Program Information Documents (PID)

Appraisal Stage | Date Prepared/Updated: 15-Mar-2023 | Report No: PIDA275710

BASIC INFORMATION

A. Basic Program Data

Country	Project ID	Program Name	Parent Project ID (if any)
India	P179249	Chhattisgarh: Accelerated Learning for a Knowledge-Economy	
Region	**Estimated Appraisal Date**	**Estimated Board Date**	**Practice Area (Lead)**
SOUTH ASIA	15-Mar-2023	25-May-2023	Education
Financing Instrument	**Borrower(s)**	**Implementing Agency**	
Program-for-Results Financing	India	State of Chhattisgarh	

Proposed Program Development Objective(s)

To improve the quality of school education and enhance access to senior secondary education

COST & FINANCING

SUMMARY (USD Millions)

Government program Cost	9,764.50
Total Operation Cost	558.40
Total Program Cost	535.15
IPF Component	22.50
Other Costs	0.75
Total Financing	558.40
Financing Gap	0.00

FINANCING (USD Millions)

Total World Bank Group Financing	300.00
World Bank Lending	300.00
Total Government Contribution	258.40

Decision

The review did authorize the team to appraise and negotiate

B. Introduction and Context

Country Context

1. **The growth rebound in FY21/22 was quick, pulled up by investment, recovering consumer demand and, a low base.** Real GDP growth has moderated from an average of 7.4 percent during FY14/15-FY18/19 to an estimated 3.7 percent in FY19/20, mostly due to (i) shocks to the financial sector, and (ii) decline in private consumption growth. Against this backdrop, the outbreak of COVID-19 had a significant impact, with real GDP contracting by 6.6 percent in FY20/21. On the fiscal side, the general government deficit widened significantly in FY20/21, owing to higher spending and lower revenues. However, with the easing of COVID-19 restrictions, Goods and Services Tax collections have crossed the INR 1 trillion mark every month since July 2021, reaching as high as INR 1.67 trillion in April 2022. The robust GST revenue collections are expected to continue as the economic recovery gathers momentum. The real GDP in FY21/22 expanded by 8.7 percent and exceeded the FY19/20 level, on the back of increased capital expenditure by the government and recovering consumer demand. Given the global concerns on significant uncertainty around the pandemic, elevated inflation, geo-political tensions, and extended supply disruptions, growth in FY22/23 is expected to be 7.5 percent. The expected recovery will put India among the world's fastest-growing emerging economies over the next two years.

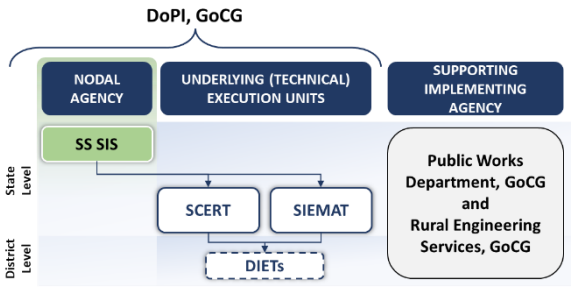
2. **Although India has made remarkable progress in reducing absolute poverty in recent years, the COVID-19 outbreak has delayed the course of poverty reduction.** Between 2011-12 and 2020-21, India's poverty rate declined from 22.5 percent to values estimated to range between 9 to 12.3 percent. However, projections of GDP per capita growth suggest that this estimated decline also includes a reversal of poverty reduction due to the pandemic. Labor market indicators from high-frequency surveys -including from the Centre for Monitoring Indian Economy suggest that vulnerability has increased after the pandemic, particularly for urban households, with a moderate recovery in 2021. Overall, the pandemic and its economic impacts are estimated to have raised urban poverty, creating a set of "new poor" that are relatively more likely to be engaged in the non-farm sector and to have received at least secondary education. To respond to the pandemic, GoI has deployed significant resources as part of the Prime Minister's *Garib Kalyan Yojana* for social assistance, including for urban poor households and migrants.

3. **Chhattisgarh is one of the faster-growing States in India. However, high poverty rates and vulnerabilities also affected by climate change are a concern.** The State has a population of over 30 million of which more than 40 percent lives below the poverty line. The share of Scheduled Caste (SC) and Scheduled Tribes (ST) in the State population is 12.8 percent and 30.6 percent, respectively. The climate in the State varies between 20 to 46 degrees, with variances across districts. The State is vulnerable to droughts and floods due to erratic monsoons and heat waves that can force extensions of the annual school summer break and reduce the number of days for instruction.

Sectoral and Institutional Context

4. **The federal setup in India treats education as a concurrent list subject, permitting policy formulation at both the Central and the State levels.** The central government provides broad guidelines and facilitates their implementation through a centrally sponsored scheme called *Samagra Shiksha (SS)*, which prioritizes expenditures that can help to

enhance the quality of school education. SS allows for bottom-up decentralized planning where states have the space to prioritize contextually relevant expenditures aligned with the recommendations of the New Education Policy (NEP) 2020 of the GoI. States are responsible for covering the cost of teacher salaries and regular school operating costs from their budget. **The Department of Public Instruction (DoPI), Government of Chhattisgarh (GoCG) is responsible for the overall planning and management of school education.** The State Implementation Society (SIS) for SS works under the aegis of the DoPI, GoCG to manage interventions. The State Council of Education Research and Training (SCERT) is the nodal educational institution that works with a network of District Institutes of Education and Training (DIETs) to manage teacher professional development, learning assessments, and remedial education. The State Institute of Education Management and Training (SIEMAT) is the nodal educational institution that provides in-service training support to school principals. The Public Works Department (PWD) and the Rural Engineering Service (RES), GoCG support the DoPI with any civil works. The SIS for SS, the SCERT, and SIEMAT have experience in implementing Bank-supported funded projects[1].



5. **Chhattisgarh has 56,303 schools of which 48,547 (86.2 percent) are government-managed, 431 (0.76 percent) are private government-aided, and the remaining 13.04 percent are private schools.** The State has a school enrolment of 6.03 million students, of which 4 million study in government-managed schools. More than 70 percent of them are SCs or STs. The Gross Enrolment Ratio (GER) steadily declines from 95 percent at elementary to 86.2 at secondary, and 57.6 percent at the senior secondary level of education.

6. **Dropout rates amongst boys, particularly in secondary and senior secondary grades, is a priority gender gap for Chhattisgarh.** The GER at the elementary level is 94.9 percent for boys, and 95.1 percent for girl students. However, a sharp decline in GER for adolescent boys is visible in the secondary (83.2 percent) and senior secondary grades (52.3 percent) as compared with girl students (89.4 and 63.1 percent respectively)[2]. Extensive stakeholder consultations were undertaken to inform preparation and identified three priority gaps[3]: *First,* limited access to quality science and commerce education, in secondary and senior secondary grades was cited as a key reason for adolescent boys dropping out of school to join the workforce. *Second,* families and communities support these decisions and prefer adolescent boys working on farms during the harvest season and getting employed in menial, informal jobs as against regular schooling. *Third,* in some areas, students face topographic challenges in accessing senior secondary schools, in which case boys are left at a disadvantage. The SS scheme supports the setting up and operation of residential schools providing free of cost secondary and senior secondary education to girls[4]. However, such options are not readily available for adolescent boys. These priority gaps overlap with existing social norms around the urgent need for boys to work to support the household income, causing high dropout rates at secondary and senior secondary levels. To address this, the Program will prioritize targeted interventions to enable access to remedial education support and improved access to quality science and commerce education at the senior secondary level for all students (boys and girls).

7. GoCG has made some initial investments towards improving the availability of science and commerce education at the senior secondary level by hiring subject specialist teachers and improving school infrastructure to support such education. The 276 schools covered thus far offer over 40,000 senior secondary school seats in the science and commerce

[1] Secondary Education Project (P118445) and India: Elementary Education III (P144447).
[2] UDISE Plus 2020-21
[3] Technical Assessment, 2022, World Bank
[4] In Chhattisgarh, such schools have a capacity of more than 14,000. However, similar support is not available for boys, since the scheme has been designed taking into consideration the national aggregate gender participation rates of school education.

streams. It is encouraging to note that they do not have any vacant seats, and that about 50.6 percent of students enrolled in the science and commerce streams at the senior secondary level in these schools are boys.

8. **The prolonged school closure during the COVID-19 pandemic has adversely impacted student learning levels.** A comparison of the results reported by the National Achievement Survey (NAS) 2017 and 2021, shows that the percentage of students below grade level proficiency in Language in Grade 3 has increased from 58 percent to 75 percent, and in Grade 5 from 59 percent to 70 percent. Similarly, the percentage of students below grade level proficiency in Mathematics in Grade 3 has increased from 54 percent to 74 percent, and in Grade 5 from 67 percent to 88 percent.

9. **The State has been witnessing a significant fall in school enrolment at the senior secondary level due to the lack of specialized streams.** Per the latest State records, 350,000+ students entering government-managed primary schooling are likely to reach the final year of secondary schooling with about 2 percent dropouts. However, only 225,000 students can transition to senior secondary schooling due to the non-availability of seats. Most senior secondary schools only provide an arts-oriented education due to the dearth of science and mathematics teachers and appropriate facilities such as labs and workshops. Less than 40 percent of senior secondary students in government-managed schools are enrolled in the science and commerce streams, while the corresponding statistic for private schools is 85 percent. To address this issue, since 2020, the government has developed 276 schools offering science and commerce education. These schools have attracted about three times more applications than the number of seats. Although crucial for ensuring continuous access to school education in sparsely populated areas with low enrolment[5], fragmented school operations have led to multi-grade teaching[6] and higher per-pupil expenditure. Where possible without impacting access to schooling for students, prioritizing the development of relatively large schools operating with a critical mass of teachers and students can promote economies of scale, improve expenditure efficiency, and decrease per pupil expenditure. In several cases, the ability to develop and operate such schools will be limited by the availability of sufficient infrastructure and facilities.

10. **The State's focus on improving access to science and commerce education at the senior secondary level directly responds to underlying shifts in its economy.** Over the past five years, while the State Gross Domestic Product (SGDP) has grown with a Compounded Annual Growth Rate (CAGR) of 9 percent, the manufacturing and services sectors have grown at a CAGR of 14 percent and 9 percent respectively. The share of the agriculture and mining sectors in the SGDP has dropped. This shift corresponds with the government's priorities with GoCG having put special emphasis on supporting the growth of the manufacturing and services sectors as part of its SDG 2030 vision

11. **The network of government-managed schools has 176,250 teachers, but the majority of teachers lack access to adequate in-service training and professional development support.** Approximately 82,000 (47 percent) teachers are teaching at the primary level (Grades 1 to 5), 47,500 (27 percent) at the upper primary level (Grades 6 to 8), and 46,750 (27 percent) at the secondary (Grades 9 and 10) and senior secondary (Grades 11 and 12) levels. Limited in-service training support is resulting in poor quality of teaching-learning interactions. Further, a lack of subject teachers in government-managed schools has resulted in Language teachers teaching Mathematics, English, and Sciences. Like all other States in India, GoCG is gradually hiring more teachers to tackle this challenge. However, such efforts get limited by the available fiscal space to hire new teachers despite the increasing availability of subject teachers in the market. In the interim, providing teachers with lesson plans as a reference or support material has been identified as a possible solution by the State. In addition, the State has begun creating a system that allows teachers to choose from a menu of training options (on subject areas and pedagogy), enabling them to benefit from specific support. However, the system

[5] The average enrolment in schools offering primary and/or upper primary education is about 65 students: roughly 8 to 10 students per grade/class.
[6] The state's PTR for schools offering primary and/or upper primary education is 20. When compared with the average enrolment per grade/class, this translates into every teacher teaching and managing two grades/classes, simultaneously, on average.

needs additional technical support and manpower to deliver a wide range of modules. Similar challenges exist in in-service professional development support for school principals and head teachers, which impacts their ability to provide high-quality pedagogical support to teachers and efficiently manage the overall school operations.

12. **Teachers' inability to support students in acquiring foundational literacy and numeracy skills has led to below-grade-level student learning outcomes at higher levels of schooling.** To address this, the state has introduced a three-month school readiness program for all children entering Grade 1 and has started an initiative that requires primary school teachers to devote a few hours to providing Early Childhood Education (ECE) to children enrolled in the nearby *Anganwadi*[7] centers. It is also planning for a universal rollout of the Teaching at the Right Level (TaRL) approach in the primary grades. Children speak more than 24 languages in the state, and teachers have limited in-service training and support materials to effectively manage multilingual classrooms. The state has identified a clear need to appropriately structure these multiple initiatives into a single multi-year, short-term, in-service training program.

13. **The lack of a standardized system to assess student learning through a diagnostic lens restricts the system's ability to identify the issue(s) and take necessary corrective actions.** The State has minimal learning assessment data as it does not have in place a system of periodic State Level Achievement Surveys (SLAS). The State does have a SAC that conducts periodic, centrally designed, and managed formative and summative assessments. However, it does not collect student or item-level data. Further, the quality of test items needs to be improved. The lack of data impacts its ability to plan in-service teacher training and support teachers in effectively facilitating remedial education programs for students. Periodic SLAS and school-based formative and summative assessments can provide the required information. However, the SAC has limited capacity and experience in these areas. Further, there is a need to plan the GoCG's SLAS in a manner that does not overlap with the grades covered under the NAS and by doing so enables the state to gain a sense of learning levels across Grades 1 to 10.

PforR Program Scope

14. Within the overarching government program, the GoCG envisions the proposed Operation to strengthen: (a) the capacity of the nodal educational institutions to improve in-service professional development support for teachers, (b) learning assessment systems and corresponding remedial education support for students, (c) development and improved management of model composite[8] schools offering science and commerce education at the senior secondary level, and (d) school management via capacity building support for principals, and School Management Committees.

15. **Results Area 1 (RA-1) – Improved in-service professional development support for teachers:** CHALK will support the SCERT to better respond to teachers' in-service training needs and will provide complementary resource materials (e.g., exemplar video lessons and digital content). For primary education teachers, CHALK will support the development and rollout of a short-term, multiyear, in-service training course to (a) facilitate a shift towards TaRL with an emphasis on foundational level competencies, and (b) provide modules on the pedagogical skills needed to effectively manage multigrade-multilingual classrooms. For upper primary and secondary education teachers, CHALK will support: (a) a shift towards need-based training where teachers have the option to create customized annual training plans from a list of subject-specific and pedagogical modules developed from SLAS data, and (b) the development and rollout of grade and subject-specific lesson plans at the upper primary, secondary, and senior secondary levels.

16. Through CHALK, the SCERT will consolidate and restructure its in-service training offerings, improving the training quality to best utilize the 10 or more days of training that teachers are required to complete in an academic

[7] Early Childhood Care and Development centers managed by the Department of Women and Child Development, GoCG
[8] Composite schools refer to institutions offering education from Grades 1 to 12. This is contrary to the existing setup where most schools only offer primary education (Grades 1 to 5), elementary education (Grades 1 to 8), secondary education (Grades 9 to 10), or secondary and senior secondary education (Grades 9 to 12).

year. For primary grade teachers, CHALK will combine the existing multiple government training into a single, short-term, multi-year in-service training course. This course will feature modules on (a) ECE pedagogy, which teachers will apply at the co-located *Anganwadis* they support, (b) the school readiness program, which the state has initiated for students entering Grade 1, and (c) TaRL, currently under development. Several concepts and academic/pedagogical aspects of these trainings overlap. Structuring the same into a single overarching course or initiative that focuses on the TaRL approach with all other aspects well placed to be subsumed under the same is a priority. The course will utilize a hybrid format, leveraging in-person and online training, classroom-based coaching, and peer-to-peer learning.

17. For upper primary and secondary grade teachers, CHALK will support the state in establishing a data-informed and need-based in-service teacher training system. During the project, the SCERT will gradually cater to teachers' needs (as recorded in an annual training plan that each teacher will input into an online planning tool recently developed by the state) by (a) developing the required modules, and (b) training academic resource persons (including DIET faculty) on these modules. Meanwhile, teachers will be required to choose from a long list of training/topics (in-person and online). To maximize efficiency, the state will implement a two-tier cascade model in which resource persons will directly lead the training. Teachers will be expected to spend at least 30 percent of their time on their customized annual training plan for pedagogical training. SLAS and sample-based periodic classroom observations will provide the information needed to improve the relevance and quality of the training modules.

18. CHALK will also support the development and provision of lesson plans for all grades and subjects at the upper primary, secondary, and senior secondary levels. These lesson plans will be duly informed by NAS, SLAS, and classroom-based assessment data. The lesson plans will be designed to reinforce key concepts that teachers should prioritize before proceeding to grade-level curriculum/competencies as defined by the NCERT. The design will facilitate teacher autonomy, enabling them to build on or adapt the plans provided.

19. **Results Area 2 (RA-2)–Improved, centrally developed, and digitally enabled student diagnostic and assessment systems** for primary, upper primary, and secondary levels of education. CHALK will support the SAC in (a) designing school-based formative and summative assessments with digitally enabled recording and analysis of student responses, and use the same to generate class and student-specific remedial education plans, and (b) strengthening system-level assessments as tools for informing education policy and practice across the state.

20. CHALK will support the State in defining clear, competency-based, learning and academic standards that will underpin all assessment activities, and in developing an assessment dashboard that will collect and report on data from all kinds of assessments. The Operation will support the development of centrally designed, school-based diagnostic assessments with complementary remedial education resources for use by teachers. It will invest in the gradual digital enablement of these assessments and facilitate a faster turnaround in marking/scoring students' responses to these assessments, collation, analysis, and communication of the results. This digital system will be designed to allow teachers to easily access student, subject, class, and school-level scores; remedial plans; and teaching resources. The focus will be on enabling teachers to simultaneously gain access to class or student-specific remedial plans, as they score the students' responses to the formative or summative assessment. CHALK will also support the state in developing, implementing, and analyzing periodic SLAS, and other large-scale assessments of the GoI. Improving the quality and relevance of test items, test administration practices, and depth of analysis will be key areas of focus.

21. **Results Area 3 (RA-3)–Decentralized school development and management for efficient and effective operation**: CHALK will facilitate a shift to context-specific infrastructure development and refurbishment, and management of schools via incentives for operating at economies of scale, greater operational efficiency, and better teacher effectiveness. At least 600 schools will be transformed into model schools that: (a) are large composite (Grades

K to 12) schools, each managed by a semi-autonomous school management society[9], (b) are set up to operate with a critical mass of teachers, recruited flexibly to meet the school's needs, and a school principal appointed via a merit-based selection process, (c) provides science and commerce education at the senior secondary level with associated facilities, including, science and ICT laboratories, smart classrooms, and (d) have periodic school monitoring with parents' participation to facilitate greater accountability, proper maintenance of facilities, and better utilization of resources. The Operation will also support minor repair of facilities (classrooms, toilets, and drinking water facilities) in the smaller schools that operate around the model composite schools.

22. The Operation will support the GoCG's efforts to improve the efficiency and effectiveness of at least 600 schools by enhancing them to operate as model composite schools that can provide improved quality education to many students through better availability of teachers, strong school leadership and management, and adequate learning facilities. These schools will help the government in improving access to science and commerce education at the senior secondary level for students from SC, ST, and OBC communities and the economically weaker sections of society. These schools will be developed in rural blocks where the community primarily relies on the coal sector for employment and income. All will be mixed/co-educational schools in rural areas. The State will set up at least two additional schools in each of its 146 administrative blocks, and the remaining will be proportionately distributed across administrative blocks based on the underlying number of students completing their secondary schooling serving as a proxy for the demand for senior secondary schooling.

23. The more than 600 model composite schools (1.25 to 1.5 percent of the total number of government-managed schools) are expected to serve between 725,000 to 800,000 students (about 20 percent of students enrolled in government-managed schools) and will employ more than 15,000 teachers (about 7.5 percent of teachers teaching in government-managed schools). These schools will also employ close to 6,000 support staff (guards, janitors, cooks, and helpers for preparing school meals, and so on). This will help enhance on-campus hygiene and safety and allow for better maintenance of infrastructure and facilities. CHALK will support infrastructure development and refurbishment across 300 of the 600 schools with a focus on improving the learning environment, providing facilities essential for supporting science and commerce education at the senior secondary level, setting up residential facilities for boys[10] in blocks with low population density and poor physical connectivity, and a set of critical management reforms (summarized below). In addition, the state has identified up to 425 schools that have the necessary infrastructure/facilities and can be strengthened to operate as model composite schools through the set of management reforms (summarized below). At least 300 of these will be strengthened with the required quality reforms to meet the model composite schools' status.

Area of School Operation	Prevailing Landscape	Proposed Shift
Level of School Education Offered	Primary (Grades 1 to 5), or Elementary (Grades 1 to 8), Secondary (9 to 10), or Senior Secondary (Grades 11 to 12)	Composite School (Pre-primary to Grade 12)
Average Enrolment	65 at primary and/or upper primary schools to 200 students at schools offering secondary and/or senior secondary education	700 to 1,200 students
School Principal	Seniority based promotion	Seniority plus merit-based selection whilst considering experience/ seniority

[9] Given the emphasis of the RTE Act (2009) on decentralizing the management of schools, in the context of the Operation, under the directives issued by the GoCG, a semi-autonomous school management society refers to a governance setup under which a school is registered as a setup that has the flexibility to plan and manage its operations under the direction of a management board comprising of a district level administrative officer, the school principals, and community representatives.
[10] Residential schools for girls are already available across the state and supported under the Kasturba Gandhi Balika Vidyalaya initiative under the centrally sponsored scheme for school education (Samagra Shiksha). These schools identify out-of-school girls, enroll them in residential schools, and provide them with bridge education, and intensive remedial education to bring them to par with grade-level academic expectations. No such initiative is available for boys. However, where necessary, the Operation will also be leveraged to setup or expand residential facilities for girls as well.

Teacher Availability	Each teacher managing 2-3 grades; English, Science, and Mathematics teachers are not available as required	At least one teacher per grade; Subject specialized teachers; Senior faculty available to mentor teachers
School Management	Directly under the purview of the DoPI	A semi-autonomous society with greater autonomy for school-level planning, budgeting, and management

24. CHALK will also support the development and roll-out of a school performance evaluation tool which will consider parents' feedback whilst periodically assessing the functioning of the model composite schools. Each school will be set up as a semi-autonomous society with the participation of district-level administration. This will help facilitate expedient response to administrative and operational issues at the school. Environment and social aspects will be a focus area under the tool. School safety, School Related Gender Based Violence (SRGBV), the functionality of Grievance Redressal Mechanisms (GRM), maintenance of facilities, transparency in admissions processes, and teachers' availability, will all feature prominently in the tool. In this direction, the operation will support the SIEMAT in developing and rolling out corresponding capacity-building support for SMCs. It will also support the State in subsequently developing a lighter version of the tool that would be relevant to cover all government-managed schools.

25. **Results Area 4 (RA-4)–School leadership development:** CHALK will support the SIEMAT in providing in-service academic and administrative leadership training to school principals, helping them gain improved mastery in school leadership competencies, Disaster Risk Management (DRM), and SRGBV.

26. The success of the Operation would depend on the grassroots-level behavior changes that would be led by decentralized education functionaries and school leaders. School principals will be key to ensuring that schools operate with greater efficiency and effectiveness. They will be critical in realizing the success of the operation's investments toward the provision of need-based professional development support to teachers. In this direction, CHALK will provide school leaders with access to relevant opportunities for professional development to improve their competency in key leadership skills. In line with the nodal national institutions' framework(s), the focus will be on the following skills: (a) self-awareness, (b) self-management (c) communication, (d) influence, (e) conflict management, (f) collaboration, (g) managing curriculum and instruction, (h) promoting a learning culture, (i) coaching and feedback, (j) data-driven instructions, (k) managing school resources and systems, and (l) managing financial resources. A system of periodic, online psychometric self-assessments such as the World Management Survey will be developed to enable the school leaders to ascertain their performance on these leadership competencies and identify the areas that they would want to work on. The SIEMAT will accordingly plan and provide them with the necessary support.

27. **The mapping of the Government program and the boundary for the PforR Program are summarized below.**

	Government program	PforR Program	Rationale for non-alignment
Objective	To facilitate post-COVID education recovery by strengthening teaching-learning and supporting the State in implementing the vision of NEP 2020	To improve the quality of school education and enhance access to senior secondary education	The PDO provides greater outcome orientation and facilitates the measurability of results. It prioritizes results aimed at accelerating recovery from the learning losses caused by the COVID-19 pandemic.
Duration	July 2023 to December 2028		
Geographic coverage	All government-managed and government-aided schools	All government-managed schools	To ensure that CHALK benefits the underserved communities, the PforR Program will only support government-managed schools where the majority of students are SC, ST, and OBC, and/or belong to low-income households
Results areas	**RA-1:** In-service teacher professional development | **RA-2:** Improved student diagnostic & assessment |	**RA-1:** Improved in-service professional development support for	**RA-1** expands the purview of support to teachers to cover in-service training and provision of resource materials| **RA-3** would restrict focus on a limited number of schools, incentivizing system-level reforms to support the

	RA-3: Universal access to elementary and improved access to secondary education (school construction, mid-day meal, student entitlements, and salaries) | **RA-4:** School leadership development | **RA-5:** pre-service professional development programs | **RA-6:** Improved access to vocational education	teachers| **RA-2:** Improved student diagnostic and assessment systems | **RA-3:** Decentralized School Development and Management for Efficient and Effective Operation | **RA-4:** School leadership development	development and management of model composite schools with high enrolment, sufficient subject teachers, and adequate infrastructure and facilities | **RA-5** of the Government program is excluded given that Post-2024, pre-service training will be under the purview of the Department of Higher Education | **RA-6** of the Government program is excluded as the state has initiated a model wherein students can simultaneously pursue their school leaving certificate and a degree from an Industrial Training Institution. Support to the latter is covered under an existing Bank project - Skill Strengthening for Industrial Value Enhancement (P156867)

28. The PforR Program will be complemented by a small Investment Project Financing (IPF) IPF Technical Assistance (TA) Component will extend capacity-building support to nodal education institutions through the engagement of technical experts for (a) providing in-service training to teachers, (b) developing resource materials for remedial education, and (c) managing learning assessments. It will also support the hiring of a vendor to develop the State's Education Management Information System (EMIS), and the engagement of a Project Management Consultant (PMC) and an Independent Verification Agency (IVA) for the validation of results under the Program.

C. Proposed Program Development Objective(s)

29. **PDO:** To improve the quality of school education and enhance access to senior secondary education.

30. **PDO Indicators:** For measuring the quality of school education – (a) Increase in Grade 4[11] SC, ST, and OBC students at and above grade level proficiency in Language and Math (percentage), (b) Increase in school completion rate[12] at the secondary level (percentage), of which males (percentage); and for measuring access to senior secondary education – (c) Increase in enrolment in senior secondary education under science and commerce streams in government-managed schools (number), of which male (number).

D. Environmental and Social Effects

31. **E&S Risks/Impacts**: The overall E&S impacts of the CHALK Program are likely to be positive owing to benefits from enhanced quality of schools and teachers' capacity and improved learning environment. The project does not anticipate any land acquisition and/or any land restriction, and where required will use government land. The key social risks and impacts emerge from (a) limitations on institutional capacity for E&S activity implementation, (b) gaps in following fire safety norms in the schools, (c) lack of provisions for universal access to students and teachers, (d) lack of a fully structured mechanism for the maintenance of various facilities and equipment leading to disruption in services, (e) lack of systematic need assessment and planning for infrastructure in schools, (f) over-crowding of students in tribal hostels, (g) limitations to the decentralized capacity for geographic and needs-based planning to address any pending gaps in the area of equity and access, especially among tribal and backward areas, and (h) need for strengthening grievance redress mechanism to facilitate a system of escalation and consolidated monitoring and reporting.

32. On the Environment side, there is a need for (a) institutional capacity development for environmental aspects at the State, District, School, and SMC Levels, (b) training on environmental management, and (c) strengthening of

[11] An assessment at the Grade 5 level will be preferred as it measures learning levels towards the end of primary schooling. However, Grade 5 is covered under the NAS carried out by the MoE, GoI. The frequency of the NAS does not align with the program mid-line and end-line. Therefore, the program proposes to use the Grade 4 assessment that will be carried out by the state.

[12] The indicator records the percentage of students enrolled in grade 9 who subsequently pass the secondary school leaving examination held at the end of grade 10.

guidelines and preparation of online tools to aid environmental monitoring and long-term maintenance of facilities, equipment, and school environment. Environmental risks and Impacts associated with the location of school premises, air/noise pollution in mining areas, noise, dust and disposal of construction waste, resource utilization during construction, improper disposal of solid waste, lack of proper e-waste management, water, sanitation, and hygiene (WASH) issues, lack of proper drinking water (borewells and Reverse Osmosis), not choosing correct tree species for air, noise pollution as per local biodiversity; and lack of integration of renewable energy in school designs. **OHS and CHS** issues include fire and electric safety, possible traffic incidences with construction vehicles on school premises; inconveniences, and disruptions to school activities during the construction period, and possible health and safety issues for the students, teachers, workers, and the larger community.

33. **Assessment of borrower's capacity and systems:** Capacities and systems at the SIS for SS, PWD, and RES were assessed. The SS guidelines provide the institutional mechanism for school education program implementation along with detailed roles and responsibilities that are being followed in the state. It also follows the process of consultations with various stakeholders, and community mobilization with an aim to create transparency and accountability in the program implementation at the school level through the participation of community members and other stakeholders in SMCs. While the SIS for SS, follows the SS guidelines, it requires the capacity enhancement and further strengthening of coordination mechanisms with other government departments and stakeholders both at state and district levels. The PWD has the capacity to undertake the school construction work, as they have experience in constructing and maintaining schools in Chhattisgarh. They have their own structural design and electric and mechanical teams, labs to test water portability, and the ability to connect with other agencies, as needed, to meet any specific needs required by the individual clients. The RES department has a presence in each district and works together with the district collectors. They have the capacity for all kinds of repair, maintenance, and small construction and upgradation work. Off late, civil works across schools have mostly been managed by the RES.

34. **Recommended Measures to Strengthen E&S Systems:** The recommendations to strengthen social system focus on: (a) strengthening E&S risks management through initial screening for civil works, (b) instituting the mechanism of developing School Improvement Plan by the SMCs before the detailed DPR is prepared for school infrastructure creation, (c) promoting school design to include fire safety norms including ensuring multiple entry-exit points, inputs from Public Health Engineering/Horticulture/Ground Water Board, (d) incorporating green building design principles, universal access features in line with SSF guideline, (e) undertaking needs assessment for hostel facilities, (f) developing a mechanism for enhanced capacity and participation of SMCs in decision-making for school improvement including, mechanisms for monitoring and maintenance of facilities, and (g) strengthening the grievance redress mechanism especially to include a system of escalation and consolidated monitoring and reporting. In addition, the SS-SIS should also include nodal officials responsible for coordinating, guiding, supervising, and implementing key E&S actions.

Legal Operational Policies

	Triggered?
Projects on International Waterways OP 7.50	No
Projects in Disputed Areas OP 7.60	No

Summary of Assessment of Environmental and Social Risks and Impacts (With IPF Component for PforR)

35. **The E&S risk for the IPF-TA component is assessed to be low.** Activities under the proposed IPF TA component are not expected to have any adverse social or environmental risks or impacts and will be restricted to capacity building of state nodal implementing agencies, consultancy/advisory services, and preparation of EMIS. The IPF component will not support any aspects related to school infrastructure and facilities, therefore, will not support any civil works activities. The relevant ESS(s) for this TA are ESS1: Assessment and Management of Environmental and Social Risks and Impacts, ESS 2: Labor and Working Conditions and ESS 3: Resource Efficiency and Pollution Prevention and Management, and ESS10: Stakeholder Engagement and Information Disclosure. Given the limited nature of the activities an ESCP integrating the LMP, and SEP actions were created, to monitor the E&S risks, with timeframes that will be followed. No other E&S instruments were viewed as needed to manage the risks & impacts of this component. The ESSA discusses the gaps in capacity to manage waste including solid waste, packaging waste (including plastics), and e-waste generated, if any, from MIS development activities and training programs. ESSA suggests mechanisms to better recycle/upscale, treat, and dispose of wastes as per existing national regulations and follow a 'Green Protocol' in all training and capacity-building activities. The E&S Cell at SIS, with support from staff from the PMC being engaged by the SIS, will support, supervise and monitor E&S management associated with implementing the activities supported by the IPF component.

36. **ESS10 Stakeholder Engagement and Information Disclosure**: The stakeholders of the TA activities will encompass a broad range of institutional actors such as SCERT, SIEMAT, and the SS-SIS and other sub-sections of the DoPI, GoCG along with the recipient of capacity building i.e., district, block and cluster level officials of DoSE and the Principals and teachers in the schools. The IPF-TA component will follow the existing mechanism under the Samagra Shiksha framework for consultation with each of the stakeholders and in achieving the results. The modes and frequency of engagement will be determined by the needs of the program. Information about the project will be made available to stakeholders through DoPI websites and other means of communication and already established mechanisms of sharing information and seeking feedback.

37. **ESS2 Labor and Working Conditions**: Apart from the direct workers in various Directorates and units of DoPI such as SS-SIS, SCERT, SIEMAT other sections of DoPI, who follow the established GoCG norms of employment, the IPF-TA component will have contracted workers engaged in consulting firms providing support complementing the CHALK program. With respect to contracted workers under the consulting firms, provisions of ESS-2 relating to terms and conditions of employment, non-discrimination and equal opportunity, worker's organizations, provisions on working conditions, management of workers relationships, occupational health and safety (including personal protective equipment, and emergency preparedness and response), code of conduct (including relating to SEA and SH), forced labor, child labor, grievance redress management will apply. The provisions to address the ESS2 requirements is integrated into the ESCP, given the level of risk of this component.

38. **ESS3: Resource Efficiency and Pollution Prevention and Management:** The development of the state's EMIS, if at all, may generate some e-waste and solid waste (including plastics, and paper) in the nodal institutions. India has guidelines for the disposal of electronic waste under the E-Waste Management Rules, 2016 (amended in March 2018), and Solid Waste Management Rules, 2016. As the EMIS development will be supported by vendors, it is important that all involved parties—SIS, GoCG, schools, and other entities have systems in place to manage the waste efficiently by segregated storage, reuse/recycling, and disposing-off this in an environmentally appropriate manner at end-of-life through authorized agencies. ToRs for the MIS work will include requirements for arranging the disposal of equipment in line with local and national regulations and following good international industry practices (GIIP) for segregation, collection, transportation, reuse, recycling, and disposal. A Waste Management Plan is included in the ESSA of this program, and any waste generated as the result of MIS development will have to be managed/disposed as per the guidance provided in the ESSA. A commitment, under section 3 of the ESCP, has been included for the client to comply with in such circumstances.

39. **Key ESCP Measures Suggested by and/or Agreed with the Client:** SIS and GoCG will (i) maintain through project implementation the current organizational structure, within SIS, with qualified staff and resources assigned to support Environment & Social (E&S) tasks and management of ESHS risks and impacts of the Project, including one individual who is well versed on E&S issues and able to carry-out E&S due diligence, as needed, in accordance with the World Bank ESF standards; (ii) adopt and implement throughout project implementation the LMP requirements in accordance of ESS2, including, provisions on working conditions, management of workers relationships, occupational health and safety (including personal protective equipment, and emergency preparedness and response), code of conduct (including relating to SEA and SH), forced labor, child labor, grievance arrangements for Project workers, as well as, applicable requirements for contractors, subcontractors, and supervising firms; (iii) SIS will follow the waste management guidance provided in the Environment and Social Systems Assessment (ESSA) of the project for this component, to manage any e-waste, solid waste, hazardous and non-hazardous wastes generated; and (iv) Adopt and implement SEP and GRM activities as detailed in the ESCP

E. Financing

40. **Program expenditure framework and financing:** CHALK will account for about 5.5 percent of the government program, and 48 percent of it will be financed via counterpart financing. Over the last three years, the government program has grown at a Compounded Annual Growth Rate of about 4.6 percent. This should help sustain the operation's results.

Source	Amount (US$ Million)	Percentage
Overall government program	9,764.5	
Of which, the state budget	9,441.8	97
Of which, *Samagra Shiksha*	322.7	3
CHALK Program[13]	535.8	
Counterpart funding (state budget and *Samagra Shiksha*)	258.3	48.2
International Bank for Reconstruction and Development	277.5	51.8
IPF Component supporting CHALK Program	22.5	

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[13] Includes Other Costs (Front End Fee) of US$750,000

Borrower/Client/Recipient

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