



Appraisal Environmental and Social Review Summary

Appraisal Stage

(ESRS Appraisal Stage)

Date Prepared/Updated: 02/16/2023 | Report No: ESRSA02599



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	3/15/2023	5/25/2023
Borrower(s)	Implementing Agency(ies)		
India	Chhattisgarh Samagra Shikha Society, State of Chhattisgarh		

Proposed Development Objective

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

Financing (in USD Million)	Amount
IPF Component	22.50
Total Project Cost	558.40

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 A-ESRS is to address the E&S risks and impacts of the IPF component of the Chhattisgarh Accelerated Learning for Knowledge-Economy program, which is a PforR. This is a statewide school improvement project. The IPF component will facilitate the capacity-building and advisory services activities of the nodal education institutes as stated in the project description, and will include the following aspects: (a) extend capacity-building support to nodal education institutions through the engagement of technical experts for (i) provision of in-service capacity-building support to teachers, (ii) developing resource materials for remedial education, and (iii) managing student learning assessments; (b) support the development of an Education Management Information System (EMIS), (c) support the engagement of a Project Management Consultant (PMC) and an Independent Verification Agency (IVA) for the validation of Program results.

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 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 is approximately 20 to 45/46 degrees Celsius throughout the year 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.

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 and familiarity with ESF and its requirements. Though the E&S risks of the IPF component are limited, SIS is expected to



carry out activities to comply with the ESF requirements. The environmental and social risks of the proposed activities and institutional capacities to manage these were assessed during the project preparation through an ESSA for the PforR project. Within SIS, a Project Management Consultant (PMC) will support the implementing agency in managing and monitoring the operation and ensuring compliance with the applicable environmental and social systems requirements for the PforR Program. The PMC team will also monitor adherence to ESF, and actions agreed upon in the ESCP for the IPF component. The ESSA recommends recruiting one Environmental and one Social Specialist, two altogether, at SIS, to manage all E&S aspects of the proposed Program and the IPF component.

II. SUMMARY OF 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 and will consist of the following activities: (a) extend capacity-building support to nodal education institutions through the engagement of technical experts for (i) provision of in-service capacity-building support to teachers, (ii) developing resource materials for remedial education, and (iii) managing student learning assessments; (b) support the development of an Education Management Information System (EMIS), (c) support the engagement of a Project Management Consultant (PMC) and an Independent Verification Agency (IVA) for the validation of Program results. The IPF component will not support the purchase of any additional IT hardware, equipment, or servers by the state government. Environmental best practices shall be followed when handling outdated IT equipment, if any, involved in MIS development. Any improper handling (e.g. repairs, servicing, and end-of-life disposal) of IT equipment and materials, such as electronic wastes (e-wastes) and solid wastes (mainly plastics and paper) could cause environmental harm, if not managed appropriately. ESSA recommends the development and implementation of waste management protocols in line with national/state regulations. The PMC at SIS will provide training on good practices to manage waste to all consultants, including those contracted to develop the EMIS, and monitor agreed practices throughout the project implementation. Given the scope and envisaged activities of the TA, the environmental risks and impacts are assessed to be low.

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. This, in turn, will strengthen the capacities and systems for need-based teaching and learning and enhance teachers' capacity which is the need of the hour given learning losses from COVID-19 pandemic as well as addressing the learning losses in tribal and forested districts some of which were earlier affected by the left-wing extremist (LWE) activities. Also, it will contribute to strengthening SCERT in addressing the capacity need for higher secondary science, mathematics, commerce teachers, and vocational education instructors, many of them are likely to be recruited/ brought on contract or promoted from secondary level to fill the gaps. The activities envisaged under the IPF-TA component are mainly to support the achievement of PforR results which will follow the Samagra Shiksha framework and provides guidance for equity and inclusion and stakeholder engagements in achieving those results. The grievance redress mechanism followed by the SS-SIS will also be applicable to the IPF-TA component. Risks

Public Disclosure



relating to labor are expected to be minimal. Contracted workers, through third-party consulting/advisory service providers, are likely to have well-defined employment terms and/or formal contracts in accordance with national labor laws. However, Occupational Health and Safety (OHS) provisions including the Prevention of Sexual Harassment at the Workplace (POSH) Act will apply to these workers in relation to the implementation of the project. Given the scope of the activities under IPF-TA, the social risk is assessed to be low.

Sexual Exploitation and Abuse/Sexual Harassment (SEA/SH) Risk Rating

Low

The SEA/SH risk is low for the IPF-TA component, given the nature of the TA which is largely for capacity building of the state/ district level implementing institutions and providing technical advisory services towards setting up the MIS. As mentioned above, the Prevention of Sexual Harassment at the Workplace Act (POSH) will apply to the TA consultants as well, and to this effect, the SS-SIS has already had Internal Complaint Committee (ICC) in place as mandated under the Act. Additionally, the ESSA outlines school-related gender-based violence (SRGBV) risks as a part of the social risk assessment and includes risk mitigation measures. These actions will include strengthening linkages to child protection service providers and sensitization of staff.

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, 7 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, and the development of an EMIS system. The overall risks of this component are assessed to be low. The limited IA capacity and process of managing possible e-waste and solid waste (plastics and packaging wastes) generated from any electronic and other waste, during EMIS development, are identified as the only key environmental risk at this time. No other adverse risks and impacts are envisioned under the TA component. The implementing agencies will ensure the use of energy-efficient equipment for their activities.

The ESF requirements will be incorporated in the Terms of Reference (ToRs) for the contractual services. An Environmental and Social Commitment Plan (ESCP) integrating both the Labor Management Procedures (LMP) and the Stakeholder Engagement Plan (SEP) has been prepared by the implementing agency, detailing the material actions and commitments, and timeframes to comply. No other instruments will be prepared. ESSA recommends the development and implementation of waste management protocols in line with national/state regulations, to be followed when handling/disposing if at all, any, waste (solid & e-waste) generated during the EMIS development activities.

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 stakeholders for the IPF-TA component include SCERT, SIEMAT, SS-SIS, SCSL, and other sub-sections of the Department of Education (DoSE), Government of Chhattisgarh 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 DoSE websites and other means of communication and already established mechanisms of sharing information and seeking feedback. The DoSE will submit a bi-annual report on the implementation of TA activities to the Bank and will also contain the stakeholder engagement activities undertaken during the reporting period and their outcomes.

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. The IPF-TA component of the project will involve: (a) direct workers in various Directorates and units of DoSE such as SS-SIS, SCERT, SIEMAT, SCSL, and other sections of DoS; and (b) contracted workers engaged in consulting firms (for developing content, providing training, data systems, portals, undertaking studies), necessary for the project functions. With respect to contracted workers under 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. COVID-related issues still remain and will be handled in accordance with the WHO/national guidelines. Provisions to address the ESS2 requirements are integrated into the ESCP, given the level of risk of this component.

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 the EMIS development will be supported by vendors, it is important that all involved parties—SIS, GoCG, schools, and other entities involved, 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. Any waste generated as a result of MIS development will have to be managed/disposed of as per the waste management protocols, which will be developed following the national/state regulations on waste management. An ESCP commitment, under section 3 of the ESCP, has been included for the client to comply with in such circumstances.

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 relevant. The SC/ST communities will be consulted, as needed, in a culturally appropriate manner. An IPPF will be developed if deemed necessary.

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

B.3. Reliance on Borrower’s policy, legal and institutional framework, relevant to the Project risks and impacts

Public Disclosure



Is this project being prepared for use of Borrower Framework?

No

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.

IV. CONTACT POINTS

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Borrower/Client/Recipient

Borrower: India

Implementing Agency(ies)

Implementing Agency: Chhattisgarh Samagra Shikha Society

Implementing Agency: State of Chhattisgarh

V. FOR MORE INFORMATION CONTACT

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VI. APPROVAL

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