



# Concept Environmental and Social Review Summary

## Concept Stage

### **(ESRS Concept Stage)**

Date Prepared/Updated: 11/15/2022 | Report No: ESRSC03063



**BASIC INFORMATION**

**A. Basic Project Data**

Country	Region	Project ID	Parent Project ID (if any)
India	SOUTH ASIA	P179249	
Project Name	Chhattisgarh: Accelerated Learning for a Knowledge-Economy		
Practice Area (Lead)	Financing Instrument	Estimated Appraisal Date	Estimated Board Date
Education	Program-for-Results Financing	3/10/2023	4/28/2023
Borrower(s)	Implementing Agency(ies)		
India	State of Chhattisgarh		

Proposed Development Objective

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

Financing (in USD Million)	Amount
IPF Component	20.00
Total Project Cost	9786.00

**B. Is the project being prepared in a Situation of Urgent Need of Assistance or Capacity Constraints, as per Bank IPF Policy, para. 12?**

No

**C. Summary Description of Proposed Project [including overview of Country, Sectoral & Institutional Contexts and Relationship to CPF]**

The focus of the IPF component will be to facilitate the provision of capacity-building support to the state's nodal educational institutions (State Council of Education Research and Training, State Institute of Education Management and Training, and State Assessment Cell). This will be managed through need-based engagement/procurement of technical experts and service providers, and advisory support from Civil Society Organizations (CSOs) and academic centers of excellence. The support provided by these experts/institutions will help in designing teacher professional development materials and guidebooks, resource materials for remedial education of academically weak students, development of student learning assessments, and training programs for school leaders and decentralized education



functionaries. The Program for Results (PforR) instrument will support the delivery of these training/resources through state systems, institutions, and teacher educators/resources.

In all cases the materials and resources developed would be required to align with national guidelines, legislation, and curriculum and learning competency frameworks; including aspects related to inclusive education for Children with Special Needs (CWSN).

The IPF component will also support the contracting of a software development firm for creating the state's Education Management Information System (EMIS). The IPF component will not support the purchase of any additional IT hardware, equipment or servers by the state government. The IPF component will also not include support on aspects related to school infrastructure and facilities.

#### **D. Environmental and Social Overview**

D.1. Detailed project location(s) and salient physical characteristics relevant to the E&S assessment [geographic, environmental, social]

This C-ESRS is to cover the E&S risks and impacts of the IPF component of the Chhattisgarh Accelerated Learning for Knowledge-Economy project, which is a PforR. The IPF component will facilitate the capacity-building and advisory services activities for the nodal education institutes as stated in the project description. The project will be implemented in the state of Chhattisgarh, which lies in the center-east of India, where parts comprise of the Chota Nagpur plateau. It has an area of 135,191 sq km making it the tenth largest state in India.

The state has a population of about over 30 million, comprising a high number of Scheduled Tribes, or STs (about 31%). Scheduled Castes (SCs) are about 13% of the total population. STs are mostly in the forested areas, primarily in the southern parts of the state. According to Census 2011, out of 27 districts in Chhattisgarh, 19 districts (13 districts fully and 6 districts partially) are notified under Scheduled V areas with 7 districts having more than half their population being STs. About 6.6 million children are in the school-going age group (ages 6 to 18).

#### **D. 2. Borrower's Institutional Capacity**

State Implementing Society (SIS) for Samagra Shiksha will act as the nodal agency for implementing the project with the Department of Education of the Government of Chhattisgarh (GoCG). SIS and GOCG have limited experience with ESF. The E&S risks of the proposed activities and institutional capacity to manage these will be assessed during the project preparation through an Environment and Social Systems Assessment (ESSA), which will be prepared as part of the PforR preparation. Due to the limited nature of the E&S risks, SIS is expected to carry out activities to comply with the ESF requirements. The ESSA will inform the team about the E&S capacity of the Implementing Agency and the recommendations will be captured accordingly in the A-ESRS and ESCP.

## **II. SCREENING OF POTENTIAL ENVIRONMENTAL AND SOCIAL (ES) RISKS AND IMPACTS**

### **A. Environmental and Social Risk Classification (ESRC)**

Low



### Environmental Risk Rating

Low

Activities under the proposed IPF-TA component will not have any adverse environmental impacts and will be restricted to only capacity-building activities of the State nodal agencies. This TA will support the contractual services to design teacher professional development materials and guidebooks, resource materials for remedial education of academically weak students, development of student learning assessments, and training programs for school leaders and decentralized education functionaries. In addition, this TA will support, the creation of the State's Education Management Information Systems (EMIS). Environmental best practices shall be followed when handling outdated IT equipment involved in MIS development. Any improper handling (e.g. repairs, servicing, and end-of-life disposal) of IT equipment and materials, such as plastics, used for software development, may cause environmental harm related to electronic wastes (e-wastes) and solid wastes (mainly plastics) if not managed appropriately. The type and number of such equipment required, replacement cycle, existing e-waste/ solid waste management measures in project agencies, regulations, and capacities of the State, vendors, and agencies' ability to manage end-of-life disposal of electronic equipment and parts, will be analyzed during project preparation. Given the scope and envisaged activities of the TA, the environmental risks and impacts are assessed to be low. The risk will be reassessed and revised after the ESSA recommendations are received, and at the Appraisal stage, if needed.

### Social Risk Rating

Low

The activities under the proposed IPF-TA component will not have any adverse social impacts and will be restricted to only capacity-building activities of the State nodal agencies. As mentioned above, the IPF-TA component will be used to engage technical experts and consulting services towards capacity building and implementation support for nodal education institutions. As part of the preparation, the project will undertake a review of the detailed scope of the proposed activities under IPF-TA to ensure any access and inclusion-related concerns, stakeholder engagement, and grievance redress management-related issues and measures that need strengthening. Given the scope of the activities under IPF-TA, the social risk is assessed to be low.

## B. Environment and Social Standards (ESSs) that Apply to the Activities Being Considered

### B.1. General Assessment

#### ESS1 Assessment and Management of Environmental and Social Risks and Impacts

##### **Overview of the relevance of the Standard for the Project:**

ESS 1, 2, 3, and 10 are relevant standards for the IPF component. There will be no support provided for construction or any form of infrastructure development through this TA. The TA is only for capacity building and advisory services (Type 3 TA activities). The limited IA capacity and process of managing possible e-waste generated from any electronic and other waste, during MIS development are identified as the only key environmental risk at this time. No other adverse risks and impacts are envisioned under the TA component. During project preparation, the scope of the activities will be further fleshed out, and they will be screened for E&S risks and impacts. The ESF requirements will be incorporated in the Terms of Reference (ToRs) for the contractual services. An Environmental and Social Commitment Plan (ESCP), a Labour Management Procedures (LMP, integrated into the ESCP), and a Stakeholder Engagement Plan (SEP) will be prepared by the Implementing Agency and disclosed at Appraisal.

##### **Areas where "Use of Borrower Framework" is being considered:**



The use of the Borrower Framework will not be considered for the IPF component of this project. The project TA activities will follow Bank’s Environmental and Social Framework and its Environmental and Social Standards along with the national and state-level regulations for managing the environmental and social risks and impacts.

**ESS10 Stakeholder Engagement and Information Disclosure**

The stakeholders of the TA activities will encompass a broad range of institutional actors such as the State Council of Education Research and Training (SCERT), the State Institute of Education Management and Training (SIEMAT), and the State Implementation Society (SIS) for Samagra Shiksha. The implementation structure includes the State Centre for School Leadership (SCSL) as the nodal entity responsible for the in-service professional development of decentralized education functionaries and the decentralized functionaries at district, block, and school levels – such as Cluster Resource Persons (CRPs), Block Education Officers (BEOs), and school principals and head teachers. Also, the school management committee is involved in the overall management of the schools.

The Borrower will design an inclusive engagement process for the likely project stakeholders and prepare a comprehensive Stakeholder Engagement Plan (SEP) to identify and map all the key stakeholders, the requirements for their engagement, their own engagement needs, and expectations, and how they need to be engaged for seeking feedback and suggestions through the implementation of IPF-TA component. The draft SEP will be disclosed during preparation allowing enough time for review and feedback from interested parties and project-affected people. The final version of the SEP will be disclosed prior to appraisal but will remain a living document.

**B.2. Specific Risks and Impacts**

**A brief description of the potential environmental and social risks and impacts relevant to the Project.**

**ESS2 Labor and Working Conditions**

This standard is relevant as the work related to the IPF component will be carried out by contracted workers. The extent to which the project will need to meet requirements such as Terms and conditions of Employment, Non-Discrimination, and Equal Opportunity, Worker's Organization, OHS-related Issues, SEA/SH, signing a Code of Conduct, protecting the workforce, and setting up a GRM will be assessed further during the project preparation. COVID-related issues still remain. Provisions to address these ESF requirements will be included in the LMP that will be prepared by the borrower.

**ESS3 Resource Efficiency and Pollution Prevention and Management**

This standard is relevant as the IPF component will support the creation of the state's Education MIS, which is expected to have minor adverse impacts related to any e-waste and solid waste (including plastics) generation 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 part of the preparation, the project will undertake a review of the scope of the proposed activity to understand (a) the extent of software/hardware purchase expected,



(b) current practices of handling electronic and solid waste; and (c) facilities and arrangements to handle the disposal (during repairs and servicing or end-of-life) of IT equipment. Therefore, It is important that the vendors involved have systems in place, following local & national guidelines, to minimize the use and manage this waste efficiently by reusing/recycling and disposing of them in an environmentally friendly manner. 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 will be included in the ESCP to handle any waste generated as a result of MIS development.

**ESS4 Community Health and Safety**

This standard is not relevant as the IPF component activities will not cause any risks and impacts to the local communities.

**ESS5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement**

This standard is not relevant as land acquisition or resettlement is not envisaged as part of this IPF component.

**ESS6 Biodiversity Conservation and Sustainable Management of Living Natural Resources**

This standard is not relevant as the IPF component will not involve any physical work, therefore, no environmental risks and impacts to flora and fauna are envisaged.

**ESS7 Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities**

This standard is not relevant as there are no direct interventions targeting SC/ST communities.

**ESS8 Cultural Heritage**

This standard is not relevant as the IPF component will not involve any physical work.

**ESS9 Financial Intermediaries**

This standard is not relevant as the IPF component will support capacity-building activities and will not engage a FI.

**C. Legal Operational Policies that Apply**

**OP 7.50 Projects on International Waterways** No

**OP 7.60 Projects in Disputed Areas** No

Public Disclosure



**III. WORLD BANK ENVIRONMENTAL AND SOCIAL DUE DILIGENCE**

**A. Is a common approach being considered?**

No

**Financing Partners**

Government of India.

**B. Proposed Measures, Actions and Timing (Borrower’s commitments)**

**Actions to be completed prior to Bank Board Approval:**

- Environment and Social Commitment Plan (ESCP)
- Labor Management Procedures (LMP, integrated into the ESCP)
- Stakeholder Engagement Plan (SEP)
- ToRs for key consultancies for Management Information System (MIS) and capacity-building activities such as teacher professional development materials and guidebooks, resource materials for remedial education of academically weak students, development of student learning assessments, and training programs for school leaders and decentralized education functionaries.
- Any other E&S guidelines relevant to project activities, which will be identified at E&S screening, will be included in the ESCP

**Possible issues to be addressed in the Borrower Environmental and Social Commitment Plan (ESCP):**

- Implementation and monitoring arrangements for the ESCP, LMP and SEP
- Agreed Capacity Building Activities on ESF
- Commitment to timeline and resources for carrying out various ESF and CB activities

**C. Timing**

**Tentative target date for preparing the Appraisal Stage ESRS**

10-Jan-2023

**IV. CONTACT POINTS**

**World Bank**

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**Borrower/Client/Recipient**

Borrower: India

**Implementing Agency(ies)**

Public Disclosure



Implementing Agency: State of Chhattisgarh

#### **V. FOR MORE INFORMATION CONTACT**

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#### **VI. APPROVAL**

Task Team Leader(s):	Kartik Pental, Shobhana Sosale
Practice Manager (ENR/Social)	Kevin A Tomlinson Recommended on 22-Oct-2022 at 04:02:4 GMT-04:00