

TOR for Physical Education Instructor
Meghalaya Programme for Adolescent Wellbeing, Empowerment and Resilience
(MPOWER)

About the project:

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

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

Component 1: Learning Mission, Life Skills, and Career Preparation in Schools:

This component aims to enhance human capital outcomes for adolescents in government and government-aided schools across upper primary, secondary, and higher secondary grades. It encompasses three key activities.

- **Learning Mission focused** on improving literacy and numeracy through the development and distribution of remedial teaching materials, teacher training, and hiring educational providers.
- **Life Skills Education** delivered through classroom sessions and adolescent clubs using contextualised Competency and Wellbeing Framework and curricula. It includes training for teachers and youth facilitators, establishment of clubs, and provision of materials and support for club operations.
- **Academic Counseling and Career Readiness** provides career readiness interventions including teacher training, counseling sessions, interactions with professionals, and activities to enhance soft skills and digital literacy.

Component 2: Community Interventions and Pathways for Out-of-school Adolescents:

This component focuses on improving outcomes for out-of-school adolescents by engaging parents, community members, and frontline workers.

- **Community Clubs and Youth Centers** established to offer services related to health, skill development, and employment. It involves training youth facilitators, providing materials, and setting up a hub and spoke model for service delivery.
- **Community Sensitisation and Capacity Building:** Develops strategies for information sharing and capacity building among stakeholders, including parents and community groups, using digital platforms and support groups.
- **Educational and Economic Pathways:** Facilitates secondary education completion and skills training for out-of-school adolescents through bridge education, psychometric assessments, and vocational training.

Component 3: State Capability and Program Management:

This component strengthens institutional capacity for governance and outreach, supports adolescent girls' education, and manages project operations.

- **Competency and Wellbeing Framework:** Develops a framework for adolescent empowerment covering life skills, mental health, sexual health, and career aspirations, with training and curriculum rollout.
- **State Capability and Innovations:** Establishes a State Center for Adolescents and Youth, develops a youth employment strategy, and pilot innovative models for human capital improvement.
- **Project Management and Monitoring:** Provides operational support, develops manuals and guidelines, implements monitoring and evaluation plans, and establishes information management systems and grievance mechanisms.

Component 4: Contingent Emergency Response Component (CERC):

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

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

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

Under MPOWER, youth centres are being operationalised at the block level to serve as safe spaces where adolescents can participate in sports, recreational activities, and developmental programmes. These centres will also be linked with nearby schools to strengthen access to structured sports engagement for adolescents. To support this initiative, The Sports instructor will be placed at the block level to lead sports activities, connect schools with youth centres, and use sports as a platform to positively channel adolescent energy, promote wellbeing, and foster inclusive participation.

Position	Job Purpose
Physical Education Instructor (PE Instructor)	To promote adolescents' physical fitness, mental wellbeing, and positive engagement through structured and inclusive sports activities across schools and community platforms, fostering participation, teamwork, discipline, leadership, and resilience among adolescents. The role will use sports as a medium for holistic adolescent development and wellbeing, while also identifying and nurturing sports talent within the block.

Qualification:

1. Should have passed BPE (Bachelor in Physical Education)/ BPED/ MPED (Master of Physical Education)- from any Institute/University/College recognized by Government of India.
2. Candidates should demonstrate proficiency in at least one recognised sport discipline, with the ability to train adolescents at foundational and intermediate levels.
3. Preference will be given to Medal Winners who have participated at Zonal/Regional/National/International recognized championships.

Required Experience:

1. Minimum 1–2 years of experience in teaching or training adolescents in schools or community-based settings.
2. Sound understanding of rules, strategies, and tactical aspects across multiple sports disciplines, with the ability to guide adolescents in more than one sport where required.
3. Experience organising sports events, competitions, recreational activities, or youth fitness programmes.
4. Experience mentoring adolescents and promoting inclusive participation across genders and abilities.
5. Experience working with youth groups, community platforms, or school systems will be an added advantage.

Essential Skills:

1. Strong facilitation and communication skills for diverse adolescent groups.
2. Ability to design and deliver age-appropriate, inclusive sports and fitness programs.
3. Practical coaching skills in at least one sport and functional knowledge of multiple sports disciplines.
4. Sound tactical understanding of sports, including rules, game strategies, and training methodologies.
5. Knowledge of sports safety protocols, first aid, and injury prevention.
6. Ability to integrate modern sports with traditional/local games.
7. Computer knowledge and Digital literacy for documentation and reporting.

Remuneration:

Remuneration will be commensurate with qualifications, experience, and government norms.

Scope of Work:

Detailed Tasks and/or Expected Output

A. Sports and Fitness Programme Delivery

- Plan and conduct regular sports and physical activity sessions for adolescents at block-level youth centres and linked schools.
- Deliver coaching support in at least one primary sport discipline and facilitate participation across multiple sports based on local context and available facilities.
- Apply sound understanding of sports rules, strategies, and tactical approaches to guide adolescents in skill development and game participation.
- Design age-appropriate and inclusive sports activities suitable for adolescents across different ability levels and genders.
- Introduce both modern sports and traditional/local games to encourage participation and cultural relevance.
- Promote sports as a tool for building discipline, teamwork, leadership, confidence, emotional resilience, and wellbeing.

B. School and Community Linkages

- Establish coordination with schools within the block to support sports activities, training sessions, and talent identification.
- Facilitate linkages between youth centres, schools, community groups, and local institutions to strengthen adolescent participation in sports.
- Support organisation of inter-school and community-level sports events, competitions, and campaigns promoting healthy lifestyles and physical activity.

C. Talent Identification and Mentoring

- Identify adolescents with sports potential and provide mentoring and guidance for skill development.

- Encourage participation of girls and adolescents to ensure inclusive engagement.
- Support development of adolescent leaders and peer champions in sports and recreation.
- Provide guidance to adolescents on pathways for sports participation at higher levels where relevant.

D. Capacity Building and Positive Youth Development

Use sports as a medium to promote physical health, mental wellbeing, stress management, teamwork, and positive behavioural outcomes.

- Support training and mentoring of youth volunteers, community facilitators, and school stakeholders involved in sports activities.
- Promote community ownership of sports initiatives through local engagement and participation.
- Encourage healthy habits, discipline, leadership skills, and constructive use of time among adolescents.
- Support integration of sports activities with broader adolescent wellbeing initiatives under MPOWER where relevant.

F. Monitoring and Documentation

- Maintain records of adolescent participation, activities conducted, and outcomes achieved using project MIS where applicable.
- Support reporting processes at block and district levels, including monthly activity summaries and progress updates.
- Document success stories, case examples, and lessons learned from field implementation.

4. Cross-Cutting Responsibilities

- Conduct regular field engagement and apply adaptive approaches to improve programme effectiveness.
- Participate in review meetings at block, district, and State levels as required.
- Coordinate with district and block teams, schools, community stakeholders, and programme partners.

- Support planning and logistics coordination with block teams where required.
- Ensure child protection, gender responsiveness, safety protocols, and inclusive participation in all activities.
- Identify challenges and escalate issues to supervisors in a timely manner.

5. Deliverables / Expected Outputs

- Weekly sports and fitness sessions conducted across youth centres and fortnightly in linked schools.
- Increased adolescent participation in sports and recreational activities within the block.
- Organisation and support of sports events, competitions, and engagement activities.
- Identification and mentoring of adolescent sports champions.
- Monthly activity and participation reports submitted to district teams.
- Documentation of best practices and success stories.

Reporting and Supervision

The Physical Education Instructor will be placed at the block level and work under the District Programme Management Unit (DPMU) under MPOWER and will report to the designated District Sports Officer for any technical guidance and support.