.04.2022: Vocational Training to Women](#). India.

38. **Sustainable agricultural practices:** Agriculture is the primary occupation of many tribal communities in Meghalaya. Traditional farming practices, such as jhum cultivation (slash-and-burn agriculture) and terrace farming, are still prevalent in rural areas. These practices are adapted to the hilly terrain and considered sustainable by the Scheduled Tribe community.

39. **Strong community bonds:** Tribal communities in Meghalaya place a high value on communal living and cooperation. Social bonds within the community are strong, and decisions often involve collective participation and consensus-building.

40. **Dorbar Shnong:** The Dorbar Shnong is a traditional village-level institution among the Khasi and Jaintia tribes. It serves as the grassroots governing body responsible for local administration, dispute resolution, and community welfare. The Dorbar Shnong plays a vital role in maintaining peace and harmony within the village.

41. **Nokma:** The Nokma is the traditional chief or headman of a village or clan among the Garo tribe. The position of Nokma is hereditary and carries significant authority and responsibility within the community.

42. **Seng Khasi and Seng Samla:** These are traditional Khasi religious and social institutions that play a role in preserving indigenous beliefs, customs, and cultural practices. They also serve as platforms for community gatherings, discussions, and celebrations.

43. Overall, the Scheduled Tribes of Meghalaya exhibit a rich tapestry of cultural diversity, social cohesion, and traditional institutions that are integral to their identity and way of life. These attributes and institutions reflect the resilience and adaptability of Meghalaya's tribal communities in the face of modernization and socio-economic change.

D. Meghalaya Skill Development

44. With 74% of the population under the age of 35, Meghalaya is a young state and one with immense opportunities for skill development. The focus of the Government of Meghalaya is to upgrade the vocational and technical skills of their young population which will in turn help combat the various challenges faced by the community including poverty, unemployment, illiteracy, etc. As a predominantly agrarian state, the need of the hour was to generate sustainable livelihood opportunities in the State in the predominant industries of the Agri-allied sector, tourism and hospitality and to upskill the existing workforce engaged in these domains. With three main areas of focus - promoting inclusive growth with poverty alleviation, employment generation and livelihood promotion, the state intends to work towards these goals by banking on skill training and employment generation schemes and programs under NSDM. The Government of Meghalaya is following the country-wide SANKALP²³ flagship initiative which promises to increase access to quality and market-relevant training for youth by focusing on institutional strengthening, quality assurance, inclusion and expanding skills.

45. This is even more significant during the post-COVID-19 lockdown time as there would be more job opportunities in sectors involving digital technologies, automation, health care and skill

²³ Meghalaya joined the rest of the nation to mark the commencement of the nationwide "Viksit Bharat Sankalp Yatra," a transformative initiative aimed at reaching the unreached and ensuring effective outreach of Government schemes. The focus of the Yatra will be on reaching out to people and create awareness and providing benefits of welfare schemes like sanitation facilities, essential financial services, electricity connections, access to LPG cylinders, housing for the poor, food security, proper nutrition, reliable healthcare, clean drinking water, etc.

development. The State's objective is to increase access to quality Technical and Vocational Education and Training (TVET) through the expansion of intake capacity of existing Government Industrial Training Institutes, diversification of courses and offering new demand-based programmes as per the needs of the economy. Therefore, it is an opportune time to assess the relevance and impact of current courses in meeting the labour market needs, the success of institutes in preparing trainees adequately for the job market and also to understand the future training needs of the State to meet the changing needs of the labour market.

46. The following measures have been incorporated into the project design covering the Scheduled Tribe population (i) Upgrading schools, DIETs and ITI infrastructure in project-covered areas, including separate and user friendly toilets for boys and girls, well-equipped labs and schools with a focus on creating conducive and safe environment; (ii) proposing targeted capacity building of teachers and faculty members and staff members; (iii) introducing aspirational, job-oriented, market-driven skill development and vocational courses especially for youth; (iv) enabling increased participation of students and staff in skills education, training programs, and professional development programs; (v) ensuring equal participation of women in decision-making, leadership and managerial roles to address the academic and professional needs of students and faculty; (v) conducting mobilization drives and counseling sessions with a special focus on reducing dropout rates among male and female students in schools and ITIs (vi) creating community awareness on ITI training and skill development interventions in the state, gender-specific issues, and challenges emphasizing women's roles and responsibilities in a matrilineal society, early or teen age pregnancy, distressed women, drug addiction, alcoholism, domestic violence²⁴ etc. and (vii) strengthening project MIS to maintain a sex and age-segregated database of students and trainees.

E. Project sites

47. The PMU has identified four advanced project sites: Shillong Public School, Jowai Public School, Pine Mount School and Meghalaya Skill and Innovation Hub, in the state of Meghalaya.

48. The proposed project sites under SHCDM II do not require land acquisition that would result in any physical or economic displacement of people. The interventions under project sites will be carried out within the government-owned land and existing project-demarkated area. The mitigation measures for potential construction impacts have been provided in the DPR and environment management plan and provision has also been made in the bid document. The project is, therefore, categorized as category C for involuntary resettlement (IR) safeguard.

49. Any unanticipated IR impact during the implementation will be documented by the PMU through the PIUs/PMC/DSC/TSA and reported to ADB through the semiannual social safeguards monitoring report in Appendix 1. In case of unanticipated impact, a resettlement plan or a corrective action plan will be prepared by the PIU/ DSC and the project's IR categorization will be updated accordingly.

²⁴ Meghalaya Youth Survey 2022, A Study undertaken by Avenues, Shillong, Reviewed by Dr. APJ Abdul Kalam Centre for Policy Research & Analysis, IIM Shillong.

F. Anticipated Impacts on Scheduled Tribes

50. The proposed project outputs will have several positive impacts on Scheduled Tribes, particularly in enhancing education and skill development opportunities.

51. Under Output 1, by upgrading infrastructure in government schools, including climate-resilient and inclusive facilities, the project will create safer and more conducive learning environments for students from Scheduled Tribe communities. The establishment of digital classrooms and science labs will promote interactive learning and build digital and STEM competencies, which are crucial for future career opportunities. The targeted outreach activities will ensure increased enrollment and retention of Scheduled Tribe students, reducing dropout rates and improving overall educational outcomes.

52. Under Output 2, the project will strengthen teacher professional development, focusing on improving content knowledge, pedagogy, and the use of digital tools. This will lead to better educational experiences for Indigenous students, particularly in STEM subjects. Remedial interventions, supplementary teaching materials, and improved assessment systems will help address learning gaps, ensuring that Scheduled Tribe students receive a quality education that prepares them for future challenges.

53. Under Output 3, by establishing the MSIH and expanding access to skills training, the project will provide Scheduled Tribe youth with opportunities to acquire higher-level skills that can lead to better employment prospects, both within and outside the state. The focus on entrepreneurship and the inclusion of training programs in regional languages will ensure that Scheduled Tribe communities can fully participate in and benefit from these initiatives. The provision of hostels and targeted outreach will further support the inclusion of Scheduled Tribe youth in these programs.

54. Under Output 4, by enhancing governance systems and building the capacity of education and skills training institutions, the project will ensure that the benefits of improved education and training opportunities are sustained over the long term. This includes better monitoring, leadership, and strategic partnerships, which will ultimately contribute to more effective delivery of education and skills training to Scheduled Tribe students.

55. Overall, the project will directly contribute to the empowerment of Scheduled Tribe communities by improving access to quality education, enhancing employability, and fostering economic self-reliance. The project's emphasis on inclusivity and targeted outreach will ensure that Scheduled Tribes are not only participants but also beneficiaries of the development process.

IV. LEGAL AND INSTITUTIONAL FRAMEWORK

56. The policy framework for the project is based on national laws and ADB Safeguard Policy Statement, 2009. The IPP will ensure that indigenous people communities (i) receive culturally appropriate social and economic benefits from the Project; (ii) do not suffer adverse impacts as a result of the Project; and (iii) can participate actively in the Project. The key acts and policy is discussed briefly below.

A. The Scheduled Tribe as per the Constitution of India

57. The Constitution of India lists 17 ethnic communities in the list of Scheduled Tribes in Meghalaya as declared by the Constitution Scheduled Tribe Order, 1950, and as amended in 1987. These 17 notified Scheduled Tribes comprise 86% of Meghalaya's population, Khasis constitute more than half of the total Scheduled Tribe population of the state (56.4%), and Garos slightly more than a third (34.6%). They together constitute 91% of the total Scheduled Tribe population. Jaintias (Synteng), which is listed both, as a sub-tribe under Khasi and as a separate Scheduled Tribe in census 2001, comprise the third largest group. There are a number of tribes like Hajong, Rabha, and Koch accounting for between 1.1% and 1.6% of the Scheduled Tribe population, which inhabit the plain areas bordering Assam. In addition, there are some very small Scheduled Tribes such as the Man, Dimasa, Chakma, Pawi, and Lakher each having a population of less than a few hundred.

58. Orders/Amendments specifying/applicable to the Scheduled Tribes in the state: The constitution (Scheduled Tribes) order 1950, North-Eastern Areas (Reorganization) Act, 1971, The scheduled castes and Scheduled Tribes' orders, (amendment) Act, 1976 (No. 198 of 1976), The Constitution (Scheduled Tribes) Order (Amendment) Act, 1987 (No. 43 of 1987).

59. Articles 330 to 342 of the Constitution of India provide special provisions and safeguards for tribes which are applicable for the Scheduled Tribes of Meghalaya. Seats are reserved for Scheduled Tribes in various national civil service streams (e.g. Indian Administrative Service, Indian Foreign Service, Indian Police Service, Indian Revenue Service, Indian Audit and Accounts Service etc.) as well as in the state civil services (e.g. Meghalaya state civil service). In the Meghalaya State Legislative Assembly, 56 of the 60 seats are reserved for Scheduled Tribes. Further, to provide a legal framework for the protection of the Scheduled Tribes, the Autonomous District Councils (ADCs) were established under the Sixth Schedule of the Constitution of India under Article 244 (2).

B. The Autonomous District Council as per the Sixth Schedule

60. The Sixth Schedule under Article 244(2) of the Constitution relates to those areas in the northeast which re-declared as "tribal areas" and provides for a District or Regional Autonomous Councils for such areas. These councils have wide-ranging legislative, judicial and executive powers. The Schedule also contains provisions relating to the administration of the areas declared as 'tribal areas'. There are Autonomous District Councils and Autonomous Regional Councils in these areas, which have a long tradition of self-management systems. Regional Councils in these areas have a long tradition of self-management systems. These Autonomous Councils not only administer various Departments and developmental programmes but they also have powers to make large on a variety of subjects, e.g., land, forest, shifting cultivation, village or town administration including village or town police and public health and sanitation, inheritance of property, marriage and divorce and social systems. These Councils are elected bodies and have powers of legislation, and administration of justice apart from executive developmental and financial responsibilities.²⁵

²⁵ <https://ncst.nic.in/sites/default/files/Socio-economic%20development%20for%20STs.pdf>

61. There are three ADCs in Meghalaya namely, the (i) Khasi Hills ADC (KHADC), (ii) Garo Hills ADC (GHADC), and (iii) Jaintia Hills ADC (JHADC). The three ADCs cover twelve districts except the Shillong Municipal Area.

C. The Autonomous District Councils

62. The three ADCs have wide-ranging powers to make laws in respect of subjects such as land regulation, management of forests, village or town administration, inheritance of property, marriage and divorce, management of primary education, dispensaries, markets, road and waterways, regulation of trading by non-tribals, and money lending. Moreover, ADCs have powers to assess and collect land revenue and impose taxes on professions, trades and employment, vehicles, and animals. In addition to these sources of income, ADCs receive financial assistance from the Government of India under the Award of the Finance Commission through State Government of Meghalaya. The latter has also been extending grant-in-aid to them from time to time under the State Plan enabling them to initiate rural development programs such as the construction of approach roads, bridges, footpaths, drinking wells and village markets.

D. The Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act 2006

63. The scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act 2006, recognizes and vests the forest rights and occupation in forest land to Scheduled Tribes and other traditional forest dwellers who have been residing in such forests for generations but whose rights are not recorded. This law provides for recognition of forest rights to Scheduled Tribes in occupation of the forest land prior to 13 December 2005 and to other traditional forest dwellers who are in occupation of the forest land for at least 3 generations i.e., 75 years, up to maximum of 4 hectares. These rights are heritable but not alienable or transferable.

64. Tribal Welfare Department is the Nodal Department for implementation of the various provisions of the Scheduled Tribes and Other Traditional Forest Dwellers (RoFR) Act, 2006. As on 30 November 2019, 1,30,903 numbers of forest dwellers have been given Forest Rights Patta under the Scheduled Tribes and Other Traditional Forest Dwellers Act, 2006 and the quantum of land involved is 1,86,229.02 hectares. The provisions under these two Acts (the Tripura Tribal Areas Autonomous District Council Act, 1979 and Scheduled Tribes and Other Traditional Forest Dwellers (RoFR) Act, 2006) mainly govern various rights of tribal people in the state of Tripura.

E. ADB SPS 2009 Policy Principles on IP Safeguards

- i. Screen early on to determine whether IP is present in, or have collective attachment to, the project area; and (ii) whether project impacts on IP are likely.
- ii. Undertake a culturally appropriate and gender-sensitive social impact assessment or use similar methods to assess potential project impacts, both positive and adverse, on IP. Give full consideration to options the affected IP prefer about the provision of project benefits and the design of mitigation measures. Identify social and economic benefits for affected IP that are culturally appropriate and gender and intergenerationally-inclusive and develop measures to avoid, minimize, and/or mitigate adverse impacts on IP.
- iii. Undertake meaningful consultations with affected IP communities and concerned IP organizations to solicit their participation (i) in designing, implementing, and monitoring

- measures to avoid adverse impacts or, when avoidance is not possible, to minimize, mitigate, or compensate for such effects; and (ii) in tailoring project benefits for affected IP communities in a culturally appropriate manner. To enhance IP' active participation, projects affecting them will provide for culturally appropriate and gender-inclusive capacity development. Establish a culturally appropriate and gender-inclusive grievance mechanism to receive and facilitate resolution of the IP' concerns.
- iv. Ascertain the consent of affected IP communities to the following project activities: (i) commercial development of the cultural resources and knowledge of IP; (ii) physical displacement from traditional or customary lands; and (iii) commercial development of natural resources within customary lands under use that would impact the livelihoods or the cultural, ceremonial, or spiritual uses that define the identity and community of IP. For policy application, the consent of affected IP communities refers to a collective expression by the affected IP communities, through individuals and/or their recognized representatives, of broad community support for such project activities. Broad community support may exist even if some individuals or groups object to the project activities.
 - v. Avoid, to the maximum extent possible, any restricted access to and physical displacement from protected areas and natural resources. Where avoidance is not possible, ensure that the affected IP communities participate in the design, implementation, and monitoring and evaluation of management arrangements for such areas and natural resources and that their benefits are equitably shared.
 - vi. Prepare an IPP that is based on the social impact assessment with the assistance of qualified and experienced experts and that draws on Indigenous knowledge and participation by the affected IP communities. The IPP includes a framework for continued consultation with the affected IP communities during project implementation; specifies measures to ensure that IP receive culturally appropriate benefits; identifies measures to avoid, minimize, mitigate, or compensate for any adverse project impacts; and includes culturally appropriate grievance procedures, monitoring and evaluation arrangements, and a budget and time-bound actions for implementing the planned measures.
 - vii. Disclose a draft IPP, including documentation of the consultation process and the results of the social impact assessment on time, before project appraisal, in an accessible place and in a form and language(s) understandable to affected IP communities and other stakeholders. The final IPP and its updates will also be disclosed to the affected IP communities and other stakeholders.
 - viii. Prepare an action plan for legal recognition of customary rights to lands and territories or ancestral domains when the project involves (i) activities that are contingent on establishing legally recognized rights to lands and territories that IP have traditionally owned or customarily used or occupied, or (ii) involuntary acquisition of such lands.
 - viii. Monitor implementation of the IPP using qualified and experienced experts; adopt a participatory monitoring approach, wherever possible; and assess whether the IPP's objective and desired outcome have been achieved, taking into account the baseline conditions and the results of IPP monitoring. Disclose monitoring reports.

E. Comparison of ADB and Indian Policy on IPs

65. Both the ADB IP Safeguard Policy and the Indian Scheduled Tribe Policy are aimed at protecting the rights and promoting the well-being of Indigenous or Scheduled Tribe communities, but they operate in different contexts and have distinct focuses.

Table 13: SPS vis-à-vis the Applicable Laws on Indigenous Peoples

ADB SPS 2009 Indigenous Peoples Safeguards Policy Principles	Applicable National Policy	Measures Adopted for this Project
Screen early on to determine (i) whether Indigenous Peoples are present in, or have collective attachment to, the project area; and (ii) whether project impacts on Indigenous Peoples are likely.	There is no provision for screening the projects with impacts on Scheduled Tribes.	The project screening of impacts on Scheduled Tribes has been conducted using the Indigenous Peoples impact screening checklist in Appendix 2 .
Undertake a culturally appropriate and gender-sensitive social impact assessment or use similar methods to assess potential project impacts, both positive and adverse, on Indigenous Peoples. Give full consideration to options the affected Indigenous Peoples prefer in relation to the provision of project benefits and the design of mitigation measures. Identify social and economic benefits for affected Indigenous Peoples that are culturally appropriate and gender and intergenerationally inclusive and develop measures to avoid, minimize, and/or mitigate adverse impacts on indigenous peoples.	The said Act does not stipulate any social impact assessment or similar methods to assess potential project impact. Under the Scheduled Tribes and Other Traditional Forest Dwellers (RoFR) Act, 2006, Tribal Welfare Department of Tripura have the power for conversion of <i>pattas</i> or leases or grants issued by any local authority or any state government on forest lands to titles. Such titles given to the Scheduled Tribes and Other Traditional Forest Dwellers under the said Act are inalienable rights. If the project activities affect the land with titles provided under the said Act, adequate measures will be taken to avoid the affected land.	A social impact assessment has been conducted.
Undertake meaningful consultations with affected Indigenous Peoples communities and concerned organizations to solicit their participation (i) in designing, implementing, and monitoring measures to avoid adverse impacts or, when avoidance is not possible, to minimize, mitigate, or compensate for such effects; and (ii) in tailoring project benefits for affected Indigenous Peoples communities in a culturally appropriate manner. To enhance Indigenous Peoples' active participation, projects affecting them will provide for culturally appropriate and gender inclusive capacity development. Establish a culturally appropriate and gender inclusive grievance mechanism to receive and facilitate resolution of Indigenous Peoples' concerns.	There is no provision for conducting consultations with affected Indigenous Peoples.	Meaningful consultations with the Scheduled Tribe teachers, parents, students, and other stakeholders were conducted. A project GRM will be established.
Ascertain the consent of affected Indigenous Peoples communities to the following project activities: (i) commercial development of the cultural resources and knowledge of	Under the Scheduled Tribes and Other Traditional Forest Dwellers (RoFR) Act, 2006, Indigenous Peoples have the right to protect, regenerate or	Broad community support is not triggered under this project.

ADB SPS 2009 Indigenous Peoples Safeguards Policy Principles	Applicable National Policy	Measures Adopted for this Project
<p>Indigenous Peoples; (ii) physical displacement from traditional or customary lands; and (iii) commercial development of natural resources within customary lands under use that would impact the livelihoods or the cultural, ceremonial, or spiritual uses that define the identity and community of Indigenous Peoples. For the purposes of policy application, the consent of affected Indigenous Peoples communities refers to a collective expression by the affected Indigenous Peoples communities, through individuals and/or their recognized representatives, of broad community support for such project activities. Broad community support may exist even if some individuals or groups object to the project activities.</p>	<p>conserve or manage any community forest resource which they have been traditionally protecting and conserving for sustainable use. Hence, any adverse impact of on community forest resource should take the consent of affected Indigenous Peoples or their recognized representatives.</p> <p>The said Act confer rights of Indigenous Peoples for conversion of <i>pattas</i> or leases or grants issued by any local authority or any state government on forest lands to titles. Therefore, physical displacement from traditional or customary land right of Scheduled Tribes and Other Traditional Forest Dwellers cannot be permitted. The IPP should mention adequate plan to avoid the affected land of Indigenous Peoples with customary land rights.</p>	
<p>Avoid, to the maximum extent possible, any restricted access to and physical displacement from protected areas and natural resources.</p> <p>Where avoidance is not possible, ensure that the affected Indigenous Peoples communities participate in the design, implementation, and monitoring and evaluation of management arrangements for such areas and natural resources and that their benefits are equitably shared.</p>	<p>The Scheduled Tribes and Other Traditional Forest Dwellers (RoFR) Act, 2006 have provision on right of ownership, access to collect, use, and dispose of minor forest produce which has been traditionally collected within or outside village boundaries. The IPP should mention mitigation measures to avoid, to the maximum extent possible, any restricted access to collect, use, and dispose of minor forest produce which has been traditionally collected within or outside village boundaries.</p>	<p>The provisions outlined in the SPS Indigenous Peoples policy principles will be followed.</p>
<p>Prepare an Indigenous Peoples plan that is based on the social impact assessment with the assistance of qualified and experienced experts and that draw on indigenous knowledge and participation by the affected Indigenous Peoples.</p>	<p>There is no provision for the preparation of IPP.</p>	<p>An IPP has been prepared for the project.</p>
<p>Disclose a draft and final IPP, including documentation of the consultation process and the results of the social impact assessment in a</p>	<p>There is no provision for the disclosure of IPP.</p>	<p>The draft and final IPP will be disclosed to the Scheduled Tribes, on the ADB, as well as the executing and implementing</p>

ADB SPS 2009 Indigenous Peoples Safeguards Policy Principles	Applicable National Policy	Measures Adopted for this Project
timely manner, before project appraisal, in an accessible place and in a form and language(s) understandable to affected Indigenous Peoples communities and other stakeholders. The final IPP and its updates will also be disclosed to the affected Indigenous Peoples communities and other stakeholders.		agencies' websites.
Prepare an action plan for legal recognition of customary rights to lands and territories or ancestral domains when the project involves (i) activities that are contingent on establishing legally recognized rights to lands and territories that Indigenous Peoples have traditionally owned or customarily used or occupied, or (ii) involuntary acquisition of such lands.	The Scheduled Tribes and Other Traditional Forest Dwellers (RoFR) Act, 2006, recognize rights of Indigenous Peoples for conversion of <i>pattas</i> or leases or grants issued by any local authority or any state government on forest lands to titles. The Tribal Welfare Department of Tripura have the power for conversion of <i>pattas</i> or leases or grants issued by any local authority or any state government on forest lands to titles. Such titles have been given to the scheduled tribes and other traditional forest dwellers.	The provisions outlined in the SPS Indigenous Peoples policy principles and the national policy will be followed.
Monitor implementation of the IPP using qualified and experienced experts; adopt a participatory monitoring approach, wherever possible; and assess whether the IPP's objective and desired outcome have been achieved, taking into account the baseline conditions and the results of IPP monitoring. Disclose monitoring reports	There is no provision for the preparation or monitoring of IPP implementation.	Monitoring of the IPP implementation will be conducted through the submission of semi-annual social safeguards monitoring reports and ADB's review mission. The reports will be submitted to ADB and disclosed on the ADB website.

ADB = Asian Development Bank, GRM = grievance redress mechanism, IPP = Indigenous Peoples plan, SPS = Safeguard Policy Statement, ST = scheduled tribe.

Source: ADB SPS 2009, Scheduled Tribes and Other Traditional Forest Dwellers (RoFR) Act, 2006

V. INFORMATION DISCLOSURE, CONSULTATION, AND PARTICIPATION

66. A poverty, social, and gender assessment including IP assessment was carried out through secondary data review. All relevant secondary literature including Government of India guidelines, national and state laws, policies, annual reports, vision documents, development plans, survey studies, and data, were reviewed by the gender specialist (Consultant) engaged for project preparation and due diligence from December 2023 to January 2024. The key stakeholders' consultations and focus group discussions (FGD) were conducted in potential areas. Those consulted included tribal communities, members of village councils ("dorbars/nokmas"), women's self-help groups, school management committees, teachers, students, parents, NGO members, trainers, academic staff and government officials and industry associations.

67. The main objectives of the assessment were to (i) understand the overall socioeconomic and cultural context of the tribal communities in context of matrilineal system of society; (ii) identify reasons, challenges and barriers the students and youth facing to attain education and getting skill development training (iii) understand facilitating factors to ensuring better education and decent jobs, employment and entrepreneurship opportunities; (iii) gather information on the concerns and expectations of local communities, women, parents, boys and girls students, trainers, and teaching staff from the project interventions; (iv) map out the key stakeholders during the project implementation stage; and (v) understand need of awareness creation among the youths and local communities for the expected outcomes of the project, understand the aspiration of female and male youth and adults for completing the secondary and higher secondary education and getting enrolled in career oriented skill development, and employability.

68. The selection of the site was based on field assessment and consultation among the Project team and other stakeholders involving trainers/teachers of proposed project sites. About 9 consultation meetings and focus group discussions were organized during the initial project site screening and Poverty and Social Analysis (PSA) and the last four stakeholder consultations after the submission of the PSA. The brief of the public consultations held is given below and the details of the public consultation are provided in **Appendix 3**.

Table 14: List of Public Consultations

S. No.	Project site	Date
1	Special Consultation with the Scheduled Tribe Teachers and Parents of Scheduled Tribe students at Jowai Public School	24-06-2024
2	Special Consultation with the Scheduled Tribe Teachers and Parents of Scheduled Tribe students at Shillong Public School	25-06-2024
3	Harding Universal Trust, Tura/ Harding Theological College, Tura	25-08-2023
4	ITI, Nongstoin	24-08-2023
5	ITI, Tura	25-08-2023
6	MSSDS, Government of Meghalaya	22-08-2023
7	Nongstoin Social Service Society (NSSS)	24-08-2023
8	North-Eastern Institute of Professional Studies (NEIPS), Nongstoin	24-08-2023
9	Sewa Dress Designing and Making, Tura	25-08-2023

ITI = industrial training institute, MSSDS = Meghalaya State Skills Development Society, ST = scheduled tribe.

69. The consultations revealed that all key stakeholders including tribal communities in remote areas and local youths and students considered the project as having positive impacts on them and contributing to the overall development of the state, and the northeastern region, at large. The stakeholders also acknowledged that the project would increase opportunities for employment and entrepreneurship among people of all communities, tribes, and working population age groups and students. There was no instance witnessed of any stakeholder opposing the project in any manner.

70. The stakeholders, mostly the Scheduled Tribe population, do not envisage any negative impacts of the project as the activities under the project will be carried out well within the school campuses or on government land. As the projects are centered in urban areas, and the IP population living in these areas is part of the mainstream population, there are no perceived impacts on IP culture and norms in terms of education, skills, and livelihood. As an outcome of FGDs and consultations with the students, Teachers/trainers, and the general population, mostly

Scheduled Tribes and women the perceived benefits and losses due to the proposed project are given in the following table.

Table 15: Perceived Benefits and Losses

Consultation Matrix of FGDs			
S. No.	Issues Raised	Suggestions	Output
Perceived Benefits			
1	Direct Benefits from the Project	The project will (a) enhance access to education & skill development and improve literacy among the students and youths; (b) improve quality of learning among the students across grades; (c) increase the proportion of youth with employable skills (both from ITIs and short-term skilling interventions); (d) increase in the number of qualified teachers through the strengthened DIETs.	The project will enhance the employable skills of the students and youth in the project area. The Scheduled Tribes are the dominant population in the project area, who will directly benefit from the project.
2	Indirect Benefits from the Project	Benefits of the overall project include (a) employment of the local population around the neighboring catchment areas during construction and refurbishment activities at project sites; (b) securing (and enhancing) traditional skills through targeted skilling within the traditional sector	The project will provide more business /income opportunities to the people in the project area.
Perceived Losses			
1	Movement of Heavy vehicles and damage to structures beside the passage	The movement of heavy vehicles during the construction through the narrow passage to the schools is a high concern for the safety of the students and the local people.	The movement of heavy vehicles is to be avoided or strictly restricted beyond school hours and in consultation with the local communities. If there is any damage to any structures beside the passage, then the contractor should pay for the damage and be monitored by DSC.
2	In migration of the labourers from outside the state	The labourers coming from outside the state may take advantage of the girls and	Awareness programs of the labourers should be organized by the contractor and will be

Consultation Matrix of FGDs			
S. No.	Issues Raised	Suggestions	Output
		women in the close neighborhood.	monitored by the RO of the DSC/PIU.

DIET = District Institute for Education and Training, DSC = design and supervision consultants, FGD = focus group discussion, PIU = project implementation unit, RO = resettlement officer (social safeguard expert), ST = scheduled tribe.

Source: Consultations with different stakeholders.

71. The outcomes of the consultations were shared with the project team during the design phase. Community engagement, public consultations and disclosure will be an ongoing exercise through the project site planning and implementation phase. The consultation process will be recorded and documented in the semi-annual social monitoring reports by the PMU.

72. To ensure stakeholder participation in the project, periodic consultations and FGDs will be conducted during project implementation. All views expressed during consultations and discussions, including those of women from Scheduled Tribe groups, will be considered and incorporated, if appropriate, in the process of planning and monitoring project activities. A copy of the IPP will be made available on the EA and ADB portal. The IPP will also be made available in local languages for a clear understanding of local people and rural tribe communities. The PMU established by the EA is expected to post and update information on the project regularly on the department website. Further, promotional and outreach activities will be conducted to proactively disseminate information on the project among prospective students and their parents, local communities and youth, especially from outreach Scheduled Tribe populations and other disadvantaged groups in project intervention areas and regions. Semiannual social safeguards monitoring reports will be disclosed on ADB's website.

VI. BENEFICIAL MEASURES

73. Based on the findings of the assessment and consultations, the following measures are considered necessary to provide a conducive environment at schools and improve access to education and training, career development, entrepreneurship programs and services for the Scheduled Tribe population through project interventions.

74. The project will adopt strategies²⁶ to prepare and promote the interest of youth employability, education and skill-oriented career and job opportunities, enhancing enrolment, and reducing dropout rates and institutional strengthening for the TVET. The female and disadvantaged groups will be paid more attention including the tribal population.

75. Stakeholder consultations have highlighted the necessity to increase awareness and outreach to prospective students and their families, particularly in rural areas and Scheduled Tribe communities. This is essential to reduce school dropout rates and enhance participation in skills education, training, and entrepreneurship support programs. The PMU will develop a comprehensive plan for promotional and outreach activities. The following activities and programs will be considered.

²⁶ Strategies like partnership with industries, entrepreneurship development, career guidance and counseling, public awareness programs and inclusive programs for the IP of the state of Meghalaya.

- (i) **Financial support, scholarship and stipend.** Scholarship and other financial aid schemes and programs²⁷ for students from Scheduled Tribe groups supported by the central and state governments shall be applied to students in schools and skill training.
- (ii) **Residential facilities for tribal students, faculty, and staff.** The need-based residential facilities will be provided to the students from the different districts and towns in a barrier-free and universally accessible manner with facilities, safety and security measures for female students, faculty, and staff members.
- (iii) **Career development programs and services, soft needs of industries.** Regular monitoring and tracking will be done on the progress of each student in its skill development, education and training programs and need-based counseling will be conducted for those who need support in career development programs and services, and soft and language skills development programs, job search especially for female students and students from disadvantaged backgrounds, including Scheduled Tribe groups.
- (iv) **Market-driven skills education and training programs.** With private sector involvement, the project will cover skills education and training programs that address the skills needs of industries at the local, national, and regional levels. The training will be designed to build on the existing skills among local communities, including Scheduled Tribe communities, in traditional trades as well as in market-driven trades like IT.

VII. MITIGATIVE MEASURES

76. The project is not expected to have adverse impacts on the Scheduled Tribe communities; only positive impacts are anticipated for Scheduled Tribe students and communities. Any unanticipated impacts during implementation will be documented by the PMU and reported to ADB through the semi-annual social safeguards monitoring report. In such cases, a corrective action plan will be prepared by the PIU/DSC, based on the severity of the impact, and mitigation will be carried out in accordance with ADB SPS 2009.

VIII. CAPACITY BUILDING

77. The proposed project will undertake institutional strengthening and help with project implementation. There will be one Social Safeguard Specialist designated in the PMU and all the DSCs will have one Social Safeguard Officer on board. The Social Safeguard /Social Development Specialist of PMU will conduct sensitization/training workshops focusing on helping EA, IAs, and other line departments to understand ADB's social safeguards policies, compliance issues, and processes, including the IPP implementation. They will support project staff in conducting community-level consultations focusing on understanding and safeguarding the rights and needs of Scheduled Tribes. The PMU specialist will thus help them effectively adhere to the IPP.

²⁷ In Meghalaya, special programs are implemented to support students from Scheduled Tribe groups, ensuring their access to education and promoting their academic success. These programs are supported by both the central and state governments. Here are some of the key initiatives: 1. pre-matric and post matric scholarships; 2. residential schools and hostels facilities; 3. special coaching and remedial classes; 4. vocational training programs (part of the project); 5. financial assistance for higher education; 6. special incentives to tribal girl students; and 7. awareness campaign and outreach programs.

78. Further, during the implementation of the project, capacity-building programs and trainings will also be undertaken to sensitize the Dorbar Shnong, village and town committees, and other stakeholders on the IPP. Additional attention will be given to including Scheduled Tribe households in all capacity-building programs under the project. Additionally, good practices and models from the State involving the development of Scheduled Tribe communities will be documented.

Table 16: Proposed Workshops

	Workshop Title	Target Participants	Dates	Expected Outcomes
1.	Tribal Entrepreneurship	Indigenous entrepreneurs, aspiring entrepreneurs, and community leaders	3 days in July 2024	Empower tribal entrepreneurs with business skills, facilitate networking opportunities, and promote sustainable economic development
2.	Indigenous Culture, Festival Planning and Management	Indigenous artists, cultural practitioners, event organizers, and tourism stakeholders	4 days in August 2024	Preserve and promote indigenous culture and arts, develop strategies for organizing cultural events and Enhance tourism potential
3	Sustainable Agriculture, Practices and Innovation	Indigenous farmers, agricultural cooperatives, and agricultural extension officers	5 days in September 2024	Promote sustainable farming practices, improve agricultural productivity and encourage innovation in agriculture
4	Tribal Youth Leadership Development	Indigenous youth leaders, youth activists, and youth organizations	5 days in October 2024	Develop leadership skills among tribal youth, foster community engagement, empower youth to drive positive change and develop leadership skills among tribal youth

Source: Consultations with different stakeholders.

IX. GRIEVANCE REDRESS MECHANISM

79. The ADB SPS 2009 mandates the establishment of a project-specific, responsive, and culturally appropriate grievance redress mechanism (GRM) that is readily accessible for receiving and facilitating the resolution of environmental and social safeguards-related complaints. The GRM is designed to assist affected persons in resolving their grievances by providing an accessible and trusted platform for seeking solutions and relief related to the project's environmental and social safeguards. It is important to note that the GRM will not address matters pending in a court of law. This GRM has been developed with consideration of the existing institutional and administrative framework of the state, incorporating the needs of Scheduled Tribes and women, ensuring cultural acceptability and gender sensitivity.

80. The fundamental objectives of the GRM are: (i) To reach mutually agreed solutions satisfactory to both the Project and the affected persons for resolving environmental and social safeguards-related issues; (ii) To facilitate the smooth implementation of environmental and social

safeguards planning documents and prevent delays in project implementation; (iii) To promote effective dialogue and open communication between the Project and its stakeholders; and (iv) To clearly define the roles and responsibilities of the various parties involved in the consideration and resolution of grievances.

A. Grievance Redress Process

81. The Project will implement a four-tier Grievance Redress Committee (GRC) mechanism to address environmental and social safeguards-related complaints. The tiers are as follows:

Tier 1: Project site/Village Level Forum (VLF)

The first tier operates at the Site/Town/Village Level, leveraging the traditional political systems of the major tribal groups. The VLF will consist of the village headmen, who is supported and trusted by the villagers. The composition of this forum will mirror traditional structures like the Dorbar Shnong, Elaka Dorbar, or Nokma Mela'a. The village headmen can seek the assistance of the following:

- **Project site Head:** Co-chairs the VLF and serves as Member Secretary.
- **Monitoring Officers/Staff:** Provides guidance and assistance in grievance redressal.
- **Environmental, Social, and Gender Safeguard Experts of PMC and DSC:** Offers expertise and support.
- **Contractors/Vendors/Training Providers:** Directly addresses the complaints.

Tier 2: District Level Forum (DLF)

The second tier operates at the District Level, where grievances that cannot be resolved at the village level are escalated. The DLF will consist of:

- **Deputy Commissioner:** Chair of the DLF.
- **District Planning Officer:** Serves as Member Secretary.
- **Safeguards Focal(s):** Responsible for addressing specific grievances.
- **Subject-Matter Experts:** Officers nominated based on the nature of the grievance.
- **PIU Representative:** Represents the Project Implementation Unit.
- **Project site Heads/Representatives:** Contributes to resolving issues.
- **Environmental, Social, and Gender Specialists of PMC and DSC**
- **Contractors/Vendors/Training Providers:** Engages directly with the complainant to resolve issues.

Tier 3: Project Implementation Unit Level Forum (PLF)

The third tier is at the Project Implementation Unit (PIU) level. The PLF will address grievances escalated from the District Level. The PLF will consist of:

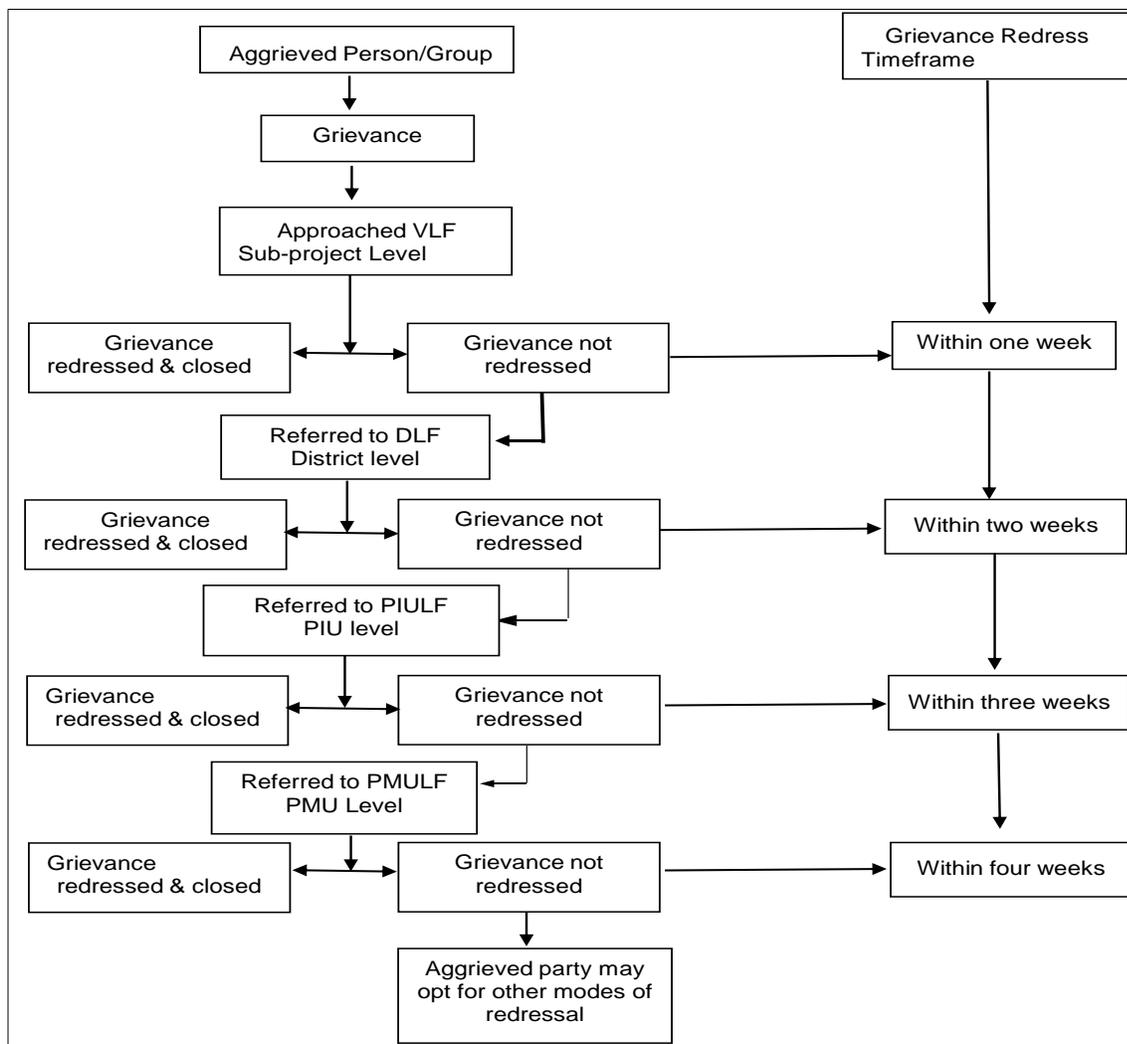
- **Chairperson/Team Leader of PIUs:** Leads the forum or delegates a representative.
- **PMU Representative:** Acts as a liaison between the PIU and PMU.
- **Safeguards Focal(s) at PIU Level:** Manages grievance resolution within the PIU.
- **Public Grievance Officer:** Oversees public grievance handling within the department.
- **District Level Forum Representative:** Ensures consistency in grievance handling.
- **Monitoring Officers/Staff of PIUs:** Provides ongoing support.
- **Environmental, Social, and Gender Specialists of PMC and DSC**
- **Contractors/Vendors/Training Providers:** Addresses issues directly with complainants.

Tier 4: Project Management Unit Level Forum (PMULF)

The final tier operates at the PMU level, dealing with grievances that cannot be resolved at the lower tiers. The PMULF will comprise:

- **Project Director:** Serves as the Chair of the forum.
- **PMU Officials:** Constitute the core members of the GRC at this level.
- **Safeguards Focal(s) at PMU Level:** Oversees grievance resolution at the PMU.
- **Additional Project Director:** Acts as the Member Secretary.
- **PIU Representatives:** Ensures coordination between PIU and PMU.
- **Contractors/Vendors/Training Providers:** Engages directly with the complainant.
- **Other Members:** May include nominated representatives of the Environmental, Social, and Gender Experts from PMC and DSC.

Figure 2: Grievance Redress Mechanism



DLF = district level forum, PIU = project implementation unit, PIULF = project implementation unit level forum, PMU = project management unit, PMULF = project management unit level forum, VLF = village level forum.
Source: ADB consultation with PIUs and PMU.

B. GRC Record Keeping

82. Records of all grievances received will be maintained by PIUs and reported to the Social Safeguards Focal in the PMU for further consolidation. These records will include the contact details of the complainants, the dates the complaints were received, the nature of the grievances, agreed corrective actions and their implementation dates, and the outcomes. The number of grievances recorded, resolved, and their outcomes will be disclosed at the PIU office by the Social Safeguards Focal. A summary of this information will also be included in the semi-annual safeguard monitoring reports submitted to ADB. All GRC meeting deliberations and decisions will be recorded and made available for public reference. If ADB is involved in grievance resolution, it will maintain records of its proceedings and disclose them to all parties engaged in the hearings. All costs associated with GRC meetings, consultations, communication, reporting/information dissemination and resolutions will be borne by the Project. Complainants will not be charged any fees for these services.

C. Key Elements of GRM under the Project

83. The project GRM includes the following key elements and procedures to ensure satisfactory functioning:

84. **Grievance Registration Process:** Grievances can be registered in person or through a letter addressed to the Chairperson of the GRC. Before registering a complaint or query, a procedural step will assess its eligibility and verify that the issues raised fall within the scope of the GRM. Complaints or queries may be submitted in various forms, from verbal communications by mobile phone to formal written complaints, or through the grievance box installed in the PIU offices. They can be submitted directly by affected person or via third parties. All grievances, regardless of their source or form, will be accepted by the focal points at the respective level and registered in a grievance register. The registration form will be available to the public, and a sample grievance registration form is provided in Appendix 6.

85. **Redressal Durations and Disclosure Procedures:** The GRM will be publicly advertised and promoted to stakeholders. The GRM will specify the expected timeframes for acknowledgment, response, and resolution of grievances. To ensure community awareness, the GRM will be publicized through IEC campaigns, materials, and wall writings. The response time for the GRC is set at a maximum of four weeks, covering all four levels. A quorum of sixty percent attendance of committee members at all levels will be required. For site and district-level GRCs, participation of community members and representatives of Scheduled Tribes and IPP implementing agencies will be mandatory. The PIU will also ensure that Display Boards with GRM information are installed at the site, with support from civil works contractors. The GRC will convene meetings as grievances are received, with the Chairperson responsible for organizing these meetings.

86. **Transparency and Good Governance:** For transparency, community members will be selected as GRC members at the site level. Grievances that cannot be resolved at the PIU or PMU level, or where the complainant is not satisfied with the decision, may be referred to the Commissioner and Secretary, Planning Department. Consultative meetings and the distribution of leaflets to Scheduled Tribes will be conducted to educate them about the GRM and its escalation process, encouraging their use when necessary. The PMU will also ensure a mechanism is in place to address grievances from laborers and staff deployed at project sites by Contractors.

87. **Confidentiality.** The complainant's confidentiality will be strictly maintained by limiting access to complaint details to authorized personnel only, storing physical records in locked cabinets or secure rooms with restricted access, and redacting personal identifiers (such as names and contact details) from documents and reports shared outside the immediate complaint handling team.

88. **Feedback to the complainant.** The PIU will be responsible for ensuring that decisions regarding complaints received (at any level) are reported back to the aggrieved party with an acknowledgment of the same. The PIU will maintain records of this, which will be available for review by PMU.

89. **Costs.** The PIU will cover the costs involved in resolving the complaints (meetings, consultations, communication, and reporting/information dissemination), while the PMU will handle costs related to further action on intensified grievances.

C. Court of Law

90. Despite the project's GRM, an aggrieved person shall have access to the country's legal system at any stage. This access can run parallel to the GRM process and is not dependent on its outcome.

D. ADB's Accountability Mechanism

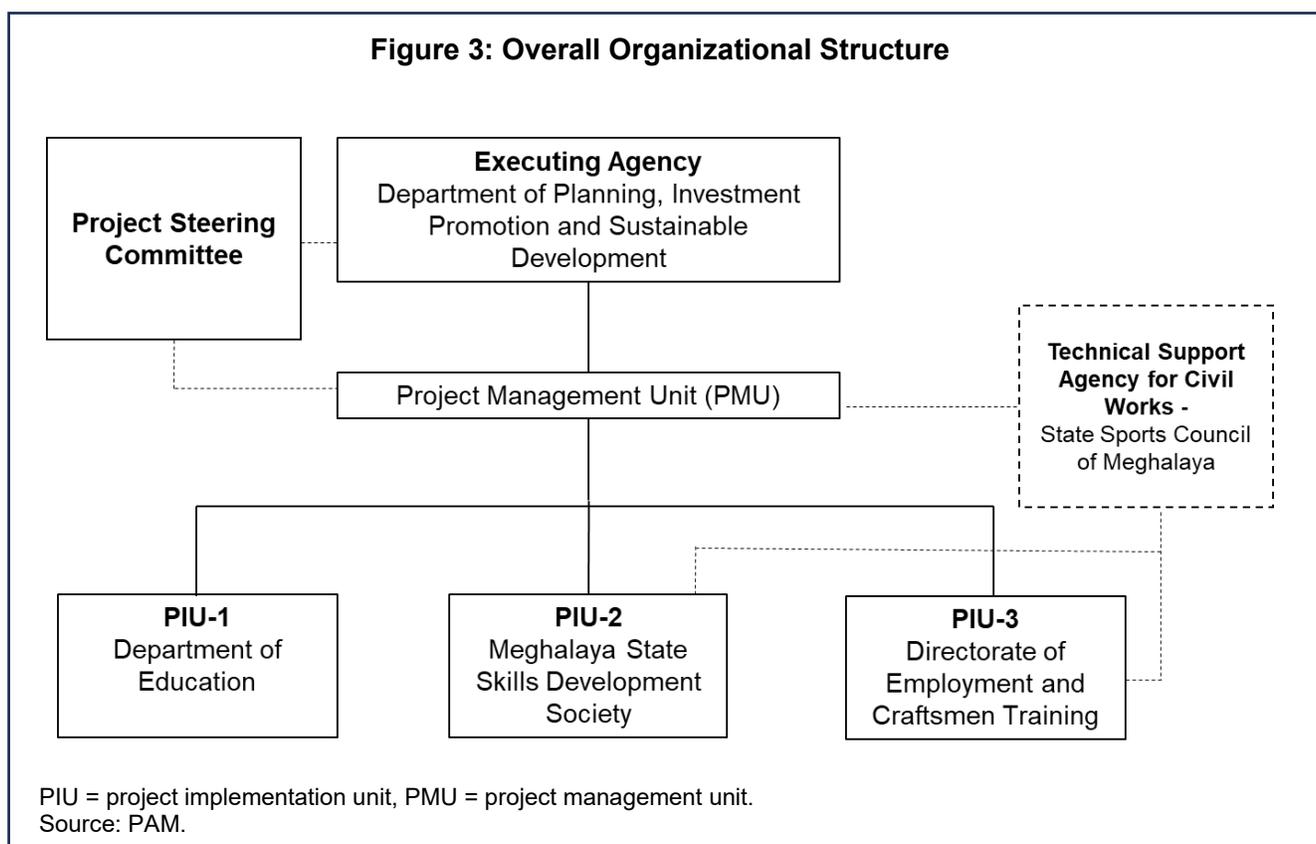
91. The person(s)/aggrieved party who are, or may, be adversely affected by the project may submit complaints to ADB's Accountability Mechanism. The accountability mechanism provides an independent forum and process whereby people can voice, and seek a resolution of their problems, as well as report alleged violations of ADB's operational policies and procedures. Before submitting a complaint to the Accountability Mechanism, the affected person(s)/aggrieved party should first make a good-faith effort to solve their problems by working with the ADB South Asia operations department including the India Resident Mission.

X. INSTITUTIONAL ARRANGEMENTS AND REPORTING

A. Project Organization Structure

92. This section outlines the implementation and institutional arrangements for managing social safeguard issues within the projects. It includes the appointment of Social Safeguards Focal Persons at the PMU and PIU levels. Additionally, it details the supervision and coordination between institutions involved in managing and monitoring safeguards issues. The overall organizational structure of the project is shown in

Figure 3.



B. Roles and Responsibilities in Social Safeguards Implementation

93. **Project Management Unit.** The PMU will oversee organizing, scheduling, and carrying out all aspects of social safeguards implementation. The PMU will establish the Environment and Social Safeguards desk, comprising focals responsible for ensuring compliance with environmental and social safeguards requirements. This desk will be supervised by the Additional Project Director, who will report to the Project Director of SHCDM Phase II. The tasks of the Social Safeguards focal are as follows:

- (i) Prepare and update the IPP, and IR-DDR or prepare a corrective action plan, if required.

- (ii) Review, monitor, and evaluate the effectiveness of the implementation of IPP, and recommend necessary corrective actions.
- (iii) Design and organize capacity building and training programs for safeguards staff as well as other project staff at all levels.
- (iv) Lead the preparation of the semi-annual safeguard implementation program and include it in the PMU's annual program and budget.
- (v) Lead social safeguards training activities conducted by PMU for the project implementation offices, and contractors to implement the IPP.
- (vi) Organize formal communications required for awareness campaigns, consultations, and participation programs and participate in all consultations/meetings.
- (vii) Endorse the IPP, IR-DDR and corrective action plan, if any, prepared under the project to ADB and obtain timely approvals.
- (viii) Submit semiannual social safeguards monitoring reports to ADB and obtain timely approvals.
- (ix) Monitor the overall implementation of IPP.
- (x) Ensure timely resolution of complaints and maintain an updated record of complaints.
- (xi) Disclose the IPP, IR-DDR, and social safeguards monitoring reports.

94. **Project Implementation Unit.** There will be three implementing agencies namely DOE, MSSDS, and DECT. Each implementing agency will establish a PIU. There will be a social safeguards expert in the DSC and in the PMC who will support the environment and social safeguards desk of the PIUs. The tasks of the PIU's social safeguard focal person are as follows:

- (i) Prepare and update the IPP and IR-DDR, or prepare a corrective action plan, if required.
- (ii) Ensure the timely disclosure of draft and final IPP in locations and formats accessible and understandable to the public and affected persons.
- (iii) Support the PMU in coordinating across the project components in the overall management, implementation, monitoring, and reporting of social safeguards compliance.
- (iv) Oversee social safeguards management aspects of projects and ensure that IPP is implemented by project implementation offices and contractors.
- (v) Review, monitor, and evaluate the effectiveness of the implementation of IPP, and recommend necessary corrective actions.
- (vi) Facilitate social safeguards training activities conducted by PMU for the project implementation offices, and contractors to implement the IPP.
- (vii) Ensure timely resolution of complaints and maintain an updated record of complaints Prepare the monthly and quarterly social safeguards monitoring reports to be submitted to the PMU.
- (viii) Support the PMU in preparing the semi-annual social safeguard monitoring reports to be submitted ADB through PMU.
- (ix) Support the PMU in preparing and implementing a community awareness and participation plan, and support in preparing other informational and campaign materials.
- (x) Identify any non-compliances and assist in preparing time-bound corrective action plans, if and as required.

95. **Project Management Consultant.** The PMC will be assisting the environmental and social safeguards desk at PMU level. A qualified social safeguards specialist will be appointed by PMC to support project authority concerning safeguarding IP implementation, supervision, and reporting. The social safeguards specialist will also work closely with the district council to expedite the IP implementation. The tasks assigned to the social safeguards specialist of PMC are as follows:

- (i) Coordinate closely with the M&E specialists to collect baseline information on key social safeguards parameters as indicated in the DMF, and update it semi-annually.
- (ii) Organize consultation meetings with tribal/indigenous groups (“durbars”) and vulnerable populations like women with a view to recording their aspirations and special needs.
- (iii) Together with the social development (gender) specialist, facilitate and monitor the implementation of the community participation plan and indigenous people’s plan.
- (iv) Prepare knowledge products on the tribal issues in Meghalaya drawing on the data being collected under this project as well as the lessons being drawn.
- (v) Help District Project Coordination Unit staff in conducting social mobilization campaigns focused on creating awareness of the project’s goals and promoting the participation of tribal and other vulnerable groups in project activities.
- (vi) Coordinate closely with relevant local NGOs, tribal groups, students, and their parents, and inform them about the various components of the project, and how these are designed to enhance the employability of the local youth.
- (vii) Monitor and track the progress of the project as per the indigenous people’s and management plan.
- (viii) Build the capacity of project staff to establish, implement, and comply with the project’s social safeguards policies, with particular reference to the rights and protection of indigenous and vulnerable groups.
- (ix) Review and check the quality of data and evaluate the effectiveness with which safeguards-related mitigation measures are implemented.
- (x) Recommend actions to be taken as per ADB’s safeguards policies for indigenous people and other vulnerable groups.
- (xi) Set up a grievance redress mechanism and support the PMU in resolving complaints and disputes if any.
- (xii) Prepare periodic safeguards monitoring reports in line with ADB’s reporting requirements.
- (xiii) Support the PMU and PIUs in obtaining applicable statutory safeguards clearances

96. **Design and Supervision Consultant.** A design and supervision consultant (DSC) will support supervision and ensure safeguard implementation at the facility level. A qualified social expert will be appointed by DSC to support project authority concerning safeguarding IP implementation, supervision, and reporting. The social expert will also work closely with the district council to expedite the IP implementation. The tasks assigned to the social expert of the DSC are as follows:

- (i) The Social Safeguards Specialist will guide and supervise social safeguard in the field and will be responsible for ensuring social safeguards compliances while doing social screening, safeguard planning and implementation.
- (ii) In coordination with the Environment Specialists prepare the Communications and Consultation Plan including the GRM for the various worksites.

- (iii) He/She shall coordinate safeguards requirements with the contractors to ensure measures are taken to complete the civil works in an efficient manner.
- (iv) He/She shall provide reports for the preparation of the Gender Action Plan to the Social & Gender Safeguards Specialist of the Client.
- (v) Provide technical support and advice to the PIUs in implementing social safeguard guidelines.
- (vi) Prepare and update the IPP based on detailed project designs.
- (vii) Ensure timely disclosure of draft and final IPP in accessible formats for the public and affected persons.
- (viii) Guide the PIU in coordinating project components for overall social safeguard compliance management, implementation, monitoring, and reporting.
- (ix) Provide technical advice and on-the-job training to contractors as needed.
- (x) Provide oversight on social safeguard management, ensuring IPP implementation by project offices and contractors.
- (xi) Review, monitor, and evaluate IPP implementation effectiveness; recommend corrective actions.
- (xii) Facilitate social safeguards training for PIUs, project offices, and contractors.
- (xiii) Guide PIUs and project offices in promptly addressing grievances through the grievance redress mechanism.
- (xiv) Prepare monthly and quarterly social safeguard monitoring reports.
- (xv) Guide PIUs in preparing and implementing community awareness and participation plans; support preparation of campaign materials.
- (xvi) Identify non-compliances and assist in preparing time-bound corrective action plans as required.
- (xvii) Conduct internal monitoring and prepare reports.

97. **Contractor.** The contractor will assign a social safeguards focal person responsible for regular monitoring during implementation. The task assignment to the contractor are as follows:

- (i) In close coordination with the project implementation offices and the DSC's social development specialist/environmental safeguard specialist, finalize detailed designs while adhering to the social safeguard principles adopted for the project.
- (ii) With the assistance of the DSC's social development specialist/environmental safeguard specialist, ensure that all design-related measures (e.g., special considerations for IP populations related to project locations, etc.) are integrated into project designs.
- (iii) Conduct joint walk-throughs with design engineers from project implementation offices and the DSC's social development specialist/environmental safeguard specialist at sites/sections ready for implementation.
- (iv) Assist in identifying the need for detailed measurement surveys and support the PIU in jointly conducting/updating detailed measurement surveys and census surveys to arrive at the final inventory of losses.
- (v) Support the DSC's social development specialist in updating the draft IR-DDR and IPP for submission to the PIU and to ADB for review and approval.
- (vi) Ensure strict adherence to agreed impact avoidance and mitigation measures outlined in the IPP during implementation.
- (vii) Address all safeguards complaints, ensuring recording, reporting, and follow-up for the resolution of all grievances received.
- (viii) Engage local IP communities for civil construction works.

XI. BUDGET AND FINANCING

98. The estimated budget is made to provide a financing mechanism for the successful implementation of IPP activities. These include sensitization about the impact of development projects on IP, awareness about their issues, comprehensive orientation on IP' concerns in development, the relevant safeguards instruments and mechanisms, as well as specific issues of IP in the state for the PIU on the one hand and development of the human capital especially women and youth groups by acclimatizing them to the oncoming opportunities, enhancing traditional and other learned skills and empowering them in a socio-culturally beneficial and appropriate manner.

99. An NGO may be recruited, or the PIU/DSC will implement the planned activities under IPP and efforts will be made to link with various available government schemes. NGO or PIU/DSC will also be responsible for organizing training for skill development as part of the program under the promotion of alternative livelihood. An itemized budget is provided below:

Table 17: Budget for Implementing IPP

Sl.	Activities	Items of expenditure	Unit cost (INR)	Estimated Amount (INR)
1	Sensitization and Orientation workshop for Stakeholders – PMU/ PIU/PMC/NGO/Contractor	About 4 workshops are to be held for PMU/PIU. The first two within the initial six months and two more Refresher Workshops in the remaining period of 12 months	Lump sum for each workshop @ Rs. 100,000	400,000.00
2	Dissemination of Sub Project information.	Project site-wise disclosure of information in the meetings held within the first 6 months	Lump sum for each settlement @ Rs. 10,000 for 30 sub-projects	300,000.00
Subtotal of Section A				700,000.00
3	Skills Development training programme for youth – men and women – on vocational and other non-agricultural /income-generating livelihoods	Skills Development Training	Nil	Already included in the project
Subtotal of Section B				Nil
4	Cost for Consultation activities at sub-projects for the Scheduled Tribes	The estimated cost for Consultation for 30 sub-projects @Rs.25,000.00		750,000.00
5	Cost of operating GRM related activities	The estimated amount of Rs.25,000 per month for 2 years and Rs.1,50,000 for purchase of capital and stationaries goods like Table, Chairs etc.		750,000.00
6	Follow-up of activities based on lessons learned	Based on the outcome of IPP implementation tasks to be identified for further intensified capacity development and livelihood augmentation of indigenous communities, especially displaced IP		500,000.00
Subtotal of Section C				2,000,000.00
Total Cost: All Activities (Section A+B+C)				2,700,000.00
Contingency @ 10%				270,000.00
Total Budget				2,970,000.00

Sl.	Activities	Items of expenditure	Unit cost (INR)	Estimated Amount (INR)
Total Budget: 2,970,000 INR, or 35,693.00 USD; @ Rs 83.21 = 1 \$				

GRM = grievance redress mechanism, INR = Indian rupee, IP = indigenous people, IPP = Indigenous Peoples plan, NGO = nongovernment organization, PIU = project implementation unit, PMC = project management consultants, PMU = project management unit, Rs = rupee, ST = Scheduled Tribe.

Source: Consultations with different stakeholders and estimates from consultation with the design and supervision consultants.

Appendix 1: Proposed Format of Social Safeguards Semiannual Monitoring Report

Social Monitoring Report

PUBLIC
{Annual/Semestral/Quarterly}
Month Year

India: Supporting Human Capital Development in Meghalaya (Phase 2) Project

Prepared by the {Executing Agency} for the Asian Development Bank.

This social monitoring report is a document of the borrower. The views expressed herein do not necessarily represent those of ADB's Board of Directors, Management, or Staff, and may be preliminary in nature. Your attention is directed to the "[terms of use](#)" section of ADB's website.

In preparing any country program or strategy, financing any project, or by making any designation of or reference to a particular territory or geographic area in this document, ADB does not intend to make any judgments as to the legal or other status of any territory or area.

The following headings provide guidance on the main elements the social monitoring report should contain:

Executive Summary - brief overview of the status of the project and monitoring activities.

1.0 Introduction

- 1.1 Scope of the Report
- 1.2 Brief Project Description

2.0 Project Status

- 2.1 Status of Project Implementation
- 2.2 Status of Project Monitoring Activities
- 2.3 Implementation Schedule

3.0 Performance Monitoring

Provide a brief summary on performance monitoring in accordance to SPS 2009 requirements

3.1 Compliance with Legal and Policy Requirements

Provide a brief summary on the status of the project's compliance with host country laws on social safeguard requirements

3.2 Compliance with Social Safeguard Covenants

In brief, identify the loan covenants relating to social safeguards and describe (preferably in table format) - the process and status for complying with each

3.3 Compliance with Safeguard Plan Requirements

Generally identify compliance with the process of consulting DPs, payment of entitlements (compensation and assistances), and getting their participation in livelihood restoration programs, as defined in the IPP/RP; identify any major variations or changes to the process/requirements; identify and describe any updates to the IPP/RP and process to address these.

To demonstrate real value added, it will be important to highlight and discuss the nature and scope of the livelihood restoration programs - including how many people are benefitting, define those that are eligible (under what criteria), describe what kind of livelihood programs are offered, and involved in and what is the intended or real consequence of this - how will it help people improve their quality of life.

4.0 Implementation of the Grievance Redress Mechanism

- 4.1 Grievance Redress Mechanism - briefly define/explain the process
- 4.2 Status of Implementation of the GRM

Briefly describe how the GRM is being implemented. In table format, please list all complaints received, the nature of the complaint, the status of resolution and the resolution itself. Where grievances have not been closed, please identify what is being done to try to reach a resolution

5.0 Stakeholder Engagement

5.1 Stakeholder Engagement Process

Briefly define and explain the process followed to maintain on-going dialogue with stakeholders/DPs.

5.2 Consultations

Provide an updated list of consultations carried out during the period. Identify the nature of the issues raised and how these have been resolved.

6.0 Conclusion

Provide a brief conclusion summarizing the general findings on the process of performance monitoring. Provide recommendations for continued action, improvements or refinements in the process.

Appendix 2: Sample Project site Indigenous Peoples Impact Checklist

A. Introduction

1. Each subsection/section needs to be screened for any Indigenous Peoples impacts which will occur or have already occurred. This screening determines the necessary action to be taken by the project team.

B. Information on subsection/section:

- a. District/administrative name: _____
- b. Location (km): _____
- c. Civil work dates (proposed): _____
- d. technical description: _____

C. Screening Questions for Indigenous Peoples Impact

2. Below is the initial screening for Indigenous Peoples impacts and due diligence exercise. Both permanent and temporary impacts must be considered and reported in the screening process.

KEY CONCERNS (Please provide elaborations on the Remarks column)	YES	NO	NOT KNOWN	Remarks
A. Indigenous Peoples Identification				
1. Are there socio-cultural groups present in or use the project area who may be considered as "tribes" (hill tribes, scheduled tribes, tribal peoples), "minorities" (ethnic or national minorities), or "indigenous communities" in the project area?				
2. Are there national or local laws or policies as well as anthropological research/studies that consider these groups present in or using the project area as belonging to "ethnic minorities", scheduled tribes, tribal peoples, national minorities, or cultural communities?				
3. Do such groups self-identify as being part of a distinct social and cultural group?				
4. Do such groups maintain collective attachments to distinct habitats or ancestral territories and/or to the natural resources in these habitats and territories?				
5. Do such groups maintain cultural, economic, social, and political institutions distinct from the dominant society and culture?				
6. Do such groups speak a distinct language or dialect?				

KEY CONCERNS (Please provide elaborations on the Remarks column)	YES	NO	NOT KNOWN	Remarks
7. Has such groups been historically, socially, and economically marginalized, disempowered, excluded, and/or discriminated against?				
8. Are such groups represented as "Indigenous Peoples" or as "ethnic minorities" or "scheduled tribes" or "tribal populations" in any formal decision-making bodies at the national or local levels?				
B. Identification of Potential Impacts				
9. Will the project directly or indirectly benefit or target Indigenous Peoples?				
10. Will the project directly or indirectly affect Indigenous Peoples' traditional socio-cultural and belief practices? (e.g., child-rearing, health, education, arts, and governance)				
11. Will the project affect the livelihood systems of Indigenous Peoples? (e.g., food production system, natural resource management, crafts and trade, employment status)				
12. Will the project be in an area (land or territory) occupied, owned, or used by Indigenous Peoples, and/or claimed as ancestral domain?				
C. Identification of Special Requirements <i>Will the project activities include:</i>				
13. Commercial development of the cultural resources and knowledge of Indigenous Peoples?				
14. Physical displacement from traditional or customary lands?				
15. Commercial development of natural resources (such as minerals, hydrocarbons, forests, water, hunting or fishing grounds) within customary lands under use that would impact the livelihoods or the cultural, ceremonial, spiritual uses that define the identity and community of Indigenous Peoples?				

KEY CONCERNS (Please provide elaborations on the Remarks column)	YES	NO	NOT KNOWN	Remarks
16. Establishing legal recognition of rights to lands and territories that are traditionally owned or customarily used, occupied, or claimed by Indigenous Peoples?				
17. Acquisition of lands that are traditionally owned or customarily used, occupied, or claimed by Indigenous Peoples?				

D. Anticipated project impacts on Indigenous Peoples

Project component/ activity/output	Anticipated positive effect	Anticipated negative effect

Indigenous Peoples Impact Categorization Checklist - MSIH

A. Introduction

1. Each subsection/section needs to be screened for any Indigenous Peoples impacts which will occur or have already occurred. This screening determines the necessary action to be taken by the project team.

B. Information on subsection/section: Meghalaya Skills and Innovation Hub

- a. *District/administrative name:* East Khasi Hills
- b. *Location (km):* Allotted Government Vacant Land at New Shillong, Shillong
- c. *Civil work dates (proposed):* Yet to be Finalized
- d. *Technical description:* Construction of two Independent Buildings of 12,000 sqm

C. Screening Questions for Indigenous Peoples Impact

2. Below is the initial screening for Indigenous Peoples impacts and due diligence exercise. Both permanent and temporary impacts must be considered and reported in the screening process.

KEY CONCERNS (Please provide elaborations on the Remarks column)	YES	NO	NOT KNOWN	Remarks
A. Indigenous Peoples Identification				

KEY CONCERNS (Please provide elaborations on the Remarks column)	YES	NO	NOT KNOWN	Remarks
1. Are there socio-cultural groups present in or use the project area who may be considered as "tribes" (hill tribes, scheduled tribes, tribal peoples), "minorities" (ethnic or national minorities), or "indigenous communities" in the project area?	✓			
2. Are there national or local laws or policies as well as anthropological researches/studies that consider these groups present in or using the project area as belonging to "ethnic minorities", scheduled tribes, tribal peoples, national minorities, or cultural communities?	✓			
3. Do such groups self-identify as being part of a distinct social and cultural group?	✓			
4. Do such groups maintain collective attachments to distinct habitats or ancestral territories and/or to the natural resources in these habitats and territories?		✓		
5. Do such groups maintain cultural, economic, social, and political institutions distinct from the dominant society and culture?		✓		
6. Do such groups speak a distinct language or dialect?	✓			
7. Has such groups been historically, socially and economically marginalized, disempowered, excluded, and/or discriminated against?		✓		
8. Are such groups represented as "Indigenous Peoples" or as "ethnic minorities" or "scheduled tribes" or "tribal populations" in any formal decision-making bodies at the national or local levels?	✓			
B. Identification of Potential Impacts				
9. Will the project directly or indirectly benefit or target Indigenous Peoples?	✓			

KEY CONCERNS (Please provide elaborations on the Remarks column)	YES	NO	NOT KNOWN	Remarks
10. Will the project directly or indirectly affect Indigenous Peoples' traditional socio-cultural and belief practices? (e.g. child-rearing, health, education, arts, and governance)		✓		
11. Will the project affect the livelihood systems of Indigenous Peoples? (e.g., food production system, natural resource management, crafts and trade, employment status)		✓		
12. Will the project be in an area (land or territory) occupied, owned, or used by Indigenous Peoples, and/or claimed as ancestral domain?		✓		
C. Identification of Special Requirements <i>Will the project activities include:</i>				
13. Commercial development of the cultural resources and knowledge of Indigenous Peoples?		✓		
14. Physical displacement from traditional or customary lands?		✓		
15. Commercial development of natural resources (such as minerals, hydrocarbons, forests, water, hunting or fishing grounds) within customary lands under use that would impact the livelihoods or the cultural, ceremonial, spiritual uses that define the identity and community of Indigenous Peoples?		✓		
16. Establishing legal recognition of rights to lands and territories that are traditionally owned or customarily used, occupied or claimed by Indigenous Peoples?		✓		
17. Acquisition of lands that are traditionally owned or customarily used, occupied or claimed by Indigenous Peoples?		✓		

D. Anticipated project impacts on Indigenous Peoples

Project component/ activity/output	Anticipated positive effect	Anticipated negative effect
1. Learning environments in government secondary and higher secondary schools enhanced.	(a) Enhanced access to schools; (b) improved teaching-learning ecosystem; (c) increase in	There are no negative Impacts as the activities as the civil works are well within the (project) school boundary.

	effective learning achievements;	
2. Quality of teaching and learning in government schools improved.	(a) Enhanced capacity (knowledge and pedagogy) of teachers; (b) enhanced capacity of DIETs; (c) enhanced quality of teacher professional development through demand-driven training/ capacity building.	There are no negative impacts as all the physical activities such as the civil works are well within the project boundary
3. Access to and relevance of the skilling system enhanced.	(a) Enhanced availability of and access to market-driven training; (b) enhanced employability and employment prospects of youth.	No negative impact is envisaged
4. Institutional capacity to deliver effective schooling and skills training strengthened.	(a) Improved Governance Systems in Schools, DIETs, ITIs and MISH; (b) Enhanced capacity of teachers and trainers; (c) Enhanced leadership traits of Heads of Schools/ DIETs/ ITIs.	No negative impacts as the activities as a freehold government land is provided for the project

Indigenous Peoples Impact Categorization Checklist - Shillong Public School

A. Introduction

1. Each subsection/section needs to be screened for any Indigenous Peoples impacts which will occur or have already occurred. This screening determines the necessary action to be taken by the project team.

B. Information on subsection/section: Shillong Public School

a. *District/administrative name:* East Khasi Hills, Shillong

b. *Location (km):* At unused existing school land within the campus of Shillong Public School

c. *Civil work dates (proposed):* Yet to be Finalized

d. *Technical description:* Construction of School Building

C. Screening Questions for Indigenous Peoples Impact

2. Below is the initial screening for Indigenous Peoples impacts and due diligence exercise. Both permanent and temporary impacts must be considered and reported in the screening process.

KEY CONCERNS (Please provide elaborations on the Remarks column)	YES	NO	NOT KNOWN	Remarks
A. Indigenous Peoples Identification				
1. Are there socio-cultural groups present in or use the project area who may be considered as "tribes" (hill tribes, scheduled tribes, tribal peoples), "minorities" (ethnic or national minorities), or "indigenous communities" in the project area?	✓			
2. Are there national or local laws or policies as well as anthropological researches/studies that consider these groups present in or using the project area as belonging to "ethnic minorities", scheduled tribes, tribal peoples, national minorities, or cultural communities?	✓			
3. Do such groups self-identify as being part of a distinct social and cultural group?	✓			
4. Do such groups maintain collective attachments to distinct habitats or ancestral territories and/or to the natural resources in these habitats and territories?		✓		
5. Do such groups maintain cultural, economic, social, and political institutions distinct from the dominant society and culture?		✓		
6. Do such groups speak a distinct language or dialect?	✓			
7. Has such groups been historically, socially and economically marginalized, disempowered, excluded, and/or discriminated against?		✓		
8. Are such groups represented as "Indigenous Peoples" or as "ethnic minorities" or "scheduled tribes" or "tribal populations" in any formal decision-making bodies at the national or local levels?	✓			
B. Identification of Potential Impacts				
9. Will the project directly or indirectly benefit or target Indigenous Peoples?	✓			

KEY CONCERNS (Please provide elaborations on the Remarks column)	YES	NO	NOT KNOWN	Remarks
10. Will the project directly or indirectly affect Indigenous Peoples' traditional socio-cultural and belief practices? (e.g. child-rearing, health, education, arts, and governance)		✓		
11. Will the project affect the livelihood systems of Indigenous Peoples? (e.g., food production system, natural resource management, crafts and trade, employment status)		✓		
12. Will the project be in an area (land or territory) occupied, owned, or used by Indigenous Peoples, and/or claimed as ancestral domain?		✓		
C. Identification of Special Requirements <i>Will the project activities include:</i>				
13. Commercial development of the cultural resources and knowledge of Indigenous Peoples?		✓		
14. Physical displacement from traditional or customary lands?		✓		
15. Commercial development of natural resources (such as minerals, hydrocarbons, forests, water, hunting or fishing grounds) within customary lands under use that would impact the livelihoods or the cultural, ceremonial, spiritual uses that define the identity and community of Indigenous Peoples?		✓		
16. Establishing legal recognition of rights to lands and territories that are traditionally owned or customarily used, occupied or claimed by Indigenous Peoples?		✓		
17. Acquisition of lands that are traditionally owned or customarily used, occupied or claimed by Indigenous Peoples?		✓		

D. Anticipated project impacts on Indigenous Peoples

Project component/ activity/output	Anticipated positive effect	Anticipated negative effect
1. Learning environments in government secondary and higher secondary schools enhanced.	(a) Enhanced access to schools; (b) improved teaching-learning ecosystem; (c) increase in	There are no negative Impacts as the activities as the civil works are well within the (project) school boundary.

	effective learning achievements;	
2. Quality of teaching and learning in government schools improved.	(a) Enhanced capacity (knowledge and pedagogy) of teachers; (b) enhanced capacity of DIETs; (c) enhanced quality of teacher professional development through demand-driven training/ capacity building.	There are no negative impacts as all the physical activities such as the civil works are well within the project boundary
3. Access to and relevance of the skilling system enhanced.	(a) Enhanced availability of and access to market-driven training; (b) enhanced employability and employment prospects of youth.	No negative impact is envisaged
4. Institutional capacity to deliver effective schooling and skills training strengthened.	(a) Improved Governance Systems in Schools, DIETs, ITIs and MISH; (b) Enhanced capacity of teachers and trainers; (c) Enhanced leadership traits of Heads of Schools/ DIETs/ ITIs.	No negative impacts as the activities as a freehold government land is provided for the project

Indigenous Peoples Impact Categorization Checklist - Pine Mount School

A. Introduction

1. Each subsection/section needs to be screened for any Indigenous Peoples impacts which will occur or have already occurred. This screening determines the necessary action to be taken by the project team.

B. Information on subsection/section: Pine Mount School

- a. District/administrative name: East Khasi Hills, Shillong
- b. Location (km): At unused existing school land within the campus of Pine Mount School
- c. Civil work dates (proposed): Yet to be Finalized
- d. Technical description: Construction of School Building

C. Screening Questions for Indigenous Peoples Impact

2. Below is the initial screening for Indigenous Peoples impacts and due diligence exercise. Both permanent and temporary impacts must be considered and reported in the screening process.

KEY CONCERNS (Please provide elaborations on the Remarks column)	YES	NO	NOT KNOWN	Remarks
A. Indigenous Peoples Identification				
1. Are there socio-cultural groups present in or use the project area who may be considered as "tribes" (hill tribes, scheduled tribes, tribal peoples), "minorities" (ethnic or national minorities), or "indigenous communities" in the project area?	✓			
2. Are there national or local laws or policies as well as anthropological researches/studies that consider these groups present in or using the project area as belonging to "ethnic minorities", scheduled tribes, tribal peoples, national minorities, or cultural communities?	✓			
3. Do such groups self-identify as being part of a distinct social and cultural group?	✓			
4. Do such groups maintain collective attachments to distinct habitats or ancestral territories and/or to the natural resources in these habitats and territories?		✓		
5. Do such groups maintain cultural, economic, social, and political institutions distinct from the dominant society and culture?		✓		
6. Do such groups speak a distinct language or dialect?	✓			
7. Has such groups been historically, socially and economically marginalized, disempowered, excluded, and/or discriminated against?		✓		
8. Are such groups represented as "Indigenous Peoples" or as "ethnic minorities" or "scheduled tribes" or "tribal populations" in any formal decision-making bodies at the national or local levels?	✓			
B. Identification of Potential Impacts				
9. Will the project directly or indirectly benefit or target Indigenous Peoples?	✓			

KEY CONCERNS (Please provide elaborations on the Remarks column)	YES	NO	NOT KNOWN	Remarks
10. Will the project directly or indirectly affect Indigenous Peoples' traditional socio-cultural and belief practices? (e.g. child-rearing, health, education, arts, and governance)		✓		
11. Will the project affect the livelihood systems of Indigenous Peoples? (e.g., food production system, natural resource management, crafts and trade, employment status)		✓		
12. Will the project be in an area (land or territory) occupied, owned, or used by Indigenous Peoples, and/or claimed as ancestral domain?		✓		
C. Identification of Special Requirements <i>Will the project activities include:</i>				
13. Commercial development of the cultural resources and knowledge of Indigenous Peoples?		✓		
14. Physical displacement from traditional or customary lands?		✓		
15. Commercial development of natural resources (such as minerals, hydrocarbons, forests, water, hunting or fishing grounds) within customary lands under use that would impact the livelihoods or the cultural, ceremonial, spiritual uses that define the identity and community of Indigenous Peoples?		✓		
16. Establishing legal recognition of rights to lands and territories that are traditionally owned or customarily used, occupied or claimed by Indigenous Peoples?		✓		
17. Acquisition of lands that are traditionally owned or customarily used, occupied or claimed by Indigenous Peoples?		✓		

D. Anticipated project impacts on Indigenous Peoples

Project component/ activity/output	Anticipated positive effect	Anticipated negative effect
1. Learning environments in government secondary and higher secondary schools enhanced.	(a) Enhanced access to schools; (b) improved teaching-learning ecosystem; (c) increase in	There are no negative Impacts as the activities as the civil works are well within the (project) school boundary.

	effective learning achievements;	
2. Quality of teaching and learning in government schools improved.	(a) Enhanced capacity (knowledge and pedagogy) of teachers; (b) enhanced capacity of DIETs; (c) enhanced quality of teacher professional development through demand-driven training/ capacity building.	There are no negative Impacts as all the physical activities such as the civil works are well within the project boundary
3. Access to and relevance of the skilling system enhanced.	(a) Enhanced availability of and access to market-driven training; (b) enhanced employability and employment prospects of youth.	No negative impact is envisaged
4. Institutional capacity to deliver effective schooling and skills training strengthened.	(a) Improved Governance Systems in Schools, DIETs, ITIs and MISH; (b) Enhanced capacity of teachers and trainers; (c) Enhanced leadership traits of Heads of Schools/ DIETs/ ITIs.	No negative impacts as the activities as a freehold government land is provided for the project

Indigenous Peoples Impact Categorization Checklist of Jowai Public School

A. Introduction

1. Each subsection/section needs to be screened for any Indigenous Peoples impacts which will occur or have already occurred. This screening determines the necessary action to be taken by the project team.

B. Information on subsection/section: Jowai Public School

- a. *District/administrative name:* West Jaintia Hills, Jowai
- b. *Location (km):* At unused existing school land within the campus of Jowai Public School
- c. *Civil work dates (proposed):* Yet to be Finalized
- d. *Technical description:* Construction of School Building

C. Screening Questions for Indigenous Peoples Impact

2. Below is the initial screening for Indigenous Peoples impacts and due diligence exercise. Both permanent and temporary impacts must be considered and reported in the screening process.

KEY CONCERNS (Please provide elaborations on the Remarks column)	YES	NO	NOT KNOWN	Remarks
B. Indigenous Peoples Identification				
1. Are there socio-cultural groups present in or use the project area who may be considered as "tribes" (hill tribes, scheduled tribes, tribal peoples), "minorities" (ethnic or national minorities), or "indigenous communities" in the project area?	✓			
2. Are there national or local laws or policies as well as anthropological researches/studies that consider these groups present in or using the project area as belonging to "ethnic minorities", scheduled tribes, tribal peoples, national minorities, or cultural communities?	✓			
3. Do such groups self-identify as being part of a distinct social and cultural group?	✓			
4. Do such groups maintain collective attachments to distinct habitats or ancestral territories and/or to the natural resources in these habitats and territories?		✓		
5. Do such groups maintain cultural, economic, social, and political institutions distinct from the dominant society and culture?		✓		
6. Do such groups speak a distinct language or dialect?	✓			
7. Has such groups been historically, socially and economically marginalized, disempowered, excluded, and/or discriminated against?		✓		
8. Are such groups represented as "Indigenous Peoples" or as "ethnic minorities" or "scheduled tribes" or "tribal populations" in any formal decision-making bodies at the national or local levels?	✓			
B. Identification of Potential Impacts				
9. Will the project directly or indirectly benefit or target Indigenous Peoples?	✓			

KEY CONCERNS (Please provide elaborations on the Remarks column)	YES	NO	NOT KNOWN	Remarks
10. Will the project directly or indirectly affect Indigenous Peoples' traditional socio-cultural and belief practices? (e.g. child-rearing, health, education, arts, and governance)		✓		
11. Will the project affect the livelihood systems of Indigenous Peoples? (e.g., food production system, natural resource management, crafts and trade, employment status)		✓		
12. Will the project be in an area (land or territory) occupied, owned, or used by Indigenous Peoples, and/or claimed as ancestral domain?		✓		
C. Identification of Special Requirements <i>Will the project activities include:</i>				
13. Commercial development of the cultural resources and knowledge of Indigenous Peoples?		✓		
14. Physical displacement from traditional or customary lands?		✓		
15. Commercial development of natural resources (such as minerals, hydrocarbons, forests, water, hunting or fishing grounds) within customary lands under use that would impact the livelihoods or the cultural, ceremonial, spiritual uses that define the identity and community of Indigenous Peoples?		✓		
16. Establishing legal recognition of rights to lands and territories that are traditionally owned or customarily used, occupied or claimed by Indigenous Peoples?		✓		
17. Acquisition of lands that are traditionally owned or customarily used, occupied or claimed by Indigenous Peoples?		✓		

D. Anticipated project impacts on Indigenous Peoples

Project component/ activity/output	Anticipated positive effect	Anticipated negative effect
1. Learning environments in government secondary and higher secondary schools enhanced.	(a) Enhanced access to schools; (b) improved teaching-learning ecosystem; (c) increase in	There are no negative Impacts as the activities as the civil works are well within the (project) school boundary.

	effective learning achievements;	
2. Quality of teaching and learning in government schools improved.	(a) Enhanced capacity (knowledge and pedagogy) of teachers; (b) enhanced capacity of DIETs; (c) enhanced quality of teacher professional development through demand-driven training/ capacity building.	There are no negative Impacts as all the physical activities such as the civil works are well within the project boundary
3. Access to and relevance of the skilling system enhanced.	(a) Enhanced availability of and access to market-driven training; (b) enhanced employability and employment prospects of youth.	No negative impact is envisaged
4. Institutional capacity to deliver effective schooling and skills training strengthened.	(a) Improved Governance Systems in Schools, DIETs, ITIs and MISH; (b) Enhanced capacity of teachers and trainers; (c) Enhanced leadership traits of Heads of Schools/ DIETs/ ITIs.	No negative impacts as the activities as a freehold government land is provided for the project

Appendix 3: Details of Public Consultations

A. Stakeholder Consultations at Jowai Public School and Shillong Public School

Date	Activities	Summary of discussion
24 June 2024	Consultation meeting with the principal, teachers, parents and teachers cum parents at Jowai Public School regarding the safeguarding of the indigenous people or the scheduled tribes.	<p>After the proposed construction site visit of the ADB's social safeguard specialist with the principal of Jowai Public School, there was a succeeding discussion. Further, there was a discussion with the teachers, parents, and teacher cum parent. The main points of the discussions are:</p> <ul style="list-style-type: none"> • The main tribe at Jowai, West Jaintia Hills district is the Jaintia tribe. • About 90% of the students at the Jowai Public School belong to the scheduled tribe. • There is only one Government ICSE²⁸ school in Jowai. The Jowai Public School is up to 10th standard. There is no 12th standard CISCE²⁹ school in Jowai. • Students passing Class X and want to continue in the same Board must go to Shillong. This project aims to provide class XII facilities on the same board for many students of Jowai. • The project will accommodate a multipurpose hall, new and smart classrooms and laboratories. • More than 85% of the teachers are from the scheduled tribe community. • The teachers unanimously agreed on the lack of infrastructure at the school. There are no smart classrooms, digital boards, laboratories, and sports equipment. There is also a limited number of classrooms noted. • The teachers also agreed on the need for advanced training to use the modern instruments and smart board. • In answer to the question of ADB social safeguard specialist regarding the safeguard of the culture of the scheduled tribe, the teachers confirmed that they speak the dialect of their tribe and prefer the food of their tribe. • When asked about the role of the teachers in promoting the culture of the Scheduled Tribe population among the Scheduled Tribe students, the teachers replied that they promote their traditional dance and songs during the school's occasion and prioritize their tribal festivals and ceremonies. • The teachers always recommend the students explore how students can express their cultural heritage through dress, language, and rituals within the school environment. • One of the parents highlighted that they are still using herbs and plant products like leaves of <i>yam</i> and <i>pudina</i> to treat and cure some common diseases.

²⁸ Indian Certificate of Secondary Education better known as Delhi Board for Class X.

²⁹ Council for the Indian School Certificate Examinations better known as Delhi Board for Class XII.

Date	Activities	Summary of discussion
		<ul style="list-style-type: none"> • The teachers stated that they always suggest the students evaluate the recognition and promotion of traditional ecological knowledge and its relevance to modern education. • One of the parents suggested that the school may provide cultural sensitivity training for teachers and students to foster a more inclusive environment. • The teachers also agreed on the need for awareness in the cultural and social issues.
25 June 2024	<p>Consultation Meeting with the Principal and Teachers, at Shillong Public School regarding the safeguarding of the indigenous people or the scheduled tribes.</p>	<p>There was a discussion with the principal and teachers of Shillong Public School. The main points of the discussions are:</p> <ul style="list-style-type: none"> • The total number of students in Shillong Public School is 650 students. • 95% of students belong to the Scheduled Tribe category in Shillong Public School. • Of the overall number of students in Shillong Public School, about 30% are girls. • 96% of teachers belong to the Scheduled Tribe category in Shillong Public School. • The main occasions the school celebrates are Teachers Day, Foundation Day, Environment Day, Sports Day and Yoga Day. The school accommodates and celebrates local tribal festivals like Shad Suk Mynsiem, Wangala, and Behdeinkhlam. • The teachers connect with Scheduled Tribe cultural heritage through various means: a) All female teachers wear traditional dress at school; b) Khasi is the compulsory second language taught in school; c) The syllabus includes lessons on the Khasi culture and traditions; d) The school hosts an annual competition for traditional music and dance; and e) The school participates in the Kala Utsav organized at the state level. • The teachers educate Scheduled Tribe students about their rich cultural heritage, focusing on the interactions and behaviors between the younger generation (students) and the older generations (parents and elders) in terms of education and cultural preservation. • As per the Government of Meghalaya's policy, there is an 80% reservation for the Scheduled Tribe population in student admissions as well as in the selection of teachers and other staff. • A representative from the Department of Education highlighted the impacts of modernization and urbanization on the traditional lifestyles of scheduled tribe students, noting how the school balances modern education with cultural preservation. • The principal replied that at Shillong Public School, the scheduled tribes' culture is a dynamic interplay of tradition and modernity, with equal emphasis placed on preserving cultural heritage and achieving educational excellence.

Date	Activities	Summary of discussion
		<ul style="list-style-type: none"><li data-bbox="619 241 1487 365">• The teachers added that engaging in such discussions encourage a deeper understanding of the unique challenges and opportunities faced by scheduled tribe students and fosters a more inclusive and supportive educational environment.<li data-bbox="619 387 1487 488">• The principal also pointed out that stereotypes and prejudices against scheduled tribes are prevalent, and the school should inspire the students to combat them.

Photographic Exhibit of Public Consultation



Key informant interview with the Mr. M.S. Kharshing, Principal of Jowai Public School with ADB's social safeguard specialist, Ms. Rayhalda D. Susulan.



Focus group discussion with the scheduled tribe teachers, parents, and teacher cum parents of Jowai Public School in the presence of the Principal of Jowai Public School, Mr. M.S. Kharshing, and ADB social safeguard specialist Ms. Rayhalda D. Susulan.



Focus group discussion with the scheduled tribe teachers of Shillong Public School with the principal, Mr. Aaarm S. Waryn and a representative from the Department of Education, Government of Meghalaya.

Attendance Sheet Exhibit

Supporting Education and Skills Development Facility SHCDM Phase -II				
Date: 24/06/2024		Attendance Sheet		
Town/City: Jowai		Location: Jowai Public School		
Sl. No.	Name	Occupation	Contact Details	Signature
1	Smt M.S. Kharshing	Govt Servant (Principal)	9863081652	
2	Smt B. Kharshing	M/O DSKL	705080928	
3	Smt N. Passah	Teacher	9615106147	
4	Smt R. M. Laloo	Teacher	986306155	
5	Smt M. Siangshai	Teacher	9089176004	
6	Smt - Royi Phaw	Parent	8257988781	
7	Smt S. Messa	Teacher	897479116	
8	I. Shuangphaing	Teacher	9774070059	
9	K. Bang	casual	9863130035	
10	Smt Yeomanly Malang	casual	9774878356	
11	Smt S.H. Khonglah	UD - Assst	9863043051	
12				
13				
14				
15				

Attendance Sheet with name, designation, contact number and signature of 11 persons exclusive of ADB Specialist and the Consultant at Jowai Public School

Supporting Education and Skills Development Facility SHCDM Phase -II				
Date: 25/06/2024		Attendance Sheet		
Town/City: Shillong		Location: Shillong Public School		
Sr. No.	Name	Occupation	Contact Details	Signature
1	Aarm.S. Waryn	Principal	9862010456	Aarm.S. Waryn
2	Rohini Dey	Vice Principal	9856600948	Rohini Dey
3	Jennifer Schliya	Teacher	8415928406	Jennifer Schliya
4	Doreen C. Syle	District Manager	730 8386174	Doreen C. Syle
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

Attendance Sheet with name, designation, contact number and signature of 4 persons exclusive of the Consultant at Shillong Public School

B. Stakeholders Consultation at various organizations

100. ADB consultants along with subject matter experts (SMEs), conducted a comprehensive field visit, from 21 August 2023 to 31 August 2023, to understand the status of infrastructure facilities in various educational and skilling institutions in Meghalaya, training providers, and empaneled institutions. The primary objective of this consultation was to pinpoint potential interventions and anticipate outcomes crucial for the success of the 'Supporting Human Capital Development in Meghalaya Phase II' project and the upliftment of the Scheduled Tribes. The detailed insights, observations, and proposed interventions are extensively outlined in the following tables.

Department	MSSDS, Government of Meghalaya
Respondent Name	Ram Kumar S, IAS
Respondent Designation	Executive Director, MSSDS, Shillong
Respondent Contact Details	
Date of Consultation	22 August 2023

1. Overview of Meghalaya State Skills Development Society (MSSDS):

101. Skill Development is not a new topic in the state of Meghalaya, yet there is a need to converge the various initiatives under the various government departments, nongovernment organizations, and private institutions to instill a sense of collective participation towards a common goal. The Meghalaya State Skill Development Society (MSSDS) was established with the authority to receive funds from both the central and state governments, as well as financial institutions, and to allocate these funds to fulfill the mandate of the Skill Development in the State. It takes the roll of a collaborative platform at the state level identifying the need for the development of a structured framework. The Meghalaya State Skill Development Society (MSSDS) was created to enhance the skill sets of the youth of the state thereby improving their employability. MSSDS focuses on developing a cohesive skill information, entrepreneurship and placement framework for Meghalaya, based on the current and emerging needs of the economies of the state. MSSDS is implementing a Placement Linked Skill Development programme on various domains through potential project implementing agencies. The objectives of MSSDS are:

- (i) To implement the Meghalaya State Skill Development Mission, and all such matters incidental to it.
- (ii) To promote awareness relating to skill development under various Government programs and departments, and channel them, as also strengthen them, for better delivery.
- (iii) Build the capacities of the skill development institutions and empower them to take responsibility for the management of the skill development process in the state.
- (iv) To collect, collate, analyze, process and document all skill development initiatives of the state.
- (v) To support and collaborate with various institutions/organizations of the state/outside the state on matters relating to society.
- (vi) The Society propagates a special drive for support of the Scheduled Tribe population in getting admissions and obtaining placements.
- (vii) To monitor the progress of the projects and programmes taken up from the resources provided to the society and conduct evaluations of these programmes and projects according to the time frame and details considered appropriate.

- (viii) To receive funds from the government, state and central, financial institutions toward the promotion of its goals and objectives.
- (ix) To draw, accept, make, endorse, discount and negotiate with the Government of India/ State Government and other promissory notes, bills of exchange, cheques or other negotiable instruments.
- (x) Purchase, take on lease, accept as gift, construct or otherwise acquire, any loan or property wherever suitable, which may be necessary or useful for the society.
- (xi) To invest the funds or money entrusted to the Society upon such security or in such a manner, as may be from time to time, to sell or transpose such investments.

102. Mr. Ram Kumar, working as Executive Director in MSSDS, shared insights about the needs and challenges in the skills sector in Meghalaya, highlighting the unique demand and supply scenario. In Meghalaya, there exists a disparity between demand and supply, particularly evident in the construction sector resulting in the loss of economic activities in the State. Unlike states like Odisha, where multiple industries thrive, Meghalaya's development needs to consider the context of socio-cultural aspects. To create sustainable industrial training institutes (ITIs) in Meghalaya, it is crucial to assess the type of services which can flourish, such as, services, processing, manufacturing, or technology. Additionally, addressing security concerns is essential among the residents who value community comfort and a sense of belongingness.

Key observations (issues):

Social and Gender Safeguards:

- It is important to extend the focus (purpose) of the Skills Park, beyond Meghalaya to benefit the entire Northeastern Region of India, attracting individuals from neighboring states for skills-based training and development.
- While gender-specific work and decision-making challenges are minimal in Meghalaya, the project should consider the socio-cultural responsibilities held by women within their families.
- About 86% of the population is Scheduled Tribe in Meghalaya and the state provides special facilities to the Scheduled Tribe population in all economic activities.

Potential interventions:

Social and Gender Safeguards:

- A skills gap analysis in Meghalaya is necessary to convert skills into economic values ensuring the efficient utilization of skilled manpower. It will be significant to offer demand-based skill development courses for the state.

Key outcomes of the discussion (as applicable, for the next steps):

Social and Gender Safety:

- The assessment of socio-cultural aspects is very important to plan, design and offer skill-based training in the State.
- There is a requirement for an awareness campaign in some backward areas of the state to allure the agrarian Scheduled Tribe population to acquire skills, industrial or agricultural or animal husbandry, and benefit economically.
- The project aims at (i) Upgrading schools, DIETs and ITI infrastructure in project-covered areas, including separate and user friendly toilets for boys and girls, well-equipped labs and schools with a focus on creating conducive and safe environment; (ii) proposing targeted capacity building of teachers and faculty members and staff members; (iii) introducing aspirational, job-oriented, market-

driven skill development and vocational courses especially for youth; (iv) enabling increased participation of students and staff in skills education, training programs, and professional development programs; (v) ensuring equal participation of women in decision-making, leadership and managerial roles to address the academic and professional needs of students and faculty; (v) conducting mobilization drives and counseling sessions with a special focus on reducing dropout rates among male and female students in schools and ITIs (vi) creating community awareness on ITI training and skill development interventions in the state, gender-specific issues, and challenges emphasizing women's roles and responsibilities in a matrilineal society, early or teen age pregnancy, distressed women, drug addiction, alcoholism, domestic violence etc. and (vii) strengthening project MIS to maintain a sex and age-segregated database of students and trainees.

Training Provider	Nongstoin Social Service Society (NSSS)
Respondent(s) Name	Shri. (Fr.) Ditendar Lyngkhoi Shri. Kitkordor Rashir, Fulgida Dkhar, Dadbar Linykhoi
Respondent(s) Designation	Director cum Secretary Accountant cum Assistant Program Coordinator Trainer Program Manager
Respondent(s) Contact Details	Phone No. +91 9862721268 (nsss793119@gmail.com / directornsss@gmail.com) +91 9774146543 +91 7005366766 +91 6909904304
Date of Consultation	24 August 2023

2. Overview of Nongstoin Social Service Society (NSSS):

103. Nongstoin Social Service Society (NSSS) is a small faith-based organization providing essential assistance to small and marginalized farmers in rural areas who are all Scheduled Tribes. The institute offers an Integrated Farming course through MSSDS support which aims at enhancing rural livelihoods and boosting income-generating endeavors among residents. Comprehensive training is provided for 58 days, totaling 232 hours. Additionally, NSSS has conducted courses in community health and engaged in handicapped individual training. The institute possesses 8 manual sewing machines, however, lacks additional training equipment. Going forward, NSSS is aiming to conduct training in mobile repairing and computer courses for the village people.

Key observations (issues):

1. Technical and Vocational Education and Training (TVET):
 - Limited training capacity and lack of equipment. New infrastructure is required.
 - Isolated rural setting, situated at considerably far from Nongstoin town.
 - Integrated farming courses primarily serving livelihood purposes and starting of new courses may require significant investment in facilities and equipment for which NSSS is not yet ready.
2. Social and Gender Safeguards:
 - Key social and gender-related problems are like a deserted father in a family, early-age marriages, and early pregnancy (due to school dropouts) are common in the region.
 - All the members of the organization follow a special religious value and are Scheduled Tribes.

- All the products are consumed at the local level or by nearby villagers without following the license and certification procedures for mass-scale production and sales and marketing.

Potential interventions:

1. Technical and Vocation Education and Training (TVET):
 - NSSS is eligible for assistance in initiating a mobile repair course under MSSDS support.
 - Recognizing the burgeoning relevance of mobile technology even in rural contexts, there is potential for MSSDS to underpin the initiation of a mobile repair curriculum at NSSS. Such a program could serve as a foundational step toward broader skill diversification.
2. Social and Gender Safeguards:
 - NSSS can be supported for mass production of millet and other demand-based agrarian food products and indigenous products. The local people can be trained on packaging, and advanced food processing training and other soft skills development to better connect them to the state and regional level markets as well as to the national level markets.
 - For women, the NGO provided self-help women's promotion support through linking the women to the SHGs and providing training to the SHGs. The women's SHGs were linked with the training program as well as financial linkages to support their livelihood activities. With the help of this training, some of the women were able to earn more by getting trained in new skills like sericulture, mushroom cultivation, vermicomposting, etc.

Key outcomes of the discussion (as applicable, for the next steps):

- To mitigate challenges associated with the remote location and enhance student intake, MSSDS could extend centralized admission assistance to NSSS.
- It's pivotal to recognize and strategize around NSSS's limited capacity when considering avenues for diversification and expansion. Incremental and well-supported initiatives may be the most pragmatic way forward.
- Entrepreneurship courses should be taken up for the development of the economic standard of the Scheduled Tribe people of the area.
- Special support from the central government can be obtained for the members in getting loans from Nationalised Banks under special schemes for Scheduled Tribes for economic activities.

Training Provider	North-Eastern Institute of Professional Studies (NEIPS), Nongstoin
Respondent Name	Shri. Michael Thongni
Respondent Designation	Owner
Respondent Contact Details	Phone No. +91 8794799894
Date of Consultation	24 August 2023

3. Overview of North-Eastern Institute of Professional Studies (NEIPS), Nongstoin:

104. NEIPS, a well-established private training organization headquartered in Nongstoin with branches across the northeastern states, offers a diverse range of courses in tailoring, fashion designing, construction (masonry, tile laying), handset repair, food production, hospitality, and more. Supported by MSSDS, NEIPS has successfully conducted training in tailoring, handset repair, and broadband connection technician courses. They also engage in production activities, including school uniform manufacturing and small-scale civil construction projects. NEIPS plans to expand into fly-ash brick making, plastic chair production, and bamboo processing as their next training and production endeavors. Their focus is on sustainability, particularly in tailoring, where workers earn between INR 8,000 to INR 17,000 per month. In the construction sector, NEIPS offers 4-6 months of training in various skills. Their production center boasts 50 machines and a tailor-made curriculum. Future areas of concentration include manufacturing, using resources like fly ash and plastic waste for bricks and chairs, as well as exploring online platforms for bamboo processing businesses. NEIPS also allocates 4% of their opportunities to Persons with Disabilities (PwD), acknowledging the potential of bamboo processing to create scalable ventures, such as bamboo furniture.

Key observations (issues):

- NEIPS is a chain of professionally managed institutes having big expansion plans. Its financial capacity could not be ascertained.
- 100% of students at the institute are Scheduled Tribes
- NEIP has indicated that they have secured land to build a new training facility in Nongstoin and are looking for a funding partner for the construction of the building. Subject to due diligence, there is a possibility to establish a PPP whereby the construction of the building (training facility) could be supported by Government funding (ADB loan), with permission to use the building/ facility for 10- 30 years (depending on negotiations) for NEIPS to run and maintain the operations and structure of the building.

Potential interventions:

- A very competent partner for expanding MSSDS supported training in existing and newer trades like Bamboo furniture and artifacts making.
- A good potential partner for PPP partnership at ITI Nongstoin to take up a few labs and courses which are not performing well.

Key outcomes of the discussion (as applicable, for the next steps):

- MSSDS could support with centralized admission approach to increase the enrollment rate for filling up vacant seats.
- Best practices of training cum production may be shared with other MSSDS training partners.
- Subsidized accommodation facilities should be provided by the local Government for all the students who are all Scheduled Tribes.

- Placement of the Scheduled Tribes candidate should be facilitated by the organization's centralized placement cell.

Industrial Training Institute (ITI)	ITI, Nongstoin
Respondent Name	
Respondent Designation	Vice Principal
Respondent Contact Details	
Date of Consultation	24 August 2023
<p>Overview about Industrial Training Institute (ITI): Government ITI Nongstoin currently operates in a small, rented premises, offering courses in 5 trades affiliated with SCVT. Here's a breakdown of the courses and student enrollment:</p> <ul style="list-style-type: none"> • Carpentry trade – No enrollment • Wireman Trade - 13 Students • Floriculture Trade - 7 Students • Mason trade - 5 Students • General Painter Trade – No enrollment 	

105. Out of 7 training instructors, 3 are contractual staff. Unfortunately, the carpentry trade has been unable to achieve the enrollment targets for the past 3 years due to the inability to find competent local staff to train. Additionally, unused computers and peripherals from the SHCDM project are stored in the principal's chamber. Lab equipment is outdated, and a new campus is under construction, funded by ESDI support from the Government of India. This new building will have approximately 14,000 sq. feet of space with plans to accommodate the current trades by constructing another floor or building. The ITI requires modern lab equipment and assurances of trainer availability by DECT. Enrollment relies on voter ID cards instead of Aadhar due to trust issues. The region faces challenges such as high maternal mortality rates, nutritional issues (data available at the district collectorate office), and early child marriages, particularly in the western Khasi region. Additionally, nearby locations lack schools beyond the 5th standard.

Key observations (issues):

- The institute currently operates under a constrained capacity, both in terms of physical infrastructure and instructional equipment.
- There is an urgent need to make a proper installation and use of the equipment lying in the principal room.
- There is a pressing requirement to hire permanent staff for the regular courses. A noticeable shortfall in student enrollment, coupled with an understaffed and seemingly less motivated teaching staff/ trainers, presents a challenge. A noteworthy concern is the unfulfilled position of a full-time Principal and is currently helmed by a Deputy Principal that seemed more administrative.
- New campus is away from the town with no public transport or residential facility. It will be challenging to mobilize the students at new the ITI.

Potential interventions:

- Modern lab equipment may be supported through the new project intervention.
- Hostel facility may be created for students at the new campus. A residential compound, in the form of a hostel, could be established

proximate to or within the new campus, facilitating accessibility for students and potentially augmenting enrollment figures.

- PPP mode of operation for few trades with private training providers like NEIPS may be explored.

Key outcomes of the discussion (as applicable, for the next steps):

- There should be a special quota for admissions for the Scheduled Tribe students of the state.
- The state may provide a stipend to the meritorious Scheduled Tribe students attending the Institute.
- Centralized admission support may be provided by DECT for filling up the vacant seats.
- NCVT affiliation of the existing trades and few new trades may be introduced in a demand-oriented manner. In an endeavor to elevate the institution's standing and expand its academic repertoire, efforts towards securing NCVT affiliation for existing disciplines, along with the introduction of new, market-responsive trades, are recommended.
- Accommodation should be provided to students from rural areas, mostly Scheduled Tribe.

Industrial Training Institute (ITI)	ITI, Tura
Respondent Name	
Respondent Designation	Principal
Respondent Contact Details	
Date of Consultation	25 August 2023

4. Overview about Industrial Training Institute (ITI):

106. ITI Tura is a large institute, situated on a 50-acre campus featuring 7 buildings and extensive open areas. It offers 16 trades, some of which are NCVT affiliated. Trades such as electrician, mechanic motor vehicle, and dress making attract strong student interest, while trades like fitter, advance machine tool operator, catering assistant face lower enrollment. The newly joined principal has proactively encouraged students to enroll by offering a one-day free training and counselling session. This initiative led to over 2,000 student registrations for ITI Tura in 2023, far exceeding the 320 available seats. Currently, the institute has about 200 students.

107. The campus includes a boys' hostel with a 40-bed capacity, though only 20 students are residing there. The institute employs sufficient training staff, including 10 staff who are on contract employment. The ITI Tura has received new equipment, including CNC machines, through the SHCDM project, and currently does not require additional equipment.

108. However, there is a need to strengthen the infrastructure, especially for women. The institute covers 16 trades, with 14 financed under the project. The PMU will be following up with the trainees after training programs. It charges a service fee of Rs 200 per year per course, with 11 courses offered free of charge. Recently, two girls have joined the electrician course. New trades like dress making, carpentry, motor mechanics, and food preservation have been introduced. The institute sources raw materials from Assam and Uttar Pradesh. Trainees travel to Kolkata for advanced training. Contractual trainers earn 1/4th the salary of the regular staff and recent salary deductions have affected them. Trainees can contact the placement officer and instructors for job placement assistance after completing their courses. The job absorption rate is currently 50% (out of 100%). The minimum salary for a new joiner in a particular course is INR 10,000 to INR 15,000 per month, which is generally sufficient for basic living expenses.

Key observations (issues):

1. Technical and Vocational Education and Training (TVET):
 - Large institute and well managed campus, however, lot of lab equipment are lying unused due to lack of students.
 - Contractual staff are not happy due to their pay cut recently (reduced from INR 33,000 to 25,000 per month after SHCDM project ended). Consumable budget of INR 30,000 per trade per year is insufficient.
 - Institute is not authorized to offer short term training and generate internal revenue.
2. Social and Gender Safeguards:
 - Fitter trade, advanced machine tool app—not doing well or not being communicated; awareness needs to be created. Exposure visits for parents from rural backgrounds, who are mostly Scheduled Tribe, are to be arranged to make them understand the opportunities of the courses.
 - Some of the training graduates are joining different skill set industries because there are very few industries in Meghalaya to use the learned skills.
 - Also, there are homesickness issues, mostly the Scheduled Tribe students and their parents are not eager to go outside for jobs. The Institute may arrange an awareness campaign for the same.
 - There is a need to add trade like leather work, NCVT trades which the local Scheduled Tribe population can easily join.
 - Financial support from the central and state governments is an issue. Last year, the government sanctioned only 4 lakhs to run 10 courses; it is a big challenge. The skill department is not authorized to generate revenue.
 - Institute is not authorized to offer short term training and generate internal revenue.

Potential interventions:

1. Technical and Vocational Education and Training (TVET):
 - ITI Tura can offer few trades in PPP mode for better utilization of the resources.
 - Permanent training instructor recruitment will avoid the dependence on the uncertain contractual staff.
2. Social and Gender Safeguards:
 - There should be a special quota for admissions for the Scheduled Tribe students of the state.
 - The state may provide a stipend to the meritorious Scheduled Tribe students attending the Institute.
 - Placement challenges are there. There is a need for a placement cell, third-party monitoring, and follow-up for 100% placement of the Scheduled Tribe students.
 - In dressmaking, there are only 20 seats. There is an advanced course in dress making, and beautician and electrician skills are in demand.
 - ITI Tura can offer a few trades in PPP mode for better utilization of the resources.

- Permanent training instructor recruitment will lead to more satisfaction and regularity of staff.

Key outcomes of the discussion (as applicable, for the next steps):

- ITI may be encouraged to offer short-term training and training -cum-production services to generate revenue for training consumables and maintenance of the large campus.
- The innovative practice adopted by the ITI Tura Principal may be replicated by other government ITI for garnering large student registrations.
- After class training, 5-8 revenue-generating trade courses can be revived. There is a need to assess the demand for courses based on the application forms received and the number of seats available on that course. Social behaviour changes and awareness drives need to be conducted for some of the gender biased courses. If the directorate approves, a private agency or company can be hired to take care of a particular trade, training academics and practical classes like motor mechanics, fitters, plumbers, electricians, advanced machine operators, etc. An application needs to be given to reach out to state government authorities to assess the PPP mode support. For instance, a car garage can be tied up for on-the-job training for the trainees. Hyundai and other companies were approached for this. The retention rate is 60%-80%. Placement is around 40% of the total pass out.
- Special drive to be made so that the Scheduled Tribe students are getting preference in placement within the state.

Training Provider	Sewa Dress Designing and Making, Tura
Respondent Name	P.L. Sagma
Respondent Designation	Owner
Respondent Contact Details	
Date of Consultation	25 August 2023

5. Overview about the entity:

109. Sewa is a very small training and production organization for specialized tailoring in wedding dress making. It operates from a small and rented premise and having 8 manual sewing machines. For the training batch of 20 students, they hire sewing machines for running the course. Under MSSDS support was provided to train one batch of 20 female students in Wedding gown making. The course is non-residential and 6 months in duration with 7 hours per day training (1254 Hrs). The training is not under common cost norms and charged at a very low rate of INR 35.10 per day. It has very committed and passionate owner with lots of future plans but very limited financial capacity.

Key observations (issues):

Technical and Vocational Education and Training (TVET):

- Small capacity for training and limited equipment and space.
- Not very well known and struggle to find needy students. Its brand presence is not substantially recognized, leading to challenges in identifying and enrolling the targeted demographic of students.

Potential interventions:

Technical and Vocational Education and Training (TVET):

- The Sewa Tailoring Institute demonstrates enthusiasm for launching courses in domains like Beauty & Cosmetology, Hospitality

Management, Digital Literacy (Computer Operation), and Advanced Textile Production (Industrial Sewing Machine Operation). For the successful inauguration and sustainment of these initiatives, a significant partnership with MSSDS appears to be indispensable.

Key outcomes of the discussion (as applicable, for the next steps):

- Centralized admission support may be provided by MSSDS for filling up the vacant seats.
- Best practices of supporting trained candidates with market linkages for garment production and sales can be replicated in other MSSDS-supported training programs.
- Special preference in admission should be given to Scheduled Tribe students of the state.
- Mostly girls students are taking admissions from the towns, a special drive should be taken to open similar institutions in rural areas to cater to the Scheduled Tribe girls in remote places.
- At present, accommodation should be provided to girls from rural areas who are mostly Scheduled Tribe.

Training Provider	Harding Universal Trust, Tura/Harding Theological College, Tura
Respondent Name	D. H. Sangma
Respondent Designation	Supervisor
Respondent Contact Details	964856321
Date of Consultation	25 August 2023

6. Overview about the entity:

110. Harding is a faith-based organization remotely located on the outskirts of Tura. It has a large well-constructed facility offering college level education. Large residential campus with a hostel of 200 capacity and 10 acres of farming land. Under MSSDS support, Harding has conducted an integrated training program on Agriculture, Horticulture, Veterinary, Fishery, Poultry, Piggery, Mushroom cultivation, Cattle rearing. It was a 3-month program with 50 Candidates (30 males, 20 females). Evidently most of the students were captive college students undertaking this course in the vacation period. There are no training labs facility, and the institute focuses mainly on farming and non-farming livelihood training for rural youth.

Key observations (issues):

Technical and Vocational Education and Training (TVET):

- Large infrastructure and hostel capacity but limited training lab equipment and trainers.
- Charged to MSSDS a very high fee for the course given to captive college students.

Potential interventions:

Technical and Vocational Education and Training (TVET):

- Harding may be supported for training at the standard common cost norms for needy students. It might be advantageous to support Harding by developing certified trainers amongst their cohort through a program. These newly minted skills trainers with added collegiate qualifications can then facilitate education for the economically challenged or less privileged demographic, especially in the rural areas where they intend to embed themselves.

Key outcomes of the discussion (as applicable, for the next steps):

Technical and Vocational Education and Training (TVET):

- MSSDS could provide support with a centralized admission mechanism to increase the enrollment rate among rural candidates who are Scheduled Tribes.
- Special preference in admission should be given to Scheduled Tribe students of the state.
- Courses are to be more aligned with the culture, natural habitat and way of living of the rural population to facilitate the rural area and contribute to the rural economy.
- Free accommodation will be provided to all Scheduled Tribe students coming from Rural areas.
- As most of the boarders will be IP from the rural areas, food and other facilities to be provided as per their need and way of living.

**Appendix 4: Sample Grievance Registration Form
(to be available in Khasi and Garo)**

The Supporting Human Capital Development Project in Meghalaya (Phase II) welcomes complaints, suggestions, queries, and comments regarding project implementation. We encourage persons with grievance to provide their name and contact information to enable us to get in touch with you for clarification and feedback. Should you choose to include your personal details but want that information to remain confidential, please inform us by writing/typing *(CONFIDENTIAL)* above your name. Thank you.

Date		Place of registration		
Contact Information/Personal Details				
Name		Gender		Age
Home Address				
Place				
Phone Number				
E-mail				
Complaint/Suggestion/Comment/Question				
Please provide the details (who, what, where and how) of your grievance below				
How do you want us to reach you for feedback or update on your comment/grievance?				

FOR OFFICIAL USE ONLY

Registered by: (Name of Official registering grievance)	
Mode of communication: Note/Letter Email Verbal/Telephonic	
Reviewed by: (Names/Positions of Official(s) reviewing grievance)	
Action Taken:	
Whether Action Taken Disclosed:	Yes
Means of Disclosure:	

Appendix 5: Grievance Redress Mechanism

Tier Level	Grievance Redress Committee	Remarks
<u>TIER 1: VILLAGE LEVEL FORUM (VLF)</u>	<p>The composition of the Village Level Forum (VLF) is as follows:</p> <ul style="list-style-type: none"> i. The traditional Dorbar Shnong, Elaka Dorbar and Nokma Mela'a as the case may be. ii. Sub-project Head may co-chair the V/SLF and serve as the Member Secretary iii. The village headmen may be supported by iv. Sub-project head v. Monitoring officers/staff of the project in redressing the grievances at their level, if required. The Monitoring Officers/Staff will provide the necessary guidance and help as and when requested by the headmen. vi. Environment, Social and Gender Safeguard Experts of PMC and DSC vii. Contractors/Vendors/Training Providers to address the issue head-on with the complainant 	<p>Most risks, issues, and grievances occur at the sub-project level. Therefore, the proposal is to establish a first-tier system at the sub-project or village level, with a grievance redress timeframe of one week. Grievances can be registered by individuals, groups, or organizations through web-based platforms, telecommunications, or designated registration forms managed by sub-project heads.</p>
<u>TIER 2: DISTRICT LEVEL FORUM (DLF)</u>	<p>The composition of the District Level Forum (DLF) is as follows:</p> <ul style="list-style-type: none"> i. Deputy Commissioner of the respective District ii. District Planning Officer iii. Other Officers nominated based on subject-matter experts for the grievances iv. District Planning Officer as Member Secretary v. PIUs representative vi. Sub-project Heads/Representative vii. Environment, Social, and Gender of PMC 	<p>The second level of the GRM operates at the district level, facilitated by the District Project Coordination Units already established across each district. Grievances are addressed within a two-week timeframe, involving District Education Officers, District Employment Officers, ITI Principals, all Block Development Officers, and Monitoring Officers, among others based on their expertise. The District Planning Officer, representing the Planning Department, serves as the Member Secretary. Additionally, PIUs may nominate representatives to assess grievances and provide advice to the District Level Facilitator. Sub-project heads or their nominees play a crucial role as key stakeholders, alongside nominated representatives</p>

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	and DSC viii. Contractors/Vendors/Training Providers to address the issue head-on with the complainant	from the environment, social, and gender units of PMC and DSC as needed. Contractor (or a person nominated by the Contractor such Qualified ESH Expert at the site) or Vendor or Training Providers based on case by case basis as they are the key stakeholders.
TIER 3: PIU LEVEL FORUM (PIULF)	The composition of the PIU Level Forum (PIULF) is as follows: <ol style="list-style-type: none"> i. Chairman of the concerned PIUs or her/his representative ii. Representative from PMU iii. Public Grievance Officer of the concerned Department iv. Representative from District Level Forum v. Monitoring Officers/Staff of the concerned PIUs vi. Environment, Social, and Gender Specialists of DSC, PMC vii. Contractors/Vendors/Training Providers to address the issue head-on with the complainant 	The third level of the GRM is at the PIU level. The project has already established three PIUs at the department/entity level. This includes the Joint Secretary of Planning or a nominated concerned official.
TIER 4: PMU LEVEL FORUM (PMULF)	The composition of the PMU Level Forum (PMULF) is as follows: <ol style="list-style-type: none"> i. Project Director as Chair ii. Members shall constitute the existing officials of the PMU as the members of the grievance iii. Additional PD, Member Secretary redress mechanism at this level iv. PIUs representative v. Contractors/Vendors/Training Providers to address the issue head-on with the complainant vi. Other Members 	The Planning, Investment, Promotion, and Sustainable Development Department serves as the Executing Agency for the project, making this tier applicable project-wide. Therefore, the proposal includes establishing the fourth and final level of the GRM at the PMU level, which is already established under the Planning Department. According to the institutional setup, the overall project director, to be appointed by the Government of Meghalaya after loan approval, will act as the focal point for all social and environmental safeguard issues. Other members of the PMU, including existing officials, will form part of the grievance redress mechanism at this level. The Joint Secretary of the Department will serve as the Member Secretary, and the inclusion of additional members will depend on specific case

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		requirements, including nominated representatives from the Environment, Social, and Gender units of PMC and DSC.

DSC = design and supervision consultants, ESH = environment, safety, and health, GRM = grievance redress mechanism, ITI = industrial training institute, PD = project director, PIU = project implementation unit, PMC = project management consultants, PMU = project management unit, V/SLF = village/project site level forum.
Source: PAM.