

**GUJARAT OUTCOMES FOR ACCELERATED LEARNING
(GOAL) ADDITIONAL FINANCING
(P177915)**

**Addendum to
Environmental and Social Systems Assessment
(ESSA)**

19 April 2022



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Gujarat Outcomes for Accelerated Learning (GOAL) Additional Financing Environmental and Social Systems Assessment (ESSA)

1 PROGRAM DESCRIPTION

1.1 Background

1. The school education system in Gujarat caters to the educational needs of about 11.82 million students, of whom 5.3 million are enrolled in government schools, 1.8 million in government-aided (private) schools, and 4.7 million in private unaided schools. Government and government-aided schools account for more than 60 percent of school enrolment and teachers. The state's initiatives like *Shala Praveshotsav* (enrolment drive) and *Kanya Kelavani Mahotsav* (for girls' education) have resulted in a 24 percent increase in Net Enrolment Rate from 2003 to 2019. Similarly, there has been a significant reduction in the dropout rates across Grades 1 to 8 from 18.79 percent in 2004-05 to 3.39 percent in 2019-20.

2. Despite this progress, challenges remain. Even with high availability of teaching-learning materials (TLM) at schools and the gradual transition to competency-based, outcome-focused teaching and learning, in 2019-20, using classroom-based assessments, the state identified about 2.1 million students who were below grade 3 proficiency for reading, writing, and mathematics. Gujarat's National Achievement Survey (NAS) scores at Grade 3 and 5 are close to the national average. However, it performs below the national average for Grade 10. As per the Class 5 National Achievement Survey (NAS) 2017 (language), 12 percent students were below grade level proficiency. Further based on the Unified District Information System for Education (UDISE) 2016-17 and the population projections (2016) of the National Commission on Population, Ministry of Health and Family Welfare, Government of India, about 390 thousand (6.5 percent) of the 5.6 million children of primary school going age (6 to 10) are out of school. With an overall elementary school Pupil Teacher Ratio (PTR) of 27, and an average 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. The state has further identified learning losses of around 10 percent accruing from the pandemic, which need to be urgently addressed. To augment and strengthen existing educational facilities, investments are needed for refurbishment of infrastructure and addition of new amenities that can directly support efforts to enhance the quality of teaching-learning transactions.

1.2 The GOAL Program

3. The Gujarat - Outcomes for Accelerated Learning (GOAL) Program was prepared based on detailed sectoral analysis. The program builds on learnings of state operations, unlocking the potential of involving district governments for implementation with local flexibility and innovation. Coupled with inter-state and inter-district exchange of experience and learning, the operation would attempt uniformity of reform and outcomes in the sector. Aligned with the Government's Mission School of Excellence program (MSEP), the US\$500 million World Bank funded parent Program, the Gujarat Outcomes for Accelerated Learning (GOAL), aims to strengthen decentralized management for improved education outcomes in the state of Gujarat. The original IBRD-funded loan amount of US\$500 million to the GOAL Program was approved by the Bank Board on March 24, 2021. The Financing Agreement was signed on May 19, 2021, and the Program became effective on July 1, 2021. The closing date of the Program is September 30, 2027. Through a Program for Results (PforR) instrument, focused on operationalizing key tenets of India's new National Education Policy (2020), GOAL disburses through a set of seven disbursement linked indicators (DLIs), which are mapped to five key results areas.

4. The **Program Development Objective (PDO)** is “**to strengthen decentralized management for improved education outcomes in the state of Gujarat**”. The PDO indicators are:

- a. Stakeholder owned planning systems institutionalized
- b. Improved school quality through performance evaluation and incentives
- c. Improved foundational learning outcomes at the lower primary level, gender disaggregated
- d. Strengthened teacher development for classroom performance
- e. Improved learning environment in schools and teacher education institutions

5. The Intermediate-Outcome Indicators are:

- a. Decentralized planning systems institutionalized
 - District based planning systems enabled through capacity building for decentralized education functionaries including school-related gender-based violence (SRGBV) prevention protocols, complaint and referral mechanisms implemented
 - School level Annual Work Plan and Budgets (AWPBs) enhanced through community participation
- b. Improved foundational learning outcomes at the lower primary level
 - Access to Early Childhood Education (ECE) Programs for all preschoolers
 - Strengthened state level learning assessment systems
- c. Strengthened teacher development and school-based assessments for classroom performance
 - Teacher training and management systems strengthened for performance tracking
 - Quality remedial program based on classroom-based assessments
 - Strengthened teacher education institutions for teacher development
- d. Improved learning environment and technology infrastructure in schools
 - Performance-based selection of school for learning environment and technology infrastructure improvement
- e. Resilient Recovery from COVID-19
 - COVID-19 response strategies built in for systemic resilience

6. The GOAL Program has five Results Areas, which are:

Results Area 1: Stakeholder Owned Planning Systems Institutionalized

Results Area 2: Improved Foundational Learning Outcomes at Lower Primary Level

Results Area 3: Strengthened Teacher Development for Classroom Performance

Results Area 4: Improved Learning Environment in Schools and Teacher Education Institutions

Results Area 5: Resilient Recovery from COVID-19

1.3 The Proposed Additional Financing

7. For Additional Financing, the PDO remains the same as the parent project. The Results Framework of the parent project is being enhanced to accommodate the Additional Financing (AF) of USD 250 million from the World Bank. The AF from the World Bank will ensure more optimal coverage of the government program for learning recovery and quality enhancement. Importantly, an additional 3,000 schools will be covered with enhanced learning environments. The GOAL parent Program is also being restructured to reflect US\$250 million co-financing support from the Asian Infrastructure Investment Bank (AIIB).

Disbursement Linked Indicators (DLIs)	Proposed Change in Targets/ Disbursement Linked Results through Additional Financing	Summary of Financial Allocations to the DLIs (In US\$ million)			
		Original/parent	Restructured parent	Additional Financing	Total Revised Program

		Program IBRD - US\$500 million	Program Total financing – US\$750 million • IBRD – US\$500 million; and • AIIB – US\$250 million	IBRD – US\$ 250 million	Total financing – US\$ 1 billion • IBRD – US\$750 million; and • AIIB- US\$250 million
DLI 1. Stakeholder owned planning systems institutionalized	Yes. 3 additional districts with AWPBs approved, and show at least 75% utilization of funds against sanctioned AWPBs; and an additional 20% of SMCs trained on the development of evidence-based SDPs and AWPBs	75	Total- 112.5 IBRD- 75 AIIB- 37.5	37.5	Total- 150 IBRD- 112.5 AIIB- 37.5
DLI 2: Performance grants to schools to incentivize improved outcomes	Yes. 250 additional schools meet minimum performance criteria as per agreed standards; and 25 additional schools move to Lighthouse status	50	Total- 75 IBRD- 50 AIIB- 25	25	Total- 100 IBRD- 75 AIIB- 25
DLI 3. Improved foundational learning outcomes at the lower primary level	Yes. An additional 10 percent of teachers from schools with co-located <i>Aanganwadis</i> trained to provide academic support on ECE in 10 select districts	75	Total - 112.5 IBRD- 75 AIIB- 37.5	9.875	Total- 122.375 IBRD- 84.875 AIIB- 37.5
DLI 4. Strengthened teacher development for classroom performance	No	75	Total- 112.5 IBRD- 75 AIIB- 37.5	-	Total- 112.5 IBRD- 75 AIIB- 37.5
DLI 5. Improved learning environment in schools and teacher education institutions	Yes. Strengthened child friendly learning environment in an additional 3,000 schools	148.75	Total- 223.125 IBRD- 148.75 AIIB- 74.375	139.5	Total- 362.625 IBRD- 288.25 AIIB- 74.375
DLI 6. Improved learning assessment systems for focused remedial programs	No	50	Total - 75 IBRD- 50 AIIB- 25	-	Total- 75 IBRD- 50 AIIB- 25
DLI 7. COVID-19 response strategies built in for systemic	Yes. At least 5 virtual knowledge sharing workshop held to promote inter-state learning on	25	Total - 37.5 IBRD- 25 AIIB- 12.5	37.5	Total - 75 IBRD- 62.5 AIIB- 12.5

resilience	the Command-and-Control Centre (CCC) led pandemic response strategy; and physical/in-person exposure visits held with at least 10 other states to facilitate cross-learning on the CCC-driven evidence-based monitoring and implementation of educational reform				
Front-end fee	-	1.25	Total - 1.875 IBRD- 1.25 AIIB- 0.625	0.625	Total- 2.5 IBRD- 1.875 AIIB- 0.625
Total	-	500	Total - 750 IBRD- 500 AIIB- 250	250	Total - 1000 IBRD- 750 AIIB- 250

2 THE ENVIRONMENTAL AND SOCIAL SYSTEM ASSESSMENT (ESSA)

2.1 Environmental and Social Risks/ Impacts

8. Since there is no fundamental change in the scope of the program, there are no new/additional implications on environmental (including health and safety) and social aspects. There are no new E&S risks as a result of the pricing adjustment and/or expanded scope (in terms of number of schools to be covered). No new stakeholder groups have been identified and existing stakeholders have been appraised about the expanded scope of the Program.

9. As mentioned in the ESSA for the GOAL program, the over-all E&S impacts are likely to be positive, owing to benefits from improved learning environment in schools and enhanced capacities of teachers. The proposition for developing greenfield infrastructure is limited and proposed interventions on infrastructure augmentation primarily include upgrading/improvement works of buildings/services within existing campuses of schools. Therefore, the overall E&S risk rating remains as 'moderate', given that most of the E&S effects of the Program are likely to be localized/site specific, reversible, predictable, and can be effectively mitigated by complying to existing environmental regulations/codes/ standards/ guidelines and by strengthening the existing E&S management systems, for which ESSA has made specific recommendations.

10. The environment risks and impacts of the Program are likely to include: (i) cutting of trees/loss of open spaces while expanding school infrastructure/building footprint, (ii) risk of poor building design leading to restricted access to children/people with physical challenges and deficiencies in provision of basic services (sewage/waste water disposal; drainage; solid waste management), (iii) inadequate lighting/ventilation and thermal comfort in buildings, (iv) temporary inconvenience/disruption to school activities during execution of civil works, (v) construction related impacts on account of dust, noise, stress on water availability and improper management of debris and wastes, (vi) safety risks to students/teachers and OHS risks to workers during construction, (vii) fire and electrical safety risks. Some schools under the program may be located near forests and natural/wildlife habitat areas (more likely in Dangs, Gir Somnath, Porbandar districts of the state), requiring additional considerations/attention. However, given the greenfield infrastructure development is a small component of the program and associated concerns are likely to be of limited for this reason.

11. In addition, some key risks and issues associated with operation and maintenance stage include: (a) food safety and hygiene (in schools/early child education centres with kitchen/mid-day meal cooking arrangements and in schools/teacher training institutes with hostels); (b) management of wastes from kitchen/mess (specially in schools with hostels/residential facility); (c) management of hazardous

waste/wastewater from the laboratories, and; (d) e-waste generation from disposal of non-functional/old electrical and IT equipment.

12. Climate and natural disaster risks may be involved in the program as the state of Gujarat is challenged by multiple geophysical hazard risks (owing to state's location) like cyclones/storms, high winds, floods and extreme temperature incidents. This includes vulnerability and preparedness to deal with safe evacuation during emergencies.

13. The key social risks emerges from concerns related to access and social inclusion for children coming from poor and vulnerable community and in tribal areas; potential issues related to coordination and convergence among different department such as Tribal Development, Social Welfare, and WCD etc. for early childhood care and education (ECCE); rapidly changing demand for access to improved gadgets for ICT based teaching and learning; and the potential need for squatter removal while expansion of school infrastructure or during school consolidation exercise.

2.2 Lessons Learned from Implementation of GOAL program

14. Since the program became effective in July 2021, and with the mission in November 2021, it confirmed the environmental and social system assessment and the measures suggested are appropriate especially (a) to build capacity of the implementing agency including in design and execution of school buildings; (b) ensuring inclusion measures are considered in the design for marginalized population including women and disabled; (c) measures towards green building approach to be considered; (d) measures to be incorporated in the school toilets towards addressing menstrual hygiene management for adolescent girls; and (e) screening of new schools/facilities proposed under the program from an E&S perspective. Incorporating these features, tenders floated for 293 packages covering 4607 classrooms across 2544 schools. In addition, good progress is made in design of additional DIETs towards strengthening teacher's education incorporating the above features.

15. The Gujarat Council of Schools Education – Samagra Shiksha has also prepared the Inclusive State Strategy for School Learning Environment Development in Gujarat to ensure that it has inclusive and equitable learning environment in line with the National Education Policy (NEP) 2020 and of the United Nation's Sustainable Development Goals (SDGs) and which helps in achieving Sustainable Development Goal 4 for Quality Education and also contributes to other SDGs like - SDG 3 - Good health and wellbeing, SDG 5- Gender Equality, SDG 6- Clean Water and Sanitation, SDG 7- Affordable and clean energy, SDG 10- Reduced Inequalities and SDG 13- Climate Action. Through this the state is aiming to influence the school environment in over 40,000 government schools that Gujarat has and with over 7 million students. Under the GOAL program, this includes facilitating universal access to residential schools for the vulnerable groups; program for identification of out of school children, special training program and their mainstreaming; transport facilities for improving access to schools; initiatives for improving access and quality of learning for Children with Special Needs (CwSN); and improving learning environment in the schools for comprehensive development of the students.

2.3 Assessment of Environmental and Social Management System and Capacity

16. The ESSA for GOAL program has identified key gaps as well as opportunities for strengthening the existing operational systems and capacities pertaining to E&S issues in school education program for Gujarat which will also be applicable for the Additional Financing given there are no fundamental change in the scope of the program and its components.

17. The assessment on Environment Systems for the GOAL program benefited from the experience of implementing Environmental Management Frameworks (EMFs) developed under SSA (primary school) and RMSA (secondary school) programs of the MHRD (now Ministry of Education), both supported by the Bank. These EMFs, which include key environmental, health and safety actions, have been adopted under the Samagra Shiksha Framework (SSF) and broadened to ECE and vocational training and remain relevant to interventions under GOAL. The SSF requires school

buildings/infrastructure to be environment-friendly and provide for clean/hygienic and safe learning environment in the campus. The state of Gujarat has successfully adopted and implemented several environmental interventions on sanitation, safe water availability, energy efficiency, Building-as-Learning-Aid (BaLA), eco-clubs, inclusive infrastructure and the concept of Green Schools, which was introduced for the first time in India under SSA and continues to maintain an over-all satisfactory track record under the SSF too. The state has also initiated activities to promote 'safe schools' and this includes mitigating risks from seismic events, promote security, emergency preparedness (in case of fire/events requiring evacuation) and safer Program of fleets carrying school children. The required institutional capacity, including staffing was found to be adequate.

18. From a social perspective, the assessment revealed that to meet the core principles on land acquisition and involuntary resettlement, screening will be required to identify any potential adverse social impacts, which is currently lacking. The Samagra Shiksha guidelines provide the institutional mechanism for school education program implementation along with detailed roles and responsibilities as that and being followed in the state. It also follows the process of consultations with various stakeholders, community mobilization and includes social audits to create transparency, participation, and accountability of the program implementation at the school level. The Samagra Shiksha also identifies children of Scheduled Castes (SC), Scheduled Tribes (ST), minorities, landless workers, and children with special needs (CWSN), transgender children etc. and attempts to provide educational opportunity in an inclusive environment free from discrimination. The Right to Education (RTE) Act, 2009 further addresses the gender and social equity within a framework that is holistic and systemic. However, given about 14.8 percent population in Gujarat being tribal across 12 eastern districts of the state, there are some challenges due to local geographical terrain, socio-economic conditions, and language barriers as their mother tongue being tribal language. Hence special effort is required to ensure access and inclusion to the whole continuum of school education.

2.4 Grievance Redress Mechanism

19. In line with RTE Act 2009 - section 9, section- 24(1) and section-32 (1), the Government of Gujarat has authorized local authorities including Gram Panchayat, CRC, Taluk Panchayat and District project coordinator office in rural areas and similarly ward office, CRC, Municipal office and Administrative office in urban area. And has also specified type of grievances, the authority charged with provision, the time duration of office for its disposal, the appellate authority, and time for grievance redressal by the appellate authority. The type of grievance and related authority for redressal, time duration and appellate varies and is structured in a matrix form. The type of grievances is structured in ten clusters i.e. (1) Access related, (2) Admission related, (3) Incentive related, (4) Teachers related, (5) Infrastructure facilities related, (6) Management related, (7) curriculum related, (8) SMC related, (9) Finance and accounts related, and (10) MIS/ computer related. Anyone can make a written complaint to above mentioned authorities related to school education and RTE related issues.

20. Given that additional schools proposed under AF, falls in the same geographic area and the same institutional setup, follows the GRM system as described above. Interaction with district and Taluka level officials, School Principals, and members of School management committees during implementation mission suggests the GRM is working as designed, and there are no major issues or suggestions that emerged.

2.5 Stakeholder Engagement and Consultations

21. The ESSA for the GOAL program was prepared based on extensive consultations with Samagra Shiksha Mission at GCSE along with its Civil and Infrastructure branch, Gujarat Council of Educational Research and Training (GCERT) and other departments such as Gujarat State Disaster Management Authority (GSDMA), Tribal Development Department, Social Welfare Department, Department of Women and Child Development of Government of Gujarat (GoG). Officials of Education Department across the implementation chain at district, taluka/block level, NGOs working on education/tribal areas and members of community as part of SMCs/SDMCs, including those from tribal dominated districts

were consulted through virtual platforms. These consultations helped in preparation of the ESSA report and finalization of recommendations/actions for the Program Action Plan, and which was further firmed up based on discussions and feedback received from the state level multi-stakeholder consultation on November 26, 2020.

22. Preparation of this ESSA Addendum for GOAL Additional Financing is further benefited from a comprehensive review and discussions during the physical mission in November 2021 including field visits to select districts and schools, discussions with key stakeholders, and further exchanges/discussions for preparation of additional financing for the GOAL program.

3 RECOMMENDATIONS

23. All environment and social management actions included in the PAP, areas of improvement/recommendations and implementation arrangements agreed for the original GOAL Program, based on ESSA, remain valid and will apply to the Additional Financing by IBRD and co-financing by AIIB. The Program is also making good progress in applying agreed measures and PAP actions, including those associated with strengthening infrastructure and upgrading facilities. The findings are based on a comprehensive review during the mission in November 2021 and recent exchanges for preparation of GOAL Additional Financing.

3.1 Exclusion of High-Risk Activities

24. The following activities will be excluded from the program in view of the high environmental risk:

- Construction within all protected/forest areas (including National Parks, Wildlife Sanctuaries, Wildlife Corridors) and, within Eco-Sensitive Zones for which final or draft notifications have been published by the Ministry of Environment, Forests and Climate Change, Government of India.
- Construction or demolition within 100-meter radius of protected monuments identified by the Archaeological Survey of India or Gujarat State Archaeology Department.
- Construction, renovation or dismantling works involving ‘asbestos containing material’.

3.2 Recommended Measures to Strengthen Environment and Social Systems

25. The recommended measures aligned to the ESSA core principles for strengthening the environmental and social system for the GOAL program along with proposed Additional Financing remains the same which strengthens the systems and processes of Government of Gujarat for improved education outcomes in the state.

26. **Recommended Measures to Strengthen Environment Systems:** The ESSA for GOAL builds on the systems already in place and has identified opportunities for strengthening the existing institutional and operational capacities pertaining to environment, health and safety issues in the state’s education sector. The recommendations to strengthen environment system focus on: (a) improving implementation/outreach of existing systems/standards on EHS to address inter-district variations that exist currently (including some gaps in sanitation requirements for girls), (b) scaling-up the ‘green school’ model, and (c) addressing disaster and climate related challenges through up-stream planning, improving building/infrastructure design and sensitization/preparedness and curriculum delivery. Following this, the recommend measures include: (i) use of “green school” model/approach for all schools to be taken-up under the Program, including new construction as well rehabilitation/retrofitting works; (ii) promoting ‘inclusive infrastructure’ (for CWSN) in all schools to be taken-up under the Program, (iii) climate/disaster vulnerability assessment and integration of findings into the planning and design of infrastructure works, (iv) provision of lightening arrestors in schools, (v) strengthening menstrual hygiene management (MHM) in schools, (vi) strengthening waste management, (vii) sensitization/awareness creation on environment, climate, safety and other associated topics - targeting

teachers, students, BRCCs and CRCCs, (viii) strengthen contractual obligations/clauses on EHS management in construction contracts, and (ix) promoting environmental report cards at school/district/state level.

27. **Recommended Measures to Strengthen Social Systems:** The ESSA recommendations focus on clear mechanisms and institutional arrangements for implementation, management and reporting of E&S aspects, including: (i) screening for E&S risks and impacts for all civil works; (ii) building capacity of BRCCs, CRCCs, SMCs/SDMCs and PRIs towards awareness creation on their expected roles and responsibility to ensure accountability and redress grievances; (iii) training of BRCCs and CRCCs from tribal areas on dealing with local circumstances and setting up continued consultation with local community for awareness creation; and (iv) special efforts to be planned for addressing language related issues, teacher’s capacity to enhance overall learning outcome for tribal population based on conducting the need assessment in tribal areas. In addition, though land acquisition and/or resettlement is not anticipated, however, in case of need arises, the World Bank safeguards team may be consulted for any necessary mitigation measures. Also, given that land donation is a common practice, there is a need to ensure that it is done on voluntary basis without any coercion for doing so, and the process of donation shall be institutionalized through the process of gift deeds. These recommended measures will be applicable to the program as a whole and to the additional schools that are being proposed under the AF and strengthens the capacity of the implementing agency and their subsidiaries. With these measures in place, the state, district and field level institutions will be able to manage E&S risks in proper manner. The Program will ensure adequate resources are provided for timely and effective implementation of environment and social measures and the key recommendations will be made a part of the Program Action Plan (PAP) and will be applicable to additional schools proposed under AF.

3.3 Program Action Plan

28. From the recommendations made above, the following actions were included in the Program Action Plan towards addressing key/ critical identified gaps between the Program systems and PforR core principles and applies for the overall GOAL program including the proposed additional financing.

Action Description	Responsibility	Timing		Completion Measurement
Special efforts to be planned for addressing language related issues, infrastructure related gaps, teacher’s capacity to enhance overall learning outcomes for tribal population based on conducting the need assessment in tribal areas	GCSE	Other	Within 12 months of program effectiveness	(a) Needs assessment conducted in tribal areas and report submitted for action. (b) Based on needs assessment recommendations, plan of action prepared and adopted within the school program.
Screening of new schools/facilities proposed under the program from an E&S perspective	GCSE	Other	Prior to bid invitation for civil works	Collation of information/screening results in a report form (to be updated once in a quarter)

Action Description	Responsibility	Timing		Completion Measurement
Strengthen contractual obligations/clauses on Environment Health and Safety Management (including OHS aspects and COVID-19 related requirements) in construction contracts	GCSE	Other	Prior to bid invitation for civil works	Generic Environment Management Plan to be prepared and integrated in the bidding documents
Strengthen Menstrual Hygiene Management (MHM)	GCSE	Other	Within 12 months of program effectiveness	(a) Provisions made a part of infrastructure improvement proposal (b) Provisions in O&M guidelines for schools, including awareness creation
Strengthen waste management system, including segregation at source (including waste from laboratories, kitchen/mess and e-waste)	GCSE	Other	Within 12 months of program effectiveness	(a) Provisions made a part of infrastructure improvement proposal (b) Provisions in O&M guidelines for schools, including awareness creation

4 STAKEHOLDER CONSULTATION

29. As part of the ESSA Addendum preparation, both face-to-face and virtual discussions happened with officials of Gujarat Council of School Education (GCSE). This was also benefitted from the discussion and field visits made during implementation support mission in November 2021 by the ESSA team members.

30. A multi-stakeholder workshop is conducted on April 13, 2022 in hybrid mode with more than 30 participants including various officials from *Samagra Shiksha* state team, representatives from GCERT, and PMU; representatives from Gujarat Institute of Disaster Management (GIDM); key district level officials of Education Department from two districts; various NGOs working on education in the state; and key representatives working on Education and water, sanitation and hygiene (WASH) from UNICEF.

31. While all the participants appreciated the findings from ESSA, the feedback and suggestions from the multi-stakeholder consultation workshop is broadly grouped in a manner to inform program design and ESSA and presented below.

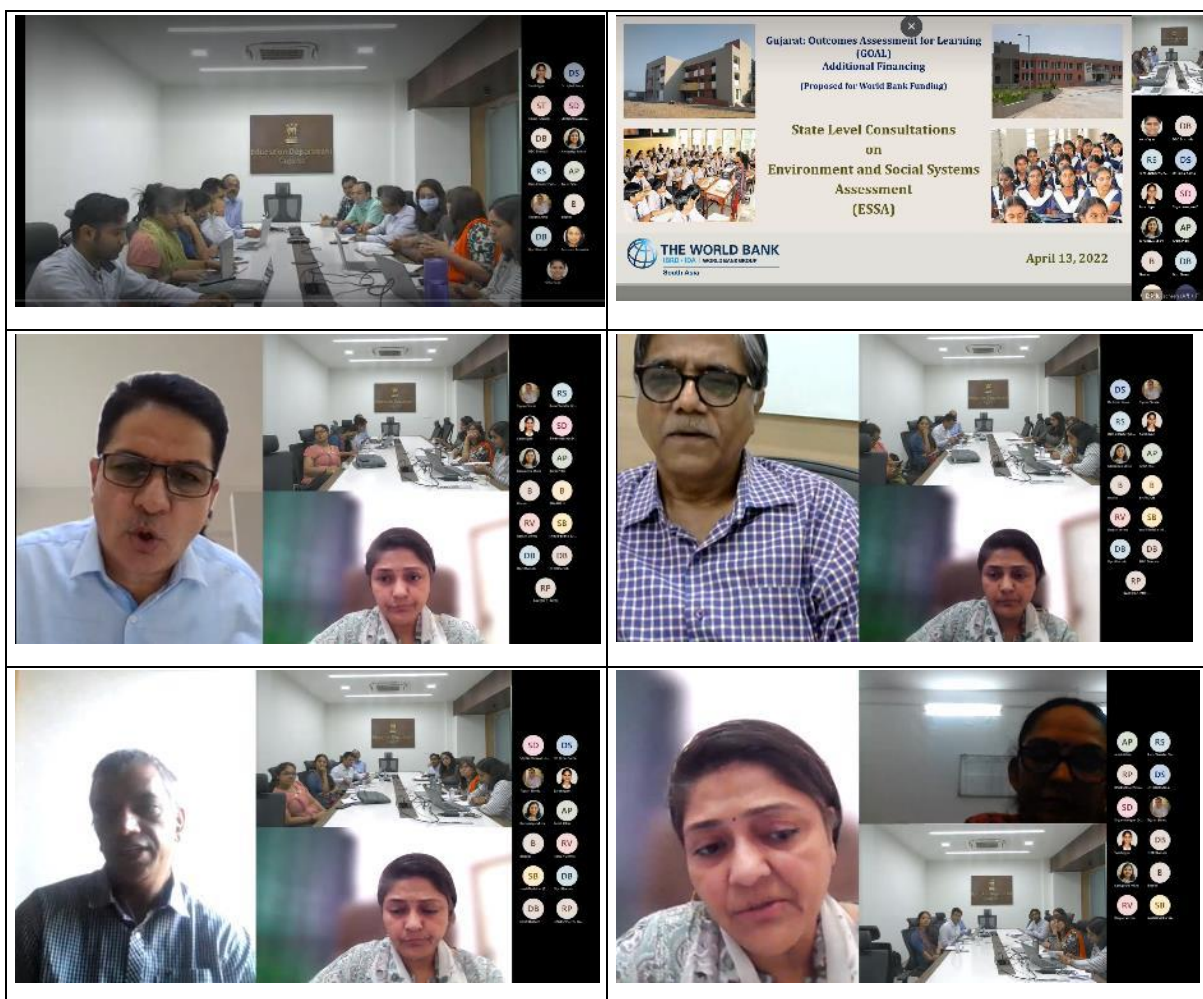
- a. As part of the school design, it is important to address the provision of space for children as per recommended standards given that some schools are utilizing its area/space in full capacity while others have scope for expansion. However, at present the area of classrooms, the layout of the campus, all standard norms are being followed in school designs – like, norms by Central Public Works Department (CPWD) - Norms for barrier-free and accessibility in schools, Compendium for Architectural Norms Guidelines for

Educational Institutes, IS Code 8827-1978 (Recommendation for Basic Requirement of School Building).

- b. Infrastructure development for building school resilience against climatic disasters is very important. The inclusive school strategies and social assessment also has been initiated to augment the school infrastructure. Also, use of local materials can be promoted as standardized material recommendation for all the schools to build vernacular schools.
- c. In past, very good facilities have been implemented in many schools in Gujarat, however, the sustainability of these facilities is very important. It has been observed in the field that O&M of infrastructure and retrofitting is in question and needs attention.
- d. There is need to address water, sanitation and hygiene related provisions and its maintenance. Outsourcing maintenance of hygiene conditions in school could be considered.
- e. The '*Mari Shala Swachh Shala*' module has been provided to all teachers in which the concept of *Swachhta* and Moderate Model of Green school has been elaborated which can be easily incorporated with available funds at school level towards sustainable practices. Also, the *Bal-Sansad* scheme has very well laid guidelines, and which can be reactivated as it gives opportunity to engage with children through this.
- f. Improvements in sanitation facilities especially focused intervention for MHM are crucial at this stage and well appreciated.
- g. There are other programs like the *Rashtriya Kishor Swasthya Karyakram* (RKSK) of the Health Department for MHM; Jal Jeevan Mission for water, etc. for which schools are the major beneficiaries. And hence there is need for convergence between these programs at all levels i.e. state, district, taluka, and panchayat level.
- h. There is for creating awareness about environmental conservation, use of natural resources, greenhouse gas emissions, and climate change among the students, teachers, and the coordinators. Also, appreciation mechanism for the teachers and students is very important to keep them motivated.
- i. Although, various grants are provided to schools, their use in implementing the concepts like green school depends on the leadership and appreciation and encouragement given to the schools. Change in attitude and behavior is very critical for implementing the green school concept. Also, traditional practices and good examples that have been used in different schools located in different geographic zones across the state should be preserved and promoted.
- j. School should be made more action-oriented, and some modules could be prepared for activities to introduce concepts like climate change in the school curriculum will be beneficial. Activities like water consumption monitoring and Rainwater Harvesting (RWH) should be started to encourage activity-based learning among students. Children to be engaged in reading water meters, understanding the RWH system, waste management, water quality monitoring, safe sources of drinking water and other activities in the school.
- k. The ongoing initiatives in Gujarat such as *Shala Swachhta Gunank*, which can be further expanded as mentioned in the recommendations and *Swachh Vidyalaya Puraskar* process across all schools in the state can also capture some of the other indicators along those lines.
- l. Environmental education and awareness about conservation are important and there is need for training and capacity building in this aspect for teachers, students and all other stakeholders.

- m. There is need for School safety plans to be prepared for all schools covering COVID like diseases and other natural disasters along with preparedness mechanism. The School Disaster Management Committee (SDMC) looks after the disaster-related preparedness of the schools, however, there is need for building further capacity in these areas and of the SDMCs. A Dashboard can also be prepared and maintained for schools so that they periodically assess their risks and vulnerabilities.
- n. There is need for bringing better clarity of roles of students, teachers, DPCs, CRCs/ BRCs coordinators, and the role of TPOs towards health and hygiene, cleanliness, maintenance, and towards environmental aspects and should be part of the communication strategy for the program.

32. While some of the suggestions are already under implementation as part of the program, the others will also be considered within the program scope to feed into operationalizing the design and further implementation.



5 DISCLOSURE

33. A multi-stakeholder workshop is conducted on April 13, 2022 in hybrid mode with more than 30 participants including various officials from *Samagra Shiksha* state team, representatives from GCERT, and PMU; representatives from Gujarat Institute of Disaster Management (GIDM); key district level officials of Education Department from two districts; various NGOs working on education

in the state; and key representatives from UNICEF. The ESSA has benefitted from the feedback and suggestions received during this consultation workshop using a mix of languages - English, Hindi and Gujarati (vernacular).

34. The draft ESSA for GOAL parent program (version dated December 7, 2020) was disclosed by Government of Gujarat since December 14, 2020. The final ESSA for the GOAL parent program (version dated January 20, 2021) has been disclosed/redisclosed in country at Government of Gujarat's website (www.ssagujarat.org) and by the World Bank's through the project portal on January 31, 2021. This ESSA Addendum will also be disclosed at the World Bank external site prior to Appraisal.

ANNEX-1: LIST OF PARTICIPANTS – ESSA MULTI-STAKEHOLDER CONSULTATION WORKSHOP

(On April 13th 2022; At Vidya Samiksha Kendra, Education Department, Gandhinagar in hybrid mode)

The List of participants includes:

From Samagra Shiksha

- Mr. Harnish Tanna, State Project Engineer
- Mr. Jitendra Vanjara, Add. State Project Engineer
- Ms. Shruti Patel, Asst. State Project Engineer
- Mr. Navneet Mehta, DEO, Bharuch
- Dr. Nipa Patel, DPC Bharuch
- Mr. Rakesh C. Patel, Teacher

From Project Management Consultant (PMC) at Samagra Shiksha

- Dr. Kamlesh Vyas, Team Leader
- Mr. Priyank Patel, Team Leader
- Mr. Deependra Thakur, Project Manager
- Mr. Anish Pillai, Project Manager-Civil
- Ms. Archana Goswami, Environment Expert
- Ms. Padmavati Mokaria, Architect Expert
- Mr. Bhavinkumar Vavadia, Civil Expert
- Ms. Shrungi Tikale, Education Expert
- Mr. Aditya Raval,
- Media & Communication

From UNICEF and NGOs

- Mr. Shyam Narayan Dave, UNICEF
- Mr. Ram Chander Singh, UNICEF
- Ms. Krati Jain, UNICEF
- Dr. Iqbal Sama, Aga Khan Education Service India (AKESI)
- Ms. Swati Bedekar, Vatsalya Foundation

From World Bank

- Ms. Neha Vyas, Senior Environment Specialist
- Mr. Tigran Shmis, Senior Education Specialist
- Mr. Ranjan Verma, Senior Social Development Consultant
- Ms. Kanupriya Misra, Education Specialist
- Ms. Sarah Iype, Consultant