INTEGRATED SAFEGUARDS DATA SHEET
CONCEPT STAGE

Report No.: ISDSC1386

Date ISDS Prepared/Updated: 09-May-2013

Date ISDS Approved/Disclosed: 14-May-2013

I. BASIC INFORMATION

A. Basic Project Data

Country:	India		Project ID:	P132665
Project Name:	India: Enhancing Teacher Effectiveness in Bihar (P132665)			
Task Team Leader:	Shabnam Sinha			
Estimated Appraisal Date:	24-Jun-2013		**Estimated Board Date:**	17-Sep-2013
Managing Unit:	SASED		**Lending Instrument:**	Specific Investment Loan
Sector(s):	General education sector (100%)			
Theme(s):	Education for all (100%)			
Financing (In USD Million)				
Total Project Cost:	458.00		Total Bank Financing:	217.00
Total Cofinancing:			Financing Gap:	0.00
Financing Source				**Amount**
BORROWER/RECIPIENT				241.00
International Development Association (IDA)				217.00
Total				458.00
Environmental Category:	B - Partial Assessment			
Is this a Repeater project?	No			

B. Project Objectives

C. Project Description

While the immediate challenge facing the Government of Bihar (GoB) is one of training over 200,00 untrained teachers, the State is keen to embark on far-reaching reforms which will lead to better quality of teachers improved teacher management and greater accountability to the system. The proposed reform program will assist the GoB in addressing its holistic teacher education reform

process- starting with the most exigent requirement, that of providing pre-service training to the untrained teachers. However, the gains from the deployment of a high quality pre-service program will be built upon for larger sustainable gains to support the entire teacher education management and reform agenda of Bihar. The project support will therefore cover: (a) pre-service teacher education; (b) continuous professional development (CPD); and (c) teacher management.

The proposed project would support the range of activities within the Govt. of Bihar's teacher management and development program. Many of these activities are however being established and the Bank's support will help the government to adjust or re-design these activities and to integrate them to increase their chance of successful implementation. The project is expected to support/ strengthen state systems in the following areas:

a)   Robust and transparent teacher recruitment systems (Getting the right candidate and tracking them through Teacher Education Management Information System - TEMIS) and strengthening pre-service training for preparing the teachers with relevant skill and competencies to meet classroom teaching demands.

b) CPD programs through effective institutional reform for building teacher skills through sustained efforts. Both the pre-service and CPD programs will be delivered using programs that include ICT enabled systems to meet problems of content loss in delivery.

c)   Measuring teacher performance which will be looped back into the teacher education and CPD systems for effecting further reforms through accountability for performance including through social audits by SMCs.

More specifically, the project would have two broad components to support the above mentioned areas: (1) Enhancing teacher effectiveness through results-based funding, which includes provision of supporting infrastructure and (2) Technical Assistance component. The details about the proposed project components are given below:

Component 1: Enhancing Teacher Effectiveness through Results Based Funding

The project will disburse against achievement of results and the results may be tracked through Disbursement Linked Indicators (DLIs) that could cover the following project sub-components:

Sub-Component I: Developing a certification high-quality pre-service elementary teacher program, adapted for delivery to untrained elementary teachers
•   Capacity of TE Institutions (SCERT, DIETs, BECs, CRCs) enhanced to undertake teacher education including distance education programs
•   Functionality of Teacher Education MIS (TEMIS) ensured with full online teacher information monitoring systems in place
•   Design of high-quality, two-year distance primary teacher certification program undertaken for delivery to elementary teachers

Sub-Component II: Strengthening Teacher Education institutions (in public and private sectors) and accrediting them for effective teacher education and continuous professional development (CPD) program delivery
•   Design and functionality of a Teacher Quality Accreditation Agency ensured to undertake quality assurance of CPD programs (both in the public and private sectors)

•   Pilot public private partnership program undertaken for TE institutional strengthening and effective program delivery

Sub-Component III: Teachers' classroom performance and attendance enhanced over measured baselines through improved social accountability mechanisms

•   Strong school leadership systems put in place and School Development Management Commit tees trained on school management and teacher performance tracking

•   Pilot survey of student's achievement tracking to trace improvement on achievement levels through exposure to teachers having access to improved TE program

•   Pilot program undertaken to test out teacher incentive program on teacher accountability and performance

ICT Infrastructure: The program will support the 12th Five Year Plan agenda of infusing Teacher Education reform through use of ICT to introduce technology in order to promote openness for adaptability to new technology for developing professionalism; encourage practicing innovation through introduction of new methods that are extremely interactive; going beyond classroom traditional methods, making learning enjoyable, and promoting self-study and self-paced learning. The project will work with the State to develop both a sustainable ICT system for delivery of all forms of teacher professional development and the human capacity needed to use and maintain this system created in ways that have a clear positive effect on teacher performance in the classroom and can over a period of time be of effective use to the secondary education sector.

The present condition of the teacher education system in Bihar and the large number of teachers which need immediate support means that radical alternative approaches to the present system are needed. The Government of Bihar wishes to move towards a distance education teacher education program that is ICT-enabled. Such an ICT-enabled system has the potential to solve many of Bihar's problems: it would give teachers access to a full set of digital teaching and learning materials much beyond the usual availability of printed matter; empower them become active learners, by seeking out new knowledge beyond the required texts, and thus model such behavior in the classroom for students; interact with other teachers; reduce the amount of time needed to travel to face-to-face sessions while at the same time increasing the academic interactions between trainers and teachers being trained. It will help in providing support to teachers when and where they need it, i.e., in their schools; enable teachers to learn at their own pace; reduce transaction times and difficulties by enabling teachers to submit assignments through technology rather than on paper; and allow the materials and curriculum to be rapidly and inexpensively updated in response to the experience of teachers under the program. Finally, using ICT would increase accountability by having more regular assessments and updates on teachers' performance tracked through the online Teacher Education Management Information System (TEMIS).

Building Infrastructure: This will include creation/upgrading/rehabilitation/refurbishment of existing physical/building infrastructure (including SCERT, DIETs, BRCs).

Component 2: Technical Assistance
The component is expected to finance selected, well-defined activities around (i) implementation support and capacity-building activities (such as quality assurance, curriculum development, high-level planning and improving the state TET); (ii) efforts to strengthen fiduciary, safeguard, and monitoring and evaluation systems (such as procurement procedures both for civil works, ICT hardware, and consulting services); and (iii) independent, rigorous validations, audits, and operational and impact evaluations of selected reforms and activities.

A Teacher Assessment Center will be designated and empowered to conduct independent evaluations and teacher performance assessment. Status of untrained teachers and their current levels of teaching competence will be tracked and replicated annually to measure effect of the project on classroom practice. SMC/SMDC of schools will be trained to track teacher performance and teacher presence in classrooms for effective social audit of teacher performance.

Key Implementing Agencies: The key stakeholder in this project is the Department of Human Resource Development (HRD) through its proposed implementing agency - the Directorate of Teacher Education. The academic leadership in terms of curriculum development, materials production and dissemination would be provided by the SCERT and infrastructure development will be managed by Bihar State Education Infrastructure Development Corporation.

Disbursement Arrangements: Under the results-based Component One (having three sub-components), which is expected to constitute about 95 percent of the total credit amount, the proposed project is proposed to disburse against Disbursement Linked Indicators (DLIs) which are defined against implementation progress and performance targets. Conditional on the satisfactory achievement of DLIs, the allocation for the results-based component would disburse on a reimbursement basis for expenditures incurred by the government in Eligible Expenditure Programs (EEPs), which are expected to be sizeable and/or meaningful public education expenditures and would support the GOB teacher education reform process. The team will be discussion these further with the counterpart.

D. Project location and salient physical characteristics relevant to the safeguard analysis (if known)

The project is located in the State of Bihar in India with interventions spread across its various districts. Bihar lies mid-way between West Bengal in the east and Uttar Pradesh in the west. It is bound by Nepal in north and by Jharkhand in the southern direction. The State is a stretch of fertile plain that is divided into two unequal parts, separated by the Ganges River, which flows from west to east.

Bihar is India's poorest State, with income per person at about 39 percent of the national average. With a population of 104 million, it is the third largest state. Ninety percent of the population lives in rural areas, where poverty incidence is 56 percent (2009-10: National Sample Survey and Planning Commission Poverty Line). Not surprisingly, human development indicators are extremely low: literacy rates are 73 percent among men and 53 percent among women; 42 percent of children under 3 are stunted, 58 percent are underweight, and only 24 percent of rural households have toilets. Quality of drinking water is a big problem, as a result of poor sanitation and fluoride, arsenic, nitrate and iron contamination.
Bihar is ranked 35th in the country in Educational Development Index (EDI) ranking, an index generated from 20 variables covering outcomes, access, infrastructure, and teachers. Most of the districts of Bihar are in the bottom quartile for the EDI distribution for the country.

Bihar has close to 70,000 elementary schools (primary education (Grades I-V) and upper primary (Grades VI-VII), teaching about 20 million children. Almost all schools (97.91 percent) are government schools. Girls' enrollment – at 48 percent – is close to parity. The state has a total of 343,000 teachers out of which 257,000 are contract teachers that have been hired by the Panchayats (local bodies) – a significant proportion of the teachers not trained – while the others are regular teachers, hired by the State government. The state has a vacancy of another 205,000 teachers to meet Right to Education (RTE) norms.

Bihar faces the challenges of recruiting teachers to meet the RTE criteria, providing them with effective pre-service training and ensuring their continuous professional development to raise their quality and making them more accountable to the stakeholders. Recognizing the importance of teacher quality, the state is embarking on a major reform in the whole area of teacher development and management and the proposed program to be supported by the Bank is expected to support these reforms further.

E. Borrowers Institutional Capacity for Safeguard Policies

The training and support for safeguards would be integrated as part of the overall institutional and organizational strengthening components planned for the Bihar Teacher Education project especially the SSA SIS, an autonomous society under the Human Resource Development (HRD) department and the Bihar Education Infrastructure Development Corporation (BSEIDC) that has been proposed to be the procurement arm for the project.

A detailed capacity assessment will be carried out as part of safeguards studies, based on which propositions will be made for creating/strengthening Borrower's institutional capacity on safeguards.

F. Environmental and Social Safeguards Specialists on the Team

Neha Pravash Kumar Mishra (SASDI)

Susrutha Pradeep Goonesekera (SASDS)

II. SAFEGUARD POLICIES THAT MIGHT APPLY

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/ BP 4.01	Yes	Specific interventions envisaged under the project such as creation and upgrading of the building infrastructure may have some potential adverse environmental impacts in the local context. Even though the new buildings/blocks are would be located within existing campus (within available govt. land), planning, construction and operation of buildings would require appropriate integration of environment, health and safety measures to ensure that adverse environmental impacts are minimized and properly managed. Impacts pertaining to design (sanitation, water supply, drainage, waste water management, solid waste arrangements, ventilation, access etc.); worksite safety management, including occupational health and safety of construction workers and maintenance aspects would require attention. On other project interventions pertaining to ICT, the anticipated environmental impacts are not likely to cause any significant or serious damage to natural and physical environment. However,

		given the constraints with regard to power availability in the state, opportunities to maximize energy efficiency of such equipment will be explored and built-into project design. OP 4.01 has been triggered to ensure that all major (like building infrastructure) and minor (ICT and curriculum related) interventions are planned and designed to be environmentally sound by integrating appropriate principles and approaches into the over-all decision making process.
Natural Habitats OP/BP 4.04	No	OP 4.04 is not being triggered for this project as no interventions are envisaged in natural habitats, including those defined as 'critical' under the policy.
Forests OP/BP 4.36	No	OP 4.36 is not being triggered for this project as no interventions are envisaged in forest areas and therefore no conversion/degradation of this natural resource would occur.
Pest Management OP 4.09	No	OP 4.09 is not being triggered for this project as biological/environmental control methods or reliance on synthetic chemical pesticides is not envisaged.
Physical Cultural Resources OP/ BP 4.11	Yes	Since some civil works are involved, 'chance finds' at work sites is a likely impact that would have to be managed. Adverse impacts on any locally important cultural property would be examined, if any, for appropriate mitigation during planning and implementation stages.
Indigenous Peoples OP/BP 4.10	TBD	The proposed project area would cover social groups from backward communities and suitable implementing arrangements would need to be adopted to enhance (and sensitize) GOB efforts focusing on these communities.
Involuntary Resettlement OP/BP 4.12	TBD	While the project did not envisage any relocation of persons, it was identified that the boundaries of some of the project locations (campuses) may have been encroached for cultivation and residential purposes. A social assessment is currently being carried out and adverse impacts, if any, will be noted and appropriate mitigations proposed.
Safety of Dams OP/BP 4.37	No	OP 4.37 is not being triggered for this project as there is no construction of new dams or

		activities that are concerned with safe functioning of existing dams.
Projects on International Waterways OP/BP 7.50	No	OP 7.50 will not be triggered for this project as there are no interventions planned/proposed over or around an international waterway that could cause a potential conflict. There are also no activities that may affect the use or pollute such a waterway.
Projects in Disputed Areas OP/BP 7.60	No	OP 7.60 is not being triggered as the project is not proposed in any disputed area.

III. SAFEGUARD PREPARATION PLAN

A. Tentative target date for preparing the PAD Stage ISDS: 15-Jul-2013

B. Time frame for launching and completing the safeguard-related studies that may be needed. The specific studies and their timing[1] should be specified in the PAD-stage ISDS:

In line with WB's operational policies, the environment and social assessment would be conducted. Based on the findings from these studies, EMF and SMF will be prepared. The borrower's organizational capacity to achieve environmental and social objectives againstthe range of environmental and social impacts and opportunities that may be associated with the Program will be assessed as part of these assessments.

IV. APPROVALS

Task Team Leader:	Name: Shabnam Sinha	
Approved By:		
Regional Safeguards Coordinator:	Name:	Date:
Sector Manager:	Name: Amit Dar (SM)	Date: 14-May-2013

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[1] Reminder: The Bank's Disclosure Policy requires that safeguard-related documents be disclosed before appraisal (i) at the InfoShop and (ii) in country, at publicly accessible locations and in a form and language that are accessible to potentially affected persons.