



Social Monitoring Report

Project Number: 46166-001
Semestral Report: January 2020 - June 2020
April 2021

India: Supporting Human Capital Development in Meghalaya

Prepared by Department of Finance, Government of Meghalaya for the Asian Development Bank

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Asian Development Bank

**GOVERNMENT OF MEGHALAYA
FINANCE DEPARTMENT**

No.FEA(ADB)/PMU/SSG/1/2015/987,

Dated: Shillong, 20th March, 2021

From: Shri P.K. Agrahari, IFS
Secretary to the Govt. of Meghalaya,
Finance Department & Deputy Project Director
Supporting Human Capital Development in Meghalaya

To: Mr Kenichi Yokoyama
Country Director
India Resident Mission, Asian Development Bank
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New Delhi – 110021

Subject: Loan No. 3033-IND for ADB assisted project "Supporting Human Capital Development in Meghalaya" – Submission of Monitoring Report for Social Safeguard req

Sir,

In inviting a reference to the email and subject cited above, I wish to submit herewith the Biannual Social Safeguard Monitoring Report under the project as follows:

SN	Particular	Period
1	Social Safeguard Monitoring Report (SMR)	January-June 2020
2	Social Safeguard Monitoring Report (SMR)	July-September 2020

This is for your kind information.

Yours faithfully,



(P. K. Agrahari)
Secretary to the Govt. of Meghalaya
Finance Department & Deputy Project Director,
SHCDM

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Pooja Awasthi

Social Safeguard -

Project Number: IND: 46166-001

Loan Number: 3033-IND



IND: Supporting Human Capital Development in
Meghalaya: Reporting on Social Safeguard for period
from January 2020 to June 2020

March 2021

Prepared by the Department of Finance, Government of Meghalaya

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Acronym:

ADC	-	Assistant Deputy Commissioner
AEA	-	Aide – et – Action
CBCS	-	Community based Construction Specialists
DAP	-	Differently Abled Persons
DCM	-	District Community Mobilizers
DOE	-	Department of Education
DPCU	-	District Planning Implementation Unit
DSC	-	Design and supervision consultants
DSEO	-	District Social Education Officers
EGH	-	East Garo Hills
EJH	-	East Jaintia Hills
EKH	-	East Khasi Hills
FGD	-	Focus group discussion.
GAP	-	Gender Action Plan
GESI	-	Gender Equity and Social Inclusion
GOM	-	Government of Meghalaya
GRM	-	Grievance Redressal Mechanism
IEC	-	Information Education and Communication
IP	-	Indigenous People
IPP	-	Indigenous Peoples Plan
ISI	-	Indian Standard Index
ITI	-	Industrial Training Institute
M&E	-	Monitoring and Evaluation
MOU	-	Memorandum of Understanding
MSOP	-	Managed Service Operating Partner
MSSDS	-	Meghalaya State Skills Development Society
MT	-	Master Trainers
NGH	-	North Garo hills
NGO	-	Non-Government Organization
NILERD	-	National Institute of Labour Economics Research and Development
NWGH	-	North West Garo hills.
PIU	-	Project Implementation Unit
PMC	-	Project Management Consultant
PMU	-	Project Management Unit
PPMS	-	Project Performance monitoring System
PWD	-	Public works department.
RFPs	-	Response for Proposals.
RMSA	-	Rashtriya Madhyamik Shiksha Abhiyan
SBC	-	School Building Committee.
SCF	-	Skills Challenge Fund
SGH	-	South Garo hills
SHS	-	Secondary and Higher Secondary
SMC	-	School Management Committee
SWG	-	South West Garo Hills
SWKH	-	South West Khasi Hills.
TITP	-	Technical Intern Training Program
TVET	-	Technical and Vocational Education and Training
WGH	-	West Garo Hills
WJH	-	West Jaintia Hills.
WKH	-	West Khasi Hills.

A. Introduction

1. The project Supporting Human Capital Development in Meghalaya intends to enhance the employability of Meghalaya's youth (aged 16 to 35 years) by improving the quality and delivery of its secondary, higher secondary (SHS) education, and technical and vocational skills development programs.¹ The Asian Development Bank is assisting the project under the Loan 3033-IND. The project falls under category C of the involuntary resettlement and category B under the Indigenous People of ADB's policy. As is required by the safeguard policy of ADB, the State has in place the Indigenous People Plan wherein the background-traditions, culture, overall status of the Indigenous People of Meghalaya is documented for the purpose of effective implementation of the project.
2. A key factor of the Indigenous People Plan is to ensure that the indigenous people of the state participate in all the project activities. The involvement of the indigenous people is not only in awareness programmes but also in consultations and also provide feedback. The project has in place a Grievance Redress Mechanism (GRM) to redress all reported issues in the community, schools, and other development related to the project as per the GRM of the project.
3. The project has collaborated with a host of community based organizations/NGOs in mobilizing young people and sensitizations about the project. The Community based organizations consist of Indigenous people. These organizations range from students unions, self -help groups to women organizations, youth clubs and community groups.
4. The local governance in the State which comprises of the headmen, the local *Dorbar*² and *Nokma*³ (village councils similar to the Panchayati Raj) is imperative to the success of the project by adhering to local customs and to respect the systems and beliefs of the indigenous people in the project area. Consultations with traditional leaders of the respective village are mandatory for conducting any meeting/programmes relating to the project. Awareness programmes are also held with traditional Leaders to introduce/update them about the project objectives, activities and progress.

¹ Project Administration Manual

² The Dorbar is a traditional body for local governance of the Khasi and Jaintia tribes.

³ The Nokma is a traditional body for local governance of the Garo tribe.

Method of reporting:

- i. Information from PIUs are collected and collated in this document. As the contract of PMC, DSC and NGO ended on May 2019 and December 2019 respectively; this report has been prepared based on the relevant information provided by PIUs for the last six months
- ii. The report is presented through the progress matrix
- iii. The Monitoring report of grievances and consultations are presented in table format as provided by ADB.
- iv. Description of each activity is supported as in the table in appendix A

Supporting Human Capital Development in Meghalaya.

A. Social Safeguard: progress matrix.

Reporting period- January 2020- June 2020

SL No	Activities	Progress	Comments
1	Output 1. Improved teaching and learning in government-aided secondary and higher secondary schools.		
1.1	Infrastructure	<ul style="list-style-type: none"> Architectural drawings for 117 schools are in adhering to the GAP infrastructure indicator Ramps from ground to plinth are provided for DAP. 	104 schools have ramps provided and 13 schools do not have ramps.
1.2	Consultations with SMCs/construction committee of SMC.	<ul style="list-style-type: none"> 431 Consultations were held with various SMCs for School Enrollment data collection of 2019, address adherence to social safeguard elements in work sites and school. 	Due to COVID 19, most of the social consultations were put on hold However, 351 consultations were held with various SMCs during the period Jan-Sept 2020.
1.3	Consultations with Headmen and Dorbar (local village administration)	<ul style="list-style-type: none"> 20 consultations were held with traditional heads of village administration with the objective of keeping them informed about the project and to gain their support for skill training mobilization effort of the project. 	Due to COVID 19, most of the social consultations were put on hold
1.4	Training of teachers-	<ul style="list-style-type: none"> Trainings for teachers have completed. 98 % of Indigenous Teacher have been trained Social inclusion is intergrated part of the Teacher Trainings 	<u>Phase I completed</u> 2 batches MTs trained Total-108 MTs Type: <ul style="list-style-type: none"> <input type="checkbox"/> ST- 80.48% <input type="checkbox"/> SC-1.40% <input type="checkbox"/> OBC- 2.00% <input type="checkbox"/> General-16.42% <input type="checkbox"/> Others-0.66%

SL No	Activities	Progress	Comments
			<p>13 batches Head teachers trained. Total – 552 Head Teachers Type:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ST- 76.00% <input type="checkbox"/> SC-2.80% <input type="checkbox"/> OBC- 2.80% <input type="checkbox"/> General-17.00% <input type="checkbox"/> Others-1.66% <p>84 batches SHS Teachers trained Total-2871 SHS Teachers Type:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ST- 77.21% <input type="checkbox"/> SC-3.80% <input type="checkbox"/> OBC- 3.45% <input type="checkbox"/> General-13.90% <input type="checkbox"/> Others-2.36% <p><u>Phase III completed</u> 2 batches MTs trained Total-88 MTs Type:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ST- 80.00% <input type="checkbox"/> SC-1.00% <input type="checkbox"/> OBC- 2.00% <input type="checkbox"/> General-16.00% <input type="checkbox"/> Others-1.00% <p>12 batches Head Teachers trained Total-465 Head Teachers Type:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ST-76.00% <input type="checkbox"/> SC-3.00% <input type="checkbox"/> OBC-2.00% <input type="checkbox"/> General-17.00%

SL No	Activities	Progress	Comments
			<input type="checkbox"/> Others-2.00% 84 batches SHS Teachers trained Total-2797 SHS Teachers Type: <input type="checkbox"/> ST- 78.00% <input type="checkbox"/> SC-3.00% <input type="checkbox"/> OBC- 3.00% <input type="checkbox"/> General-13.00% <input type="checkbox"/> Others-3.00%
1.5	Inclusion of IP and vulnerable groups in enrollment in HS school.	Will be assessed when the schools are handed over to the department (DSEL) and the process of recognition of HS is completed.	In 2014-15 the enrollment by social category was dominated by the scheduled tribe category. ⁴ <ul style="list-style-type: none"> • There are 35 schools identified for upgradation; Now 26 schools have expressed and communicated their no objection to being upgraded, however, 7 SMC have written back to respective DSEO office saying they are no longer interested in upgradation • 6 schools have received permission from DSEL for upgradation. • 2 schools already upgraded
2	Output 2. Increased capacity and responsiveness of technical and vocational education and training.		
2.1	Encourage and promote indigenous forms of livelihood through capacity in marketing strategies and improvement in production.	<ul style="list-style-type: none"> • On track • Training packages under SCF/MSSDS has included indigenous form of livelihood, marketing strategies and production. (details in appendix 1) 	

⁴ Annual Report 2014-2015, UDISE SSA.

SL No	Activities	Progress	Comments
2.2	Ensure IP trainees are included in the trainings through: (a) Consultations (b) IEC.	1331 consultations and awareness held with communities, youth groups, women and traditional leaders to mobilize and encourage IP trainees.	<ul style="list-style-type: none"> Indicator for IP in skills training is suggested to be integrated into PPMS. Inclusion of IP in skills training and IP relevant skills is always emphasized in all the mobilization and skill campaigns in the community and schools.
3	Output 3. Increased awareness and participation		
3.1	Design a standard material for campaign that will include social economic and gender barriers and accessibility to the benefits of the project by IP.	Achieved	<ul style="list-style-type: none"> Gender framework for communication – message document developed and approved and is being used by IEC team. IP friendly IEC is designed for all purposes (education and skills and in local languages)
3.2	Translate the material into appropriate tribal languages.	Achieved (For any new materials, resource for translation to the indigenous language is available.)	Pamphlets on the project components, inclusive of IPP has been translated into Khasi and Garo and used during consultations, awareness, and mobilization meetings with community
3.3	Include IP indicators in campaigns documents including registration and reports.	Achieved	Campaigns/consultations/meetings in the project, all maintain a registration of all participants based on their gender and IP status
3.4	Conduct Vocational workshops with students giving emphasis on traditional livelihood.	32 workshops conducted through career counseling workshops.	Additional 17 career counselling workshops were held during the period
3.5	FGDs with community leaders, youth and women leaders to advocate for participation of IP.	Completed	
3.6	Consultations with Indigenous Groups in project area	<ul style="list-style-type: none"> 68 consultations with communities. 20 consultations with traditional leaders/village councils. 10 consultations with women 717 consultations held with indigenous youths/students 	<p>Though consultations with various stakeholder is continuous process; however, during this reporting period, very few consultations were held with relevant Stakeholder due to COVID 19 pandemic</p> <p>Continous learning process under MSIP programme were conducted during lockdown.</p>

SL No	Activities	Progress	Comments
4	Output 4. Improved project management and monitoring and evaluation		
4.1	Develop capacity of relevant government departments/ PIU/ Consultants	Achieved	20 workshops completed in 2015-16, with total of 391 participants from PIU I,II III and IV
4.2	IP-disaggregated data collected, analyzed and key findings disseminated to address implementation gaps	Biannual report submitted every 6 months.	IP indicators submitted to M&E designs of schools and skills.
4.3	Skills gap analysis reports covering the various districts of Meghalaya	Completed – Skill Gap Planning Report is available with PIU II. The report is ensued from the State Level Consultation on Skill Planning held in 2017 Formal report drafted on consultation with MSSDS.	
4.4	IP -disaggregated baseline data for monitoring progress in reducing skills and earning gap between ethnic groups.	As above	
4.5	Design Grievance redress Mechanism to be implemented in Project areas.	Achieved	
4.6	Monitor progress of safeguard related activities	<ul style="list-style-type: none"> • Tracking of implementation of safeguard related activities is done monthly, through analysis of field data, school visits and consultation with SMCs. • Gender Focal persons identified in PIU I, II and III, are also functioning as social safeguard focal persons of respective PIUs (I, II, III). • Bi annual reports submitted to ADB 	<p>Though consultations with various stakeholder is continuous process; however, during this reporting period, very few consultations were held with relevant Stakeholder due to COVID 19 pandemic</p> <p>Focal person for Gender and Social Safeguard Monitoring teams of PIU1 were there for tracking of implementation of social safeguard activities.</p> <p>Biannual reports are being prepared based on the information provided by PIUs</p>

B. COMPLIANCE OF INDIGENOUS PEOPLES SAFEGUARD:

1. GRM Monitoring:

A Grievance Redress Mechanism is in place, for people to submit their grievances formally. For this reporting period, there no major grievances reported. It may be mentioned, that the project is monitored monthly by Monitoring officers of PIU 1 wherein issues related to schools are addressed directly by the PIU and the DPCU. Concerns arising in the community are primarily addressed by the DCMs of the NGO at the field level and also by the DPCU till December 2019 before the end of the NGO contract. However, in this report, the monitoring had been randomly managed by DPCU and PIU due to COVID 19 pandemic

2. Consultation Monitoring (Type: Community):

The Indigenous population in the state is very predominant and holds the majority in all aspects of governance. As part of ADB policy in ensuring involvement of Indigenous people in development projects, the project SHCDM has taken this activity of having meaningful consultations with the indigenous population in all earnest. This reporting period the consultations were mostly relating to job opportunity and skill trainings. The consultations covered a population of 3611 men and women in these six months (from January 2020 to June 2020). The contents and messages in these consultations during this reporting period were mostly focused on the career counselling, skills trainings related to native trades, integrated farming and Managed Services Operating Partner

Awareness drive for Skills and Placement, Molansngi Village



Figure 1: Awareness on native trades under the project. Photo Courtesy- PIU-2

3. Consultation Monitoring (Type- Youth):

During this reporting period and due to COVID 19 pandemic, the consultations were held with youth ranged from skill trainings, Career counselling, awareness program to promote skilling, placement initiative available for Meghalaya youth

Key issues that emitted in the discussions with the youth are- apprehensions in securing a safe placement that has prospects for employment, safety of women if trainings/placements are outside the State and financial setbacks in acquiring loans for business startup. The issues were discussed at length and clarified to ensure that participants are satisfied and confident.

tion on career opportunities for youth, St. Mary's college , Shillong



Figure 2: Consultation on Skill trainings. PC: PIU-2

4. Consultation Monitoring (Type-women):

During the reporting period and due to COVID 19 pandemic, the consultation was not specific only to women. There were about 3611 people attended out of which 2135 are women. The major outcome of the consultation that benefitted women were Market Linkage through aggregator model, women led enterprise, upskilling and placement program, career counselling, support mapping and interest mapping and many others



Figure 3: Consultation on native skills. PC: PIU-2

5. Consultation Monitoring (Type- Traditional Leaders):

The Traditional leaders in Meghalaya have a huge influence in local governance and in the development and growth of their village/area. The two traditional bodies such as the Dorbar in the Khasi and Jaintia Hills and the Nokma in the Garo Hills continue to hold authority in majority of the areas in the State especially in the rural areas. Consultations with the members of these traditional bodies is the recipe to ensuring that the ground activities of the project are implemented effectively. However, during this reporting period and due to COVID 19 pandemic, the consultations were general and not specific only to traditional leaders.

Headmen meet on Career opportunities. BDO office, Jirang



Figure 4: Awareness about SHCDM- PC-PIU-2

6. Consultation with School Management Committee:

There were 351 Consultations held with the SMCs wherein 1755 SMC members attended. The SMCs play an important role in the effective implementation of the project. The key contents of discussion include: (i) Accessibility of school facilities to DAP if any. (ii) Enrollment of IP students and their involvement in careers counseling effort of the project. (iii) Safety of the students during construction. (iv) Protection of children from any untoward incidents that may harm them.



Consultation with SMC

7. Consultation with Secondary and Higher Secondary Students:

Career counseling and guidance is a regular feature to ensure that students in the project schools are aware about the project and also to guide them in making decisions over their career options. Career counseling sessions was also conducted with school drop outs. However, during this reporting period, no specific consultation was conducted with students due to the COVID 19 pandemic.

C. Recommendation:

Meaningful consultations with community, youth, women may continue to ensure

- a. young people and women should have access to information related to the nature of trainings in terms of safety and security
- b. Innovative approaches to scale up education among school dropouts such as special schools for young mothers/parents within the community/village set up, as proposed by indigenous groups can be appraised for the possibility of implementation by the State.

- c. Native skills are appreciated by the rural community and hence can enhance enrollment, retention and sustainability of trainees. Clarity on market linkages and production is required to encourage more involvement by the youth.
- d. Innovative initiatives that will boost the rural economy as suggested by local community, such as setting up a farmer's market in a common market junction (e.g. the village where the Block Office is located) will help in marketing of the products yielded by the large indigenous community in the rural areas.

Appendix - A
Supporting Human Capital Development in Meghalaya.
Social Safeguard Report - Reporting Period- January 2020 to June 2020
Annexes of consultations

SN	Date	District	Venue	Participants	Activity/ Topic
1	2	3	4	5	6
1	27-01-2020	EKH	Shillong	25	1. Courier of samples for market linkage 2. Quality testing of products 3. National level export support to the entrepreneurs
2	23-02-2020				
3	10-03-2020				
4	10-06-2020				
5	21-07-2020				
6	21-01-2020 to 16-03-2020	EKH	MSOP Office Shillong	191	Business development proposal writing / business inception support and entrepreneurship orientation / Value chain analysis
7	11-02-2020				
8	12-02-2020				
9	13-02-2020				
10	15-02-2020				
11	21-02-2020				
12	22-02-2020				
13	23-02-2020				
14	06-03-2020				
15	07-03-2020				
16	10-03-2020				
17	11-03-2020				
18	16-03-2020				
19	06-01-2020	EKH	Police Bazar & Happy Valley Polo	256	Career counselling, Multi media presentations and orientation program on skilling and placement opportunities
20	07-01-2020		Laitmukrah		
21	08-01-2020		NIIT Shillong		
22	09-01-2020		Employment Exchange Shillong		
23	31-02-2020		NIPS Lachumeire		
24	03-02-2020		Shillong Commerce College		
25	04-02-2020		ICFAI, Shillong		
26	05-02-2020		Lady Keane College		
27	11-02-2020				
28	13-02-2020				
29	18-02-2020				
30	27-02-2020				
31	15-01-2020	EKH	All Saints Hall	80	Career counselling, Multi media presentations and orientation program on skilling and placement opportunities
32	16-01-2020				
33	20-01-2020	EKH	Subham Charitable Association	26	Career Counselling of candidates
34	25-01-2020	EKH	Molansngi Village	13	Conducted awareness program and home to home visit to promote skilling / upskilling and Placement initiatives available for Meghalaya Youth

SN	Date	District	Venue	Participants	Activity/ Topic
35	27-01-2020	EKH	Rilbong	20	Conducted awareness program and home to home visit to promote skilling / uskilling and Placement initiatives available for Meghalaya Youth
36	27-01-2020	EKH	EFC / BDO office - Five Mile	35	Orientation of Entrepreneurship Activities to the village level entrepreneurs. This program was conducted with onvergence model with NREGA, Animal Husbandary Dept , MSOP and EFC
37		EKH	Wahingdoh Locality	15	Conducted awareness program and home to home visit to promote skilling / uskilling and Placement initiatives available for Meghalaya Youth
38	30-01-2020	EKH	Mawlai Mawtawar	13	Promotion of Skilling and placemnt awarenes
39	30-01-2020	EKH	iLead Center, Nongthymmai	68	Conducted a workshop on entrepreneurship awareness and Business development proposal
40	30-01-2020	WGH	Waribok village	10	Conducted awareness program and home to home visit to promote skilling / uskilling and Placement initiatives available for Meghalaya Youth
41	30-01-2020	WGH	Jengjal village	12	Conducted awareness program and home to home visit to promote skilling / uskilling and Placement initiatives available for Meghalaya Youth
42	31-01-2020	EKH	EFC Myllem	16	Orientation on Upscaling and Networking opportunity and capacity building on market linkages
43	31-01-2020	WGH	Jengjal , Baljek, agalgre	61	Orientation of youth on skilling and job placement
44	10-01-2020	WKH	Community hall - Nonglang village	26	Awareness on the need of Integrated farming
45	13-01-2020	WKH	Community hall - Nonglang village	68	Awareness on the need of Integrated farming
46	17-01-2020	WKH	Community hall - Nonglang village	77	Explaining benefits of organic farming and usage of Natural farming system
47	06-01-2020	SWKH	Community Hall- Mawthopdah	68	Need of Integrated farming
					Challenges and issues in breeding milch cattle
48	10-01-2020	SWKH	Door to Door	43	Coming up of a training centre for capacity building and hand holding of integrated farming systems
49	12-01-2020	EKH	Village community Hall - Mawlein	21	Training and capacity building of farmers with land holding of more than 2 acres
50	18-01-2020	EKH	Village community Hall - Mawlein	41	Training and capacity building of farmers with land holding of more than 2 acres
51	22-01-2020	EKH	Door to Door	32	Awareness on the need of Integrated farming
52	08-01-2020	Ribhoi	Community hall - Umsaw Nongbri	32	Awareness on the need of Integrated farming
53	13-01-2020	Ribhoi	Door to Door	34	Awareness on the need of Integrated farming
54	14-01-2020	Ribhoi	Community hall - Umsaw Nongbri	68	Awareness on the need of Integrated farming

SN	Date	District	Venue	Participants	Activity/ Topic
55	06-01-2020	EJH	Village dorbar - Tuberkaishnong	39	Need of Integrated farming
					and upcoming training centre as ARC
56	09-01-2020	EJH	Village dorbar - Tuberkaishnong	44	Awareness on the need of Integrated farming
57	10-01-2020	EJH	Block resource centre - tuberkaishnong	62	Need of Integrated farming and Market Linkage
58	05-01-2020	WJH	Government primary Community School - Nangbah	71	Need of ARC in Nangbah
59	06-01-2020	WJH	Government primary Community School - Nangbah	62	Need of Agricultural Resource Centre in Nangbah
60	10-01-2020	WJH	Government primary Community School - Nangbah	41	Integrated farming training programs in the village and its advantage
61	12-01-2020	WJH	Door to Door	22	Mobilization drive and awareness
62	06-01-2020	WKH	Pariong	30	Integrated Farming System
63	13-01-2020	SWGK	Dondaggre	12	Integrated Farming System
64	26-01-2020	SWGK	Rerapara	15	Integrated Farming System
65	29-01-2020	SWGK	Dondaggre	15	Integrated Farming System
66	17-02-2020	WGH	Upper Chigijanggre Community Hall	53	Integrated Farming System
67	22-02-2020	WGH	Upper Chigijanggre Community Hall	65	Integrated Farming System
68	25-02-2020	WGH	Upper Chigijanggre Community Hall	52	Integrated Farming System
69	06-02-2020	EKH	Nonthymmai Neng	20	Integrated Farming System
70	20-02-2020	EKH	Nonthymmai Neng	30	Integrated Farming System
71	06-01-2020	Ri Bhoi	Kyntonphanram	22	SHCDM
72	18-02-2020	WJH	Larnai	25	SHCDM
73	13-01-2020	WKH	Nongkaniang	50	Mobilization
74	28-01-2020	WKH	Mawthohbeh	70	Mobilization
75	31-01-2020	WKH	Tiehnongbah	90	Mobilization
76	20-01-2020	SWKH	Lawblei	50	Mobilization
77	03-02-2020				
78	16-01-2020	Ri Bhoi	Thadnongjauw	75	Mobilization
79	01-02-2020	EJH	Lamysiang village	14	Orientation of youth on skilling and job placement
80	01-02-2020	WGH	Amnda Rangsa village	16	Orientation of youth on skilling and job placement
81	05-02-2020	EKH	Employment Exchange, MSSDS	12	Provided details of career opportunities available in various sectors
82	06-02-2020	WGH	NYKS Dobok Jakolgre village	43	Career counselling and career support activities and awareness
83	06-02-2020	WGH	Phulbari Village	24	Orientation of youth on skilling and job placement
84	06-02-2020	Ri-Bhoi	BDO Office Jirang	45	Awareness Building / capacity building and career counselling support and activities
85	07-02-2020	EJH	Saipung village	12	Career counselling and career support activities and awareness

SN	Date	District	Venue	Participants	Activity/ Topic
86	07-02-2020	WGH	Agindarenggre village	11	Orientation of youth on skilling and job placement with partnership of NYKS
87	10-02-2020	EKH	Crew Link, Laitumkhrah	24	Provided details of career opportunities in aviation sector
88	14-02-2020	EKH	Polo Ground number 5	15	interactive discussion on market linkages and awarenss building on packaging
89	15-02-2020	EKH	ICFAI University	79	Provided details of career opportunities in hospitality/ insurance/ commerce/ aviation and IT sectors
90	18-02-2020	EGH	NRLM office, Songsak	32	Orientation of youth on skilling and job placement with partnership of NRLM
91	24-02-2020	EKH	St. Marry's College, shillong	54	Multi media presentation and orientation conducted
92	05-02-2020	WGH	Montfort Campus, Tura	51	Business development proposal writing / business inception support and entrepreneurship orientation / Value chain analysis
93	26-02-2020	EKH	Women's college	102	Multi media presentation and orientation conducted
94	26-02-2020	EGH	DC office, William Nagar	24	Business development proposal writing / business inception support and entrepreneurship orientation / Value chain analysis
95	13-02-2020	EKH	Pynursla	85	Mobilization
96	28-02-2020	EJH	longnoh	40	Mobilization
97	06-03-2020	SWKH	BDO Office Mawkyrwat	18	Orientation of youth on skilling and job placement
98	09-03-2020	EKH	MSOP Office Schillong	93	Counselling, orientation, CV developing, Interview tips
99	09-03-2020	EKH	Seng Khasi College, Pynursla	18	Multi media presentation and orientation conducted
100	13-03-2020	Ri-Bhoi	BDO office, Jirang	26	Multi media presentation and orientation conducted to brief respected headmen regarding career opprtunities
101	17-04-2020	EKH	IPE Office	55	Virtual interaction and knowledge sharing by the experts from various fields on entrepreneurship
102	30-05-2020	EKH	IPE Office	103	Virtual interaction with food industry experts to redefine the modalities during the period of covid-19
103	27-06-2020	EKH	IPE Office	192	International exposure to entrepreneurs on current situation due to pandemic and methods/ measure taken by various entrepreneurs/countries to mitigate the loss
104	25-06-2020	EKH	SOS Children's Village	18	1. Promotion of MSOP project 2. Registration and Mobilization of entrepreneurs
105	25-06-2020	EKH	MSRLS Office	25	1. Mobilization and registration of entrepreneurs
					2. identification of potentail entrepreneurs for enterprise setup support
106	12-06-2020	EKH	MBMA Office	14	
			Total	3611	

**Appendix B:
PIU 2/MSSDS- STP training packages**

PIU-2 is requested to update the information for the reporting period Jan-June 2020

SN	PKG No	Package Name	No. of Trainees	Package suited for Women	Relevant to IP
1	19	Training on Integrated Farming (Large & Medium Farms) cum Postharvest Processing with Provision for Market Linkages for Youth / Farmers in Khasi – Jaintia Region of Meghalaya, India	2375	✓	✓
2	21	Training on Integrated Farming (Small Farms) cum Postharvest Management with Provision for Market Linkages for Youth / Farmers of Meghalaya, India	1750	✓	✓
3	22	Training of Marginal Farmers and Landless Households in Integrated Farming and Rural Occupations Khasi-Jaintia Region, Meghalaya	2350	✓	✓
4	23	Training of Marginal Farmers and Landless Households in Integrated Farming and Rural Occupations Garo Region, Meghalaya	1750	✓	✓
5	24	Farming and Allied Activity Training for Women of Meghalaya	166	✓	✓
6	25	Training of Meghalaya Youth as Handloom Weaver and Pre and Post Loom Technician	1500	✓	✓
7	27	Training of Meghalaya Youth as Pottery & Native Crafts Artisan	1020	✓	✓
8	32	Training of Meghalaya Youth in Adventure Tourism	1820	x	✓
9	35	Training of Meghalaya Youth in Fashion Designing	500	✓	✓
10	37	Training of Meghalaya Youth in Welding / Plumbing / Painting	1800	x	✓
11	40	Training of Meghalaya Youth as Football Coach	312	x	✓
12	41	Training of Meghalaya Youth for Japanese Technical Intern Training Program (TITP)	60	✓	✓
13	42	Security, Hospitality, IT, Retail, Tourism, Healthcare, Beauty and Wellness	5500	✓	✓
14	102	MSOP for Industry Linkage – Captive Placement	3100	✓	✓