



# Program Information Document (PID)

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Concept Stage | Date Prepared/Updated: 27-Aug-2020 | Report No: PIDC227283

**BASIC INFORMATION****A. Basic Program Data**

Country India	Project ID P173704	Parent Project ID (if any)	Program Name Gujarat: School Education Excellence Project (SEEP)
Region SOUTH ASIA	Estimated Appraisal Date 15-Dec-2020	Estimated Board Date 25-Mar-2021	Does this operation have an IPF component? No
Financing Instrument Program-for-Results Financing	Borrower(s) Ministry of Finance	Implementing Agency Education Department, Government of Gujarat	Practice Area (Lead) Education

**Proposed Program Development Objective(s)**

The PDO is to strengthen decentralized educational management and teacher workforce to support inclusive education outcomes

**COST & FINANCING****SUMMARY (USD Millions)**

<b>Government program Cost</b>	21,440.00
<b>Total Operation Cost</b>	1,640.00
Total Program Cost	1,640.00
<b>Total Financing</b>	1,640.00
<b>Financing Gap</b>	0.00

**FINANCING (USD Millions)**

<b>Total World Bank Group Financing</b>	500.00
World Bank Lending	500.00
<b>Total Government Contribution</b>	640.00



<b>Total Non-World Bank Group and Non-Client Government Financing</b>	500.00
Multilateral and Bilateral Financing (Concessional)	500.00

Concept Review Decision

The review did authorize the preparation to continue

## B. Introduction and Context

### Country Context

1. **India’s Gross Domestic Product (GDP) growth has slowed in the past three years, and the COVID-19 outbreak is expected to have a significant impact.** Growth has moderated from an average of 7.4 percent during FY15/16-FY18/19 to an estimated 4.2 percent in FY19/20. The growth deceleration was due mostly to unresolved domestic issues (impaired balance sheets in the banking and corporate sectors), which were compounded by stress in the non-banking segment of the financial sector, and a marked decline in consumption on the back of weak rural income growth. Against this backdrop, the outbreak of COVID-19 and the public health responses adopted to counter it have significantly altered the growth trajectory of the economy, which is now expected to contract in FY20/21. On the fiscal side, the general government deficit is expected to widen significantly to over 10 percent of GDP in FY20/21, owing to weak activity and revenues as well as higher spending needs. However, the current account balance is expected to improve in FY20/21, reflecting mostly a sizeable contraction in imports and a large decline in oil prices. Given this, India’s foreign exchange reserves are expected to remain comfortable (equivalent to over 10 months of imports).

2. **Since the 2000s, India has made remarkable progress in reducing absolute poverty.** Between FY11/12 and 2015, poverty declined from 21.6 percent to an estimated 13.4 percent at the international poverty line (US\$1.90 per person per day in 2011 Purchasing Power Parity (PPP)), continuing the earlier trend of rapid poverty reduction. Owing to robust economic growth, more than 90 million people escaped extreme poverty and improved their living standards during this period. Despite this success, poverty remains widespread. In 2015, 176 million Indians lived in extreme poverty, while 659 million—half the population—were below the higher poverty line commonly used for lower middle-income countries (US\$3.20 per person per day in 2011 PPP). The COVID-19 outbreak is likely to further moderate the rate of poverty reduction and risks people falling back into poverty. The slowdown in domestic consumption due to the necessary public health measures will adversely impact labor-intensive sectors, such as construction, retail trade, transportation, which provide livelihood opportunities for people with lower daily earnings and fewer years of schooling. The lowered demand is likely to reduce farmgate prices of agricultural commodities, increasing vulnerability for small farmers in the rural sector. Poorest households are also more vulnerable to the threat of contagion, as they are more likely to live and work in conditions where social distancing is difficult and are likely to spend a greater share of their budget on out-of-pocket healthcare expenditures if they fall sick. Government schemes to increase food allocations under the public distribution system and income support through direct transfers, social pensions and rural workfare programs are likely to contain these impacts to an extent.



3. Gujarat is the fifth-largest state in India with a population of 60.44 million<sup>1</sup>. With a Gross State Domestic Product (GSDP) of about US\$180 billion, Gujarat is the fifth-largest state economy in the country. The state has a real GSDP per capita (2005 rupees) of about US\$832, making it, on average, richer than the rest of the country. However, about 17 percent of the state population continues to live below the poverty line<sup>2</sup>. With a coastline of about 1,600 kilometers, the state has emerged as a significant logistics and export hub, especially for north India. Industry and services sectors account for 40 percent of the GSDP. However, agriculture continues to employ about 50 percent of the state population. The key industries in the state are gems and jewelry, pharmaceutical, textiles, chemical and automobile, petroleum products, and electronic goods. The state has also emerged as a leader in the area of leveraging renewable sources of energy. The state is home to a population with diverse socio-cultural backgrounds. Scheduled Castes and Scheduled Tribes share in the state population is 6.7 percent and 14.8 percent respectively. However, a poor child sex ratio of 890 and a literacy rate of about 80 percent highlight the need for the state to improve areas related to education and gender equality. Social indices vary across the 33 districts in the state, with two (Dahod and Narmada) of them being included in the Aspirational Districts Program<sup>3</sup> of the Government of India.

### Sectoral (or multi-sectoral) and Institutional Context of the Program

4. **The school education system in Gujarat caters to the educational needs of about 11.48 million students**, of whom 5.42 million are enrolled in government schools, 1.82 million in government-aided schools, and 4.24 million in private unaided schools. Government and government-aided schools account for more than 60 percent of school enrolment and teachers. Gujarat's National Achievement Survey (NAS) scores at Grade 3 and 5 are close to the national average. The state is witnessing declining enrolment in government schools. With an overall elementary school Pupil Teacher Ratio (PTR) of 27 government elementary school enrolment of about 165, the state has several small schools with low enrolment. About 25 percent of primary, upper primary, and/or elementary schools have fewer than two teachers and 21 percent have fewer than two classrooms.

5. **Inter-district variations abound.** A preliminary analysis of Unified District Information System- Plus (U-DISE+) indicators for Gujarat presents the need to view each district individually and develop planning mechanisms specific to them, as opposed to the one-size-fits-all model in the State. Several indicators highlight intra-state disparities. For example, **95 percent** of all Government schools in *Mahasena* district reported have a regular Headmaster as opposed to **29 percent** in *Amreli*. Similarly, in Government primary only schools, *Porbandar* reports a Pupil Teach Ratio of **11** compared to **34** in *Ahmedabad*. In-service training in Government schools presents a significant disparity, a **63-percentage point** difference between *Valsad* (13 percent) and *Banas Kantha* (76 percent). Learning achievement also varies across districts. A brief analysis of the NAS Achievement Scores (2017) for Gujarat highlights the intra-state disparities and districts variations. On an average, the lowest and highest performing districts have a difference range of **15-20 percentage points**, with the highest gap of **27 percentage points** between *Anand* and *Panchm Mahals* on average grade 5 math score.

6. **Gujarat has initiated multiple channels for monitoring the quality of school education provision:** The state has planned school environment reform to enhance educational outcomes through Emerging and Aspirational School of Excellence. The GOG plans to have at least one Emerging School of Excellence in each cluster to act as a hub that would cater to two to three Aspiring Schools of Excellence (spokes) for capacity building and other quality reform initiatives. GOG will support rehabilitation and creation of up to 500 Residential schools for students in geographically difficult areas. The Program could also support the development of Residential Schools of Excellence that would cater to students from

<sup>1</sup> Census of India (2011)

<sup>2</sup> "Table 162, Number and Percentage of Population Below Poverty Line". Reserve Bank of India, Government of India. 2013.

<sup>3</sup> The 'Transformation of Aspirational Districts' Programme aims to expeditiously improve the socio-economic status of 117 of the more backward districts from across 28 states of India.



disadvantaged sections. Phase wise introduction of preschool education with gradual co-location of *Aanganwadis* for greater convergence and capacity building support is expected to be started. The State's learning target is achieving grade appropriate learning outcome for grades with provision of instructional materials, teacher guides, and workbooks are provided for each student and teacher. Remedial education through *Mission Vidya* is a major reform planned by Gujarat. Institutional reform across state, district and block level educational institutions will be undertaken. *Gunotsav* that was conceived as an appraisal system of school outcomes for public funded schools. It assesses whether which school is provided with the necessary inputs to improve quality – including school infrastructure to teacher performance and students' outcomes. The state has established the Gujarat School Quality Accreditation Council (GSQAC) for school accreditation to deepen the *Gunotsav* tenets. The state has set up an Institute of School Leadership (ISL) to provide in-service professional development support to BRC and CRC officials, and school headteachers and principals.

7. **Responding to COVID 19:** The current COVID 19 pandemic has created unprecedented challenges in school education: and it is imperative to take steps to (a) mitigate the immediate risks and continue to provide education to all children; and (b) support education systems, institutions, teachers and students in such a way that they should be ready to respond to any pandemic/disaster with the sensitivity to support their inherent functional character and responsibilities. Given the unpredictability of the COVID 19 outbreak, institutional strengthening and a robust state and district architecture with a strong human interface are important to ensure a strong response to any disaster/pandemic that affects school education. SEEP will ensure this through a strong systemic reform and decentralized management strategy.

#### Relationship to CAS/CPF

8. **SEEP will deepen the fundamental doctrine of the India Country Partnership Framework (CPF) and reposition World Bank support for school education in India in two key ways:** (a) supporting *national-state partnerships* towards leveraging *state-local partnerships*; and (b) strengthening public delivery systems architecture in education through administrative and financial devolution with district level planning and management based on community participation. The India Country Partnership Framework (2018-2022) has three major objectives: (i) promoting resource efficient growth; (ii) enhancing competitiveness and enabling job creation, and (iii) investing in human capital. SEEP will invest in creation of human capital and support to the education sector to reduce learning poverty through school environment reform with process-based decentralization processes governing school improvement. The WBG's engagements in human development sectors will focus on promoting innovative practices in states, including ways to mobilize more resources into these sectors, and transmission of learning from states' innovations within national programs (such as in nutrition services or primary and secondary education) and/or through cross-state learning.

#### Rationale for Bank Engagement and Choice of Financing Instrument

9. The World Bank has been one of the major Development Partners in the school education sector in India. Since 1994, the Bank supported the GoI for the strengthening of the basic education sector to provide quality education for all through several key Programs, including the District Primary Education Program (DPEP), three phases of the Elementary Education Program (*Sarva Shiksha Abhiyan: SSA*) and Secondary Education Program. At the state level, the Bank is also supporting the enhancement of teacher effectiveness in Bihar. The Bank's experience in the school education sector will be a significant value-addition for strengthening the GoG's capacity for delivery of quality education services in specific reform areas, including needs-based teacher training, decentralized education management, governance and accountability, use of technology for teaching, training and governance reform in education.



10. Potential co-financing with partners, like the Asia Infrastructure Investment Bank (AIIB) and Asian Development Bank is being explored. This will be able to support the school education program reform process effectively. The proposed Program will be based on the comparative advantages and partnerships moving forward.

11. The justification for the use of PforR instrument for the proposed SEEP: SEEP is considered an optimal fit to support implementation of the decentralized approach to reposition GOGs focus on impact and accountability for results in the state across its varied districts. The government program is large, covering a wide range of different activities with different entities at the State and district and sub-district levels. The PforR instrument will provide penetrated vision to support institutional capacity to plan, coordinate, fund, monitor, and evaluate activities, and adjust them in response to experience on the ground. The PforR instrument presents several design and implementation advantages over alternative instruments. First, it can enable a strategic focus on the interventions through Disbursement Linked Indicators (DLIs) that provide stronger focus on accountability for results and outcomes (as opposed to inputs) and incentivize government’s ownership and implementation of critical reforms and policies; (ii) the PforR operation further strengthens the use of country systems for Program implementation including fiduciary, safeguards and monitoring arrangements; (iii) GoG has developed a sector program which is suitable for the harmonized support, and the AIIB is also expected to apply/use the PforR equivalent instrument for its financing; and (iv) PforR provides several advantages over alternative instruments in terms of flexibility and efficiency in supporting a large program with deep results orientation.

**Table 2: Program Boundaries**

Item	GOG program	Program supported by PforR
<b>Title</b>	Gujarat School Education program	School Education Excellence Program (SEEP)
<b>Objective</b>	School education management and implementation	To improve decentralized educational management to strengthen inclusive education outcomes
<b>Result Areas</b>	<ul style="list-style-type: none"> <li>• Teacher Salaries (Government Managed Schools)</li> <li>• School Infrastructure and Facilities (Government Managed Schools)</li> <li>• Scholarships, Transport Allowance and Entitlements</li> <li>• Uniforms, textbooks and scholarships</li> <li>• Transport allowance</li> <li>• Mid-day Meal Scheme</li> <li>• Assistance to Government-Aided Schools</li> <li>• School Repair and Facility Upgradation</li> <li>• Teacher Salaries</li> <li>• Reimbursements Against RTE Act Article 12 (1) (C)</li> <li>• Remedial and Bridge Education, and Learning Resources (TLM)</li> <li>• Teacher Education Institutions (TEI) and</li> </ul>	<ul style="list-style-type: none"> <li>• The Program will support the subset of the GOG program. Program Results Areas cover carved out sections of the GOG program and will not cover the program of Mid-Day Meal, National Teacher Education Program, and other centrally sponsored schemes with convergent financing.</li> <li>• The PforR Program will cover:               <ol style="list-style-type: none"> <li>1. Building institutional capacity for decentralized management- support to district and sub-district level institutions and school grants</li> <li>2. Strengthening school environment through infrastructure and upgradation support to make them functional child friendly</li> <li>3. Foundational learning and early years strengthening are a key area for reducing learning poverty.</li> <li>4. Teacher professional development with continuous professional development (CPD)</li> </ol> </li> </ul>



Item	GOG program	Program supported by PforR
	<p>Teacher Training</p> <ul style="list-style-type: none"> <li>• 7c. Teacher Educators Professional Development</li> <li>• In-service Teacher Training and Head Teacher Training</li> <li>• Management Cost</li> <li>• Monitoring and Evaluation and EMIS</li> <li>• Shagunotsav (Census Based Audit of all Schools)</li> <li>• School Safety</li> <li>• Academic Support through BRCs and CRCs</li> <li>• Twinning of Schools (Cross-learning)</li> <li>• School to Work Transition</li> <li>• Pre-primary Education and Early Grade</li> <li>• Learning Assessment and Examinations</li> <li>• State Level Assessment Surveys and CCE</li> <li>• Community Engagement</li> <li>• Media and community mobilization</li> <li>• SMC and SDMC Strengthening</li> <li>• Gender and Equity</li> <li>• Self Defense Training</li> <li>• Life Skills Training</li> <li>• Special Initiatives for CWSN</li> </ul>	<p>frameworks; state learning assessment systems strengthening with continuous and comprehensive evaluation (CCE) at classroom level with enhanced teacher capacities.</p> <p>5. Remedial programs for improving learning levels of students with learning problems</p> <p>6. Secondary education strengthening; examination reform vocational education through linkages with industry bodies like Sector Skills Councils, Apprenticeships etc.</p>
<b>Geographical Scope</b>	The State of Gujarat	The State of Gujarat
<b>Financial Envelope</b>	<p>GOG: US\$460 million approximately</p> <p>Other financial sources: US\$213 million</p> <p>World Bank: US\$500 million</p> <p>AIIB: US\$250 million</p> <p>ADB: US\$250 million</p>	<p>World Bank: US\$500 million</p> <p>AIIB: US\$250 million</p>



### C. Program Development Objective(s) (PDO) and PDO Level Results Indicators

#### Program Development Objective(s)

12. The PDO is to strengthen decentralized educational management and teacher workforce to support inclusive education outcomes.

#### PDO Level Results Indicators

- a. Decentralized district-based planning and management systems for educational outcomes in place
- b. Improved learning assessments and learning poverty reduced at Class 3 by xxx percentage points disaggregated by vulnerable groups
- c. Strengthened and accountable teacher workforce in place
- d. Strengthened Secondary Education with School to Work Transition Strategies

### D. Program Description

**Results Area 1 – Building Institutional Capacity for Decentralized Management:** This RA consists of:

13. **State level and district teams will be constituted and trained** to prepare five-year Perspective Plans which will layout broad parameters aligned with the major objectives of the Program and related components, to provide a broad direction/*framework* for district /sub district level planning. At the state level training and hand holding will be provided for preparation of a holistic perspective plan and for guiding preparation of Annual Work Plan and Budget (AWPB) at district/sub district levels by the respective planning teams.

14. **Participatory community-led planning for contextual stakeholder owned strategies:** Given the interdependence of the different Program components for the achievement of the Program objectives, district and sub district level training teams will be *provided* with a comprehensive training in decentralized, contextualized and participatory planning processes. The training will focus on creating awareness regarding potential social and educational challenges with contextual measures for identified issues and components. Given the interdependence of the different Program components for the achievement of the Program objectives, district and sub district level training teams will be provided with a comprehensive training in decentralized, contextualized and participatory planning processes. With the emphasis on ensuring need-based planning, microplanning at sub district levels including habitation and school levels could also be encouraged with support for development of Village Education plans and/or School Development plans which can inform the larger district sub district level planning. These microplanning exercises could be led by block and cluster level education personnel with participation of representatives from the schools, Integrated Child Development Services (ICD), NGOs, self-help groups, and other local experts. It would be important to allocate proportionate and equitable resources to guide and respond to the sub district level plans to ensure the credibility and effectiveness of the process.

15. **Enhancing accountability through stakeholder empowerment:** School Management Committees (SMCs) constituted at *every* elementary school in the state form one of the basic building blocks in the service delivery of school education in Gujarat. The Gujarat Elementary Education Rules 2010 highlights the government's attempts to strengthen SMCs. Allocation of tasks such as preparation of a three-year School Development Plan (comprising of three annual sub plans), as well as preparation of annual report at the end of every academic year assessing the implementation of these school development plans provide an opportunity to truly transform education service delivery by effective engagement of communities. The GoG currently provides 3 days residential training to SMC members. The Program will review these





programs, and finance strengthening of these programs to improve SMC capacity to undertake social audit, develop robust School Development Plans, and evaluate teacher attendance along with academic issues in schools for more effective school management. In addition, the Program will develop a community engagement model to enhance the participation of the community in school functioning and teacher support by empowering members with relevant technology tools to monitor teacher performance and/or attendance. The Program may also incentivize the performance of SMCs on a pilot basis in the Schools of Excellence by sharing of school services with community members (shared libraries, internet access, sports facilities, etc.).

16. A preliminary analysis shows that the urban segment forms a large component of the target group to be covered under SEEP. About 50 percent of Gujarat consists of the urban population. Within this about 50 percent belong to the age group 0-24 years; hence urban segments and urban deprived populations need special attention.

### Results Area 2 –Improving Quality of Education for Reducing Learning Poverty

17. School environment improved with improved functional child friendly schools in place: The Program will support the strategic development and rehabilitation of the school network in Gujarat with the aim of reducing learning poverty and addressing the pressing infrastructure needs in the State. The school reform will be more effective if the schools of Gujarat will become more student-centric and feature innovative teaching and learning aimed at the skills of 21<sup>st</sup>-century development. The diversity of learning approaches in schools is positively related to student performance, according to research findings. For instance, teachers that arrange small group activities and deliver learning in teams in addition to the traditional presentation model help their students achieve more in an academic perspective and also in terms of student's confidence and school perception<sup>4</sup>. The Program will support child friendly school environment support and quality reform and in 6,000 Emerging and 14,000 Aspiring Schools of Excellence.

18. Foundational Learning and Early Years Strengthened: Strengthening of foundation learning by improving access to and quality of early years learning from preprimary to grade 2 has emerged as a key priority for the state. SEEP seeks to establish a clear pedagogical continuum between Early Childhood Care and Education and early primary education as recommended in the **New Policy on Education, 2020**.

19. The package of infrastructure investments planned for Emerging and Aspiring (Elementary) Schools of Excellence will be designed/enhanced to include a pre-school classroom (where required) or refurbishment of an existing classroom with appropriate space, age appropriate toilets, and suitable classroom furniture and outdoor playground facility to support the concepts of Activity Based Learning (ABL) and Building as Learning Aid (BaLA) for the one-year preschool Program.

### Results Area 3 – Strengthened Assessment Systems with an Improved and accountable teacher workforce:

20. Reducing Learning Poverty: This component aims to reform teaching and learning to achieve instructional coherence, align curriculum, assessment and instruction, specifically related to literacy, numeracy, and socioemotional wellbeing in grades 1-3 and across higher levels post that. This intervention will be critical to reduce the expanded learning gaps because of the pandemic. There is a need to develop Structured Teacher Guides and associated material to transform teaching and learning. The Program will support the development of structured teacher guides and associated material (i.e. students' textbooks) for grades 1-3 for numeracy and literacy that follows the principles of the science of reading and numeracy, are user-friendly, and incorporate appropriate formative assessment and pedagogy.

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<sup>4</sup> <https://openknowledge.worldbank.org/handle/10986/32598>



21. The Program will support the development of a framework for CPD to establish the roles and responsibilities of the different actors at schools. Improving teaching practices in Gujarat requires strengthening the system to tailor the training to teachers' needs. Just as effective teaching should include adjusting to the learning needs of students, and effective professional development targeted to the areas in which teachers need the most support. This will be possible by having a designated individual to provide instructional support to teachers to deliver the curriculum effectively. The Program will test different implementation approaches to operationalizing the CPD Model, including utilizing technology to support teachers, trainers and instructional support staff to be more effective in their respective practices. Through the implementation of the CPD model, teachers in Gujarat will receive training and coaching support on several areas, including how to use the structured teacher guide, formative assessment, instructional strategies for literacy and numeracy skills, and core skills to remediate learning deficits; thus, allowing them to teach at each students' level. In addition to the training, teachers will receive coaching support (designed into the CPD model) that will, where possible, leverage technology readily available to teachers (e.g. WhatsApp). The CPD model will follow four principles. First, as outline above it will be tailored to the teacher needs. Second, it will be practical, using classroom simulations which incorporate the new teacher guides. Traditional professional development tends to be lecture-based, with teachers as passive listeners. Evidence indicates that active learning strategies, which involve hands-on application, are more successful in improving learning and retention. Third, CPD will be focused on specific teaching strategies for literacy and numeracy, including some core teaching strategies (i.e. establishing routines, checking for student understanding) and some specifics to the grade and subject (i.e. phonemic awareness, guided reading). Finally, it will be ongoing, as teachers needs to receive continuous support over a sustained period to ensure that new skills and knowledge are consolidated and internalized.

22. **State Learning Assessment systems will be supported through SEEP-** Gujarat uses the NCERT learning outcomes for Classes 1-8 as the main guide for what teachers should teach and students should learn in core subject areas. Textbooks and the state board syllabi form the main guides for Classes 9-12. At the classroom level, teachers use Continuous and Comprehensive Evaluation (CCE) as per the RTE Act to monitor student achievement, with the data collected feeding into students' final grades. In Classes 1 and 2, there is a special emphasis on the use of quarterly literacy and numeracy assessments to identify students who need remediation. The state conducted reviews of the quality of classroom assessment in 2015 and 2017, which revealed that teachers needed more support with formative assessment and record keeping. The state certification examinations for Classes 10 and 12 are run by the Gujarat Secondary and Higher Secondary Education Board (GSHSEB). There has been no quality review of these examinations to date, but the state is open to such a review. Data on overall learning levels are collected through three large-scale surveys – the NAS (Classes 3, 5, 8, and 10), the State Learning Achievement Survey (SLAS) (Classes 4, 6, and 7), and *Gunotsav*. These data are primarily used to design teacher training. There is no separate state-level unit to oversee this assessment work. Rather, a branch in the GCERT oversees the assessments along with its other functions. The state is receiving technical support for work on NAS, but similar support is needed for the SLAS, particularly in the area of data analytics. SEEP will support the above to strengthen classroom teaching.

23. **Remedial Programs for improving learning levels of students with learning problems** specially through improved instructional materials and blended learning strategies will be provided to strengthen access to and the quality of the remedial education Program for all schools to address the low learning challenge in the state. Remedial teaching should become an integral part of the day-to-day teaching process and take place as and when learning gaps are identified through continuous formative assessments. Intensive remedial class materials (such as workbooks and teacher manuals) will be developed. Afterschool and summer camp-based remediation led by senior/retired teachers will be rolled out phase-wise. A situation analysis of remedial teaching will be supported to review the current practices and identify critical gaps in capacity and resources for organizing effective remedial education Programs.



24. **SEEP will support development of high-quality teacher education institutions** for improved program delivery of both pre-service teacher education and continuing professional development, with an explicit focus on improving pedagogy. Academic/educational support structures like the Gujarat State Council of Educational Research and Training (GSCERT) at the state level, District Institutes of Education and Training (DIETs) at the district level and Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) at the sub-district level will be strengthened to function as local learning centres. BRCs and CRCs, the local learning centres would be supported to offer a full range of teacher education activities, including local group discussions, tutorials, remote teaching sessions and other contact sessions for collaboration between teachers and peer support. Human interface and teacher face time will be critical to make these interventions successful.

#### **Results Area 4: Strengthened Secondary Education with School to Work Transition Strategies:**

25. The State initiated a vocational education project in secondary education (Grade 9-12) in 2017/18. As of 2019/20, 122 secondary and higher secondary schools have started the vocational education program across seven trades, including health care, beauty and wellness, retail, tourism, electronics, and automotive. The State conducted industry consultations to determine the trades to be included in the vocational program. The vocational curriculum adheres to the National Skills Qualification Framework (NSQF) and uses contents developed by the Pandit Sundarlal Sharma Central Institute of Vocational Education (PSSCIVE), NCERT. The State has also developed the Gujarat Career Portal to raise awareness about job opportunities through vocational education. Teachers for vocational Programs received training through relevant Sector Skills Councils (SSCs). The SEEP Program will support the expansion and enhancement of quality and market relevance of vocational education as per the tenets of the NEP 2020.

#### **E. Initial Environmental and Social Screening**

26. Preliminary assessment reflects that the Program does not anticipate any diversion of forest land or impact on natural habitats on account of interventions proposed under the operation. However, there are deficiencies and gaps in planning of buildings/school infrastructure from a design, health and safety perspective. While over-all campus environment varies across schools and districts, it is encouraging to note that GoG is taking forward green school, safe school and Building as Learning Aides (BaLA) initiatives promoted by the Bank under SSA and RMSA.

27. On the social side, the assessment at concept stage reflects that the Program does not anticipate any land acquisition, and where required, will use existing government land. The state government follows Right to Education (RTE) norms for locating the schools, and there is no differential strategy for backward and/or tribal districts. To help in geographically difficult areas, the GOG plans to provide transport facility, which is required to adhere to child safety norms under RTE and road safety norms of MoRTH/Transport Department.

28. Going forward, as part of Program preparation, an Environmental and Social Systems Assessment (ESSA) will be undertaken by the Bank's Task Team to understand the environmental and social impacts, risks, benefits, and opportunities associated with the proposed operation. The ESSA will review the capacity of existing systems to plan and implement effective measures for environmental and social management of the Program and determine if any measures will be required to strengthen it. Based on the findings from the assessment, gaps (if any) will be identified and actions will be suggested to manage the risks and enhance benefits from the operation.

29. The ESSA will evaluate, to what degree the Program: (a) operates within an adequate legal and regulatory framework related to environmental and social management; (b) incorporates recognized elements of good practice in environmental and social management, including early screening of potential impacts, analysis of alternatives, impact management, institutional arrangements, stakeholder consultation, and responsive GRM; (c) promotes environmental



and social sustainability by avoiding, minimizing, or mitigating adverse impacts; (d) manages impact on natural habitats and physical cultural resources; (e) protects public and worker safety against the potential risks associated with construction and operations of facilities, including those in areas prone to natural hazards and; (f) gives due consideration to the cultural appropriateness and equitable access to Program benefits, with special attention to the rights and interests of the vulnerable groups.

30. The Environment Systems Assessment will focus on various elements of campus environment management to promote improved, safe and hygienic learning and teaching environment in the schools. This will include natural light, ventilation, water supply, sanitation facilities, drainage, waste management (including e-waste), energy efficiency, water efficiency, acoustics, universal access, safety, laboratory management (including safety practices related to handling of chemicals, residues, spills), and disaster preparedness (both structural and non-structural). The Social Systems Assessment, on the other hand, will evaluate differentiated access resulting from intra-state variations based on geography (rural/urban), vulnerable groups (SC/ST), children with special needs and any other socio-economic exclusionary barriers that prevent local population in taking benefit of the Program. As part of the ESSA, key stakeholders will be identified and engaged in a manner that is proportionate to the nature and potential risks/impacts of the Program.

31. **Climate and Disaster Risk Screening:** The state of Gujarat is challenged by multiple geophysical hazard risks, cyclones/storms, droughts and floods, and extreme temperature incidents. Many of these risks are expected to be further accentuated by climate change. The potential risks to education facilities covered by the project are greatly reduced through the guidelines being used by the state for school site selection, school design and construction, and the emergency response systems (state level through GSDMA and school level through training of school principals/head teachers). These guidelines and systems will be further assessed and if required, strengthened during the preparation phase. Greenfield infrastructure development is a small component of the operation. In addition, the results-based financing approach being used for the operation prioritizes inclusion of girls and students from marginalized groups. In doing so, the operation recognized the need for differentiated approaches that can mitigate the negative impact that disasters and climate change can have on girls and students from marginalized groups. Therefore, the overall risk to the outcome of the project is 'No/Low'.

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