Project Information Document/
Integrated Safeguards Data Sheet (PID/ISDS)

Concept Stage | Date Prepared/Updated: 26-Sep-2018 | Report No: PIDISDSC24727

BASIC INFORMATION

A. Basic Project Data

Country	Project ID	Parent Project ID (if any)	Project Name
India	P166868		Strengthening Teaching-Learning And Results for States (P166868)
Region	Estimated Appraisal Date	Estimated Board Date	Practice Area (Lead)
SOUTH ASIA	Apr 02, 2019	Sep 19, 2019	Education
Financing Instrument	Borrower(s)	Implementing Agency	
Investment Project Financing	Ministry of Finance	Ministry of Human Resource and Development	

Proposed Development Objective(s)

The Program Development Objective (PDO) is to improve student outcomes in select states and enhance governance of school education in India

PROJECT FINANCING DATA (US$, Millions)

SUMMARY

Total Project Cost	1,992.50
Total Financing	996.25
of which IBRD/IDA	500.00
Financing Gap	996.25

DETAILS

World Bank Group Financing

International Bank for Reconstruction and Development (IBRD)	500.00
Non-World Bank Group Financing	
Counterpart Funding	496.25
Borrower	496.25

Environmental Assessment Category	Concept Review Decision
B - Partial Assessment	Track II-The review did authorize the preparation to continue

Other Decision (as needed)

B. Introduction and Context

Country Context

1.   **India continues to be among the world's fastest growing economies and has made remarkable progress in poverty reduction and human development, which has generated new aspirations and expectations.** The Indian economy continues to register rapid growth – rising from 5.5 percent in 2012-13 to 7.1 percent in 2016-17. This was supported by robust private consumption, a resilient services sector, and some revival in industrial activity. Real GDP growth has accelerated to 7.2 percent in Q3 2017-18 after bottoming out at 5.7 percent in Q1 2017/18. Private investment growth has experienced an uptick recently, but investment rates remain below levels experienced before the financial crisis. Economic activity is expected to accelerate further to 7.5 percent in the near term. With growth, there has also been remarkable progress in poverty reduction and human development. With over a 100 million people escaping poverty between 2004 and 2011, the pace of poverty reduction in India exceeded that of the developing world as well as that of Middle Income Countries (MICs). On human development, under-5 mortality and maternal mortality rates have declined to 43 and 174, respectively in 2015. Improvements in literacy and education have been equally impressive. Adult and youth literacy rates have risen to 74 percent and 86 percent, respectively, and access to primary education is now nearly universal. As access to school education has expanded with an increasing number of first generation school-goers entering the system, there has been a marked shift in the aspirations of students and their parents for better jobs and economic opportunities[1] and more students are now transitioning to secondary and higher levels of education and training.[2]

2.   **To meet growing aspirations and maintain its growth trajectory India will need to address the pervasive low quality of early childhood and school education.** Increasing the human capital in the labor force is key to increasing labor productivity, and thereby the innovative capacity of the economy. Schooling that ensures completion and that leads to learning, however, is a pre-requisite for improving labor productivity. It is well-documented that good quality Early Childhood Education(ECE) lays the foundation for later school outcomes. The available data indicate much room for improvement in expansion of ECE services and strengthening the quality of ECE provision – according to the 2016 ASER survey only 13 percent of rural children in grade 2 can read at the expected level. In the absence of adequate remediation measures, early learning deficits grow during formal schooling and have serious implications for schooling completion and transitions to college and careers. For every 25.5 million children born, only 20 million enter secondary schools, and only

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[1] Agarwal et al. (2012)
[2] UDISE & AISHE (multiple survey rounds)

16 million complete grade 10. The share of NEET (not in employment, education or training) in the 14 to 18 years age group in India is nearly 15 percent (22 percent girls in this age group are NEET).[3] School dropouts or non-enrollees do not necessarily enter the labor market and this can carry a significant economic cost.[4] India will need to significantly upgrade the reach, quality, timeliness and efficiency of its investments in school education to widen the beneficiaries of economic growth and build a labor force to keep the country competitive in the 21st century.

States of India vary substantially on school education outcomes. Overall numbers mask wide economic and social disparities between and within states. The poorer states in India, where poverty is concentrated, are the most populous in the country, they tend to have lower education outcomes and the education system is characterized by low capacity and weak governance. The average secondary education participation rate across 8 low-income states, for instance, is 75 percent compared to 85 percent in the remaining states. Some other states, which tend to be higher income, perform relatively better on access and completion indicators, and demonstrate proactivity and innovation in the function of the education system. While these states show a higher commitment to and political will for reform, their performance on student learning is low and comparable to other states in the country. Improvements in school education will therefore require a differentiated approach – leveraging the capability of well-performing states and encouraging them to test innovative approaches that can be shared with other states; and drawing on the experiences and practices of well-performing states to strengthen implementation capacity and governance in weaker states.

Sectoral and Institutional Context

3.   **Flagship schemes of the Government of India have been instrumental in setting up the necessary structures to get children into school.** Sustained gains in enrolment and attendance rates at the elementary school level have contributed to substantial improvements in the secondary gross enrolment ratio (GER) across all school types (government, government-aided, and private), increasing from 58 percent[5] in 2009-10 to 80 percent in 2015-16.[6] Accelerated recruitment efforts by states have resulted in declining teacher vacancies, from 26 percent to 17 percent between 2012-13 and 2015-16. There also has been a growing emphasis on the importance of monitoring learning outcomes across all levels of schooling as evidenced by significant improvements in the national education management information system, which has expanded to include data on school education and enabled informed decision-making; the implementation of a standardized national assessment for grades 3, 5, 8 and 10 - National Achievement Survey (NAS); and the introduction of State Learning Achievement Surveys (SLAS) by 27 states.

4.   **Despite these gains, the challenge of low quality has been persistent and pervasive across all levels of education.** Student outcomes are characterized by low averages and wide variation in student abilities. Between 2012 and 2015, the aggregate learning outcome levels for a grade 5 student on National Achievement Survey (NAS) declined by up to 33 points. The latest NAS 2017 (covering Classes 3, 5 and 8) shows that 19 of 30 states covered, perform below the national average. At the secondary level, 2015 NAS findings showed that as many as 85 percent of grade 10 students were unable to answer at least half the test items in English and math. School systems in most states, both advanced and poor, benefit only a small percentage of students. There is a relatively narrow pool of excellence followed by a long tail of low learning levels (low means and high coefficient of variation in test scores). Seventy five percent of the variation in student learning

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[3] NSS, 2011-12

[4] The economic cost associated with 40 million 15-29-year olds not in education, employment or training in the OECD is estimated to be between 0.9-1.5 percent of the total OECD GDP (OECD, 2016).

[5] Secondary Education Management Information System (SEMIS), 2009-10. Prior to 2012-13, all schools were not covered under the District Information System for Education.

[6] Unified District Information System for Education (UDISE), 2015-16

outcomes in math and language in grade 10 is due to within school differences. This is corroborated from smaller state level studies as well.[7]

5.   **Five sets of factors impair the school education system in India.** There are several challenges for improving quality of school education acknowledged both by the Systematic Country Diagnostic for India and the Government of India. First, the focus on education in the early years is largely neglected resulting in children entering formal schooling unprepared to learn. Second, inefficient deployment of teachers across elementary schools with insufficient subject teachers at the secondary level and weak teacher preparation. Teacher management suffers from inefficiencies and non-transparency in recruitment, deployment and transfer processes and practices.[8] Further, the performance management system is characterised by weak incentives with promotions based solely on seniority leading to low teacher motivation. Third, the absence of systematic, continuous and effective remediation support, beginning at the primary level and continuing through school education, implies that learning deficits grow each year leading to staggering gaps by the time students reach secondary school. As content becomes more complex, students can feel disengaged and disinterested in the classroom, and at risk of dropping out and leading lives of low productivity. Fourth, there are critical gaps in school management and accountability. There are weak institutional support structures below the district level: the block and cluster resource centers provide little support for secondary schools, and the absence of a principal cadre[9] and preparation for this role creates gaps in school management and accountability. School evaluations are useful accountability mechanisms but are largely absent in India, and social audit mechanisms, like through School Management Committees, are weak. Finally, system level gaps have adverse effects on the governance of school education. Systems for measuring and tracking learning in schools over time are weak; as is supervision and monitoring due to lack of skilled administrative, academic and finance staff in states and districts, and lack of coordination between elementary and secondary level affects quality at both levels. Unless these challenges are addressed, schools will be failing learners, and systems will be failing schools and learners.

6.   **The approach to addressing these challenges will build on the lessons learned from the previous engagements in the school education sector.** Previous engagements adopted a SWAp approach and were found to limit state flexibility (due to the rigid norm-based nature of central schemes) and the state-specific focus required for developing localized solutions. The approach going forward will support the national program in a way that encourages and incentivizes state-level innovation to achieve better learning outcomes. Innovative localized solutions can be scaled up through an adaptive approach and help ensure that implemented solutions are effective, sustainable, and underpinned by state ownership. Systematic mechanisms will be created for cross-learning between states and results-based financing will be used to create a performance culture. Delivery models that leverage the private sector to deliver quality education will also be promoted.

Government strategy. The Government of India is acutely aware of the learning crisis and committed to improving learning outcomes at every level of education. The move of the GOI to consolidate disparate centrally sponsored schemes on elementary, secondary and teacher education into a consolidated program from K-12 that includes early childhood education called the Samagra Shiksha (SS) program will help in improving efficiency and consolidate learning gains from pre-school to the later stages as a continuum. Samagra Shiksha - an overarching programme of the Government of India for the school education sector extending from pre-school to class 12 has been prepared with the broader goal of improving school effectiveness measured in terms of equal opportunities for schooling and equitable learning outcomes. It subsumes the three Schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE). This sector-wide development programme/scheme would also help harmonize the implementation

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[7] Goyal, 2007
[8] *Getting the Right Teachers in the Right Schools*, World Bank (2018)
[9] Senior teachers are often selected to become school principals.

mechanisms and transaction costs at all levels, particularly in using state, district and sub-district level systems and resources, besides envisaging one comprehensive strategic plan for development of school education at the district level. The shift in the focus is from project objectives to improving systems level performance and schooling outcomes which will be the emphasis of the combined Scheme along-with incentivizing States towards improving quality of education

7.   The program is expected to move towards rewarding states for results through more flexible financing models. This strategic approach of the GoI is aligned with the World Bank's Country Partnership Framework that builds on India's federalism and proposes to work with select states to innovate and drive performance – which in turn will help the national program bring better practices to scale.

Relationship to CPF

8.   The proposed program will be aligned with the World Bank Group's Country Partnership Framework (CPF) for India (FY 2018 – 2022). The program supports a state-centered and state-led approach to improving school education outcomes through strategic partnerships between MHRD and select states. The program will strengthen the ability of states to plan, prioritize, finance, implement and measure desired improvements in the school education sector (from ECE to secondary education) towards better student outcomes. In keeping with the *Lighthouse India* approach articulated in the draft CPF, the program will also support systematic knowledge and experience sharing on solutions adopted by states to meet quality and equity challenges in secondary education. Furthermore, the inclusion of poor states and disadvantaged groups in the program is consistent with the WBG twin goals.

C. Proposed Development Objective(s)

9.   The Program Development Objective (PDO) is to improve student outcomes in select states and enhance governance of school education in India

Key Results (From PCN)

10. The following preliminary results indicators are proposed to measure progress towards this PDO:

    I.   Improved Grade 5 NAS performance
    II.   Improved Grade 10 completion
    III.   Strengthened learning assessment systems

D. Concept Description

11.   **The Bank education strategy will be moving towards deepening its impact through exploring innovative ways of engaging with the government:** Moving away from a sector wide approach towards leveraging the national government's convening power, the Bank would offer support at the federal level in strategically critical areas and use

this engagement to enter select states and bring to scale innovative approaches for educational reform. This tiered approach will address challenges of select <u>Learning States while combining that with a light touch support to the Lighthouse States that have already initiated critical reforms- to help deepen those innovations and reforms for scale up.</u> Support at the state level will be more for focused policy implementation will be undertaken through a results-based financing approach linked to outcomes that the Bank would like to pursue for improved service delivery of education. The following results areas have been identified for the results-based component of the project:

- *National level support*
- *Support to the learning states*
- *Support to the lighthouse states*

Results Area 1: National Level Support:

12.	**In line with the new CPF, the Bank will support top-priority, catalytic education policy reform agendas at the national level.** Four areas have been identified for policy reform and support at the Nationall level (i) National Assessment systems (ii) Strengthening Educational Management Systems (iii) Partnering with non-state actor (iv) Supporting a flexible financing pool- the *National Education Fund* to support innovation and leveraging of private finance for deeper reforms.

Results Area II: The Learning States:

13.	The learning states will be those that have a demonstrated intent to reform schools, have the necessary commitment for system-wide transformation and bold reforms and are committed to education outcome improvements. The Bank already has an engagement with three states through its technical assistance to the NITI AYOG in **Sustainable Action for Transforming Human Capital- Education (SATHE)**- the states of Jharkhand, Madhya Pradesh and Odisha. The present support will build upon the task undertaken to cover Jharkhand and Madhya Pradesh. Two more learning states will be Chhattisgarh and Punjab where the Bank has initiated a dialogue to support reform in pre-school education and non-state actors in school reform. The key support areas will be:

I.	**The Early years**

14. Key issues expected to be addressed in the project include:

1.	Improving ECE outcomes in the classroom for all children

	a)	Curriculum, pedagogy and assessment practices
	b)	Compliance with quality standards for ECE centers/pre-primary classes
	c)	ECE teacher professional development
	d)	Parental and community engagement

2.	Improving system performance for quality at scale

	a)	Regulatory and accreditation framework for public and private providers
	b)	Build state capability at all levels
	c)	Data management within *UDISE+* for better planning, budgeting and monitoring
	d)	Converge efforts of ministries on standardization of quality

II.   Measuring learning

15. The project will aid in the following areas:

(i)   Enhancing the relevance of the NAS data for states
- **Enhancing the policy relevance of the NAS data** for states through supporting initiatives and pilots that strengthen the applicability of the NAS design and reporting features (e.g., creating modular options that allow states to customize aspects of the NAS to their specific curricula and learning priorities while maintaining cross-state comparability); and
- **Enhancing the practical relevance of the NAS data** for local actors at the school and district levels through supporting technical assistance and pilots of different report cards and other data sharing tools and techniques to make the data more interpretable and actionable.

(ii)   Enhancing Continuous and Comprehensive Evaluation (CCE) for more micro-level student assessment for remedial action
- The World Bank would aid states in strengthening the implementation of CCE through providing technical support and funding for pilots to try out approaches to addressing institutional, technical, training, or other issues in CCE implementation; and working with teacher training providers to design, pilot, refine, and scale up effective approaches to teacher training and professional development in CCE. Identifying innovative efforts in the L**ighthouse States** and sharing their lessons and practices with others will be supported.

III.   Classroom instruction and remediation

16.   The Bank program will encourage states to ensure that all students, regardless of level of schooling, have foundational reading and numeracy skills upon which to build grade-level competencies. The focus will be on acquisition of basic and higher order cognitive and non-cognitive skills for students all the way from K to 12 grades. To support this, training will be provided to teachers on innovative pedagogy, classroom practices and to conduct formative assessments in the classroom. Supplementary curricular resources (including print and digital teaching learning materials, and practice workbooks in line with the learning outcomes for elementary education and learning standards for the secondary and senior secondary education) will be developed to enhance the learning experience for all students. The State Councils of Educational Research and Training (SCERTs) and the District Institutes of Education and Training (DIETs) will be supported to design, implement, and monitor effective remedial programs to help student catch up to grade level, including use of ICT in classrooms for blended learning and formative assessments. Behavioral interventions to improve teacher and student motivation will also be supported.

IV.   Teacher development and school leadership

17. The Bank will support MHRD's efforts on the Digital Infrastructure for Knowledge Sharing (DIKSHA -the online platform that supports teacher and school leadership development). In both the learning and lighthouse states, the project will support**:**

(i) **Strengthening teachers' classroom practice** by providing needs-based in-service teacher professional development, supplemented by frequent and ongoing peer-group interactions through teachers' communities of practice and teacher mentors.

(ii) **Setting up online Teacher Management Information System**   The learning states will be supported to develop/strengthen their teacher database and online teacher management information systems(MIS).

(iii) **Teacher Performance index** will be developed with teacher performance standards and piloted in few states before it is scaled up and used to assess teacher performance.

(iv) **Strengthening school leadership** by reviewing and strengthening the national school leadership framework, use it to provide leadership training (including induction) to school principals and management, and to assess leadership and school management skills.

(v) **Institutional reform** will be fostered through support to SCERTs, District Institutes of Education and Training (DIETs), Block Resource Centers (BRCs) and Cluster Resource Centers (CRCs) for decentralized CPD, peer networking, and teacher support

V.   Engagement with non-state actors

18.   At the state-level, the World Bank will explore opportunities for alternative service delivery models that will strengthen public service delivery of education. This could include use of school vouchers/ fashioning schools on the charter school model where the government buys the services of a service provider and the latter gets paid for the quality service delivery at the school level through a per child cost reimbursement basis. Use of **Development /Social Impact Bonds** to improve school and student outcomes will be considered. While all government schools are fully funded by the central/state governments, there is minimal support from the government to the aided schools (in the form of partial teacher salaries and intermittently for teacher training). Support to the government aided schools will be explored to improve teaching -learning and school management.

Results Area III: The Lighthouse States:

19.   This results area will include support to the lighthouse states (Maharashtra, Andhra Pradesh and Himachal Pradesh) that have demonstrated reforms and are keen to undertake the next level of reforms to have greater impact on teaching and learning. They are also at a stage where they can demonstrate and share their good practices with other learning states for scale. They have been identified in consultation with the MHRD. Maharashtra has developed a portal to ensure that all teachers' professional development needs are assessed, and that training is provided on demand in response to these; and developed the Maharashtra In-service Teacher Resource App (MITRA), which has eased channels of communication and resource sharing between teachers and with the state administration. Andhra Pradesh has introduced examination reform, on line teacher attendance and holistic reform in school education especially through decentralization of management systems. Himachal Pradesh has undertaken extensive reform in school leadership and equitable teacher deployment and development, with good practices that can be adapted especially by other hilly states with similar terrain related access and delivery issues.

The following areas will be supported:
I.   Classroom instruction and remediation

20.   Fortunately, there are several 'lighthouse' states that have introduced remediation innovations that have already demonstrated significant potential to improve the learning experience for students that, with suitable modification, can be re-deployed relatively quickly and cost-effectively into other states, while the private sector has also developed innovative products and services that can similarly be deployed and promise to enable rapid improvements in learning outcomes where students are struggling. Examples of such innovations include: **The EkStep Platform**; an educational content repository that allows for sharing of educational content for learners; **Mindspark** a website-based personalized learning tool used as a remedial tool; **Khan Academy videos** for instruction, available in English for all subjects for K-12 etc.

II.   Teacher development and school leadership

21.   For the lighthouse states, a higher level of teacher management reform will be explored to (i)strengthen their performance management and career growth with suitable accountability and incentive measures, and (ii) use online teacher MIS to enhance the efficiency of teacher recruitment, deployment and transfers.

III.   State Board examination reform

22.   In the light house states, the project will provide support to enhance validity and credibility of Grades 10 and 12 examinations for certifying student learning. The project will provide strategic support to states for reforms in this area, including through:

- **Convening state boards and other key stakeholders** to discuss the main issues affecting the validity and credibility of examinations in their state and possible reforms in select states to address them;
- **Bringing in international and other expertise** to inform policy and technical solutions in areas of cheating, relevance, equity and political economy.
- **Providing technical support and funding for pilots** to try out approaches to addressing institutional, technical, or other issues in examination reform
- **Identifying 'Lighthouse' states** that have made progress in improving the validity and credibility of their Grades 10 and 12 examinations and sharing their lessons and practices with others (e.g., how to manage the political economy of reforms).

IV.   Engagement with non-state actors

23.   The proposed pilot will explore alternative models of service delivery for government to partner with non-state actors. On the one hand the **Whole-School Approach or the Charter school model** could be explored. That would entail working with an aggregator or network of school operators; this pilot would work on the model of the private providers taking over the complete school operations and management. The schools would follow the national curriculum but have the flexibility to follow their own pedagogic approaches and teacher training. Alternatively, the **Outsourcing of specific services model** could be explored; this would include recruitment of private operators to undertake certain services for quality improvement, with a particular focus on teacher training and school leadership. These initiatives will be in partnership with philanthropy organizations/private providers and will explore alternative financing instruments like development/social impact bonds.

V.   Preparing students for college and the world of work

24.   The project will support career counselling and information to students on higher education and career pathways, including college readiness and the labor market. The Bank will facilitate collaboration between the MHRD and the MSDE on developing systematic information on effective TVET systems and feasibility of short- and long-term skills training for youth, exploring skills and trades for students that build interest, information, and an entrepreneurial spirit especially for vulnerable students at risk of dropping out or drop outs starting from grade 8 upwards to grade 10.

25.   **Technical Assistance Component:** Given the challenges faced by the states, technical assistance to enhance implementation capacity and strengthen systems, financial management, procurement, data management, establishing state Project Management Units, monitoring and evaluation (including consulting and non-consulting services) will be important for achieving expected results.

SAFEGUARDS

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

 Support to the Samagra Shiksha (SS) at the national level will be focused on select areas that impact learning outcomes, governance deficits, and information provision. At the state level, the Learning States - Chattisgarh, Jharkhand, Madhya Pradesh and Punjab will be provided with deeper support to address their challenges; while complimentary to that the Bank will support the more developed and Lighthouse States like Maharashtra, Andhra Pradesh and Himachal Pradesh to share successful interventions with the Learning States. The Bank will also support the Lighthouse States to diagnose and address areas of strengthening so that they can continue to develop and improve in a more uniform way.

B. Borrower's Institutional Capacity for Safeguard Policies

 Ministry of Human Resource Development (MHRD) has previously implemented Sarva Shiksha Abhiyan I, II and III, in line with requirements of the Bank's operational policies on safeguards. This reflects that some level of capacity is already established in undertaking environment and social assessments and implementing health and safety provisions for students, teachers and labour engaged in the education facilities. Through the EMF prepared for SSA, III MHRD has also given increased attention to green and clean schools. A few states such as Gujarat, Tamil Nadu, Uttar Pradesh, and Andhra Pradesh have constructed model green schools (or prepared guidelines for the same). They are focusing on future construction and school upgradation work carrying a green footprint.

 A detailed capacity assessment of the project staff in selected states will be carried out as part of safeguards studies, based on which, recommendations will be made for creating/strengthening Borrower's institutional capacity on safeguards in context of the current scope of activities. .

C. Environmental and Social Safeguards Specialists on the Team

 Sangeeta Kumari, Social Specialist
Kalyani Kandula, Environmental Specialist
Sharlene Jehanbux Chichgar, Environmental Specialist

Kanchan Rajeevsingh Parmar, Social Specialist

D. Policies that might apply

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	The project supports activities to improve learning outcomes, education management systems, teacher training and development, and specific interventions on upgradation of institutional buildings/renovation works. The latter would need to be implemented with appropriate integration of environment, health and safety measures to ensure that project financed activities are environmentally sound and sustainable, and there are no adverse impacts. However, by the nature and scope of the proposed activities, it is unlikely that there would be any large scale environmental risks and impacts, these would be small-scale and localized, and manageable.
		The risks pertaining to design would also be given attention, and would include adequate and hygienic water supply and sanitation arrnagements, sanitary waste management provisions, selection of appropriate building materials (use of non- toxic paints, management of any residual asbestos sheets), indoor air quality and ventilation, energy efficient lighting, fire safety and emergency response arrangements, and, disability access (particularly if schools are located in difficult sites such as hilly areas or erosion prone sites). Furthur to this, the project would need to ensure that public and labour health and safety risks associated with construction activities, if any is addressed.
		Facilities would also need to be made resilient to extreme weather events such as floods and heat waves which can impact project activities and cause (i) disrupted school schedules and (ii) physical damage to education facilities- both impact the quality of the learning environment.
		An environment and social management framework would be prepared to address these underlying requirements, meet the requirements of OP 4.01, and, ensure that all project financed activities do not result in any adverse environment and social impacts.

Performance Standards for Private Sector Activities OP/BP 4.03	No	
Natural Habitats OP/BP 4.04	No	OP 4.04 is not triggered as the project will not finance any interventions in natural habitats or that would adversely impact natural habitats.
Forests OP/BP 4.36	No	OP 4.36 is not triggered for this project the project will not finance any interventions in forest areas and no conversion/degradation of forests is envisaged.
Pest Management OP 4.09	No	OP 4.09 is not triggered as the project will not finance or promote the use of large scale/significant qualities of pesticides or chemical pest control methods that would cause adverse impacts to human health and the environment.
Physical Cultural Resources OP/BP 4.11	TBD	The exact sites and scope of interventions is yet to be decided, the project will also take all precautions to avoid any impacts on any PCR. However, safeguards preparation process will ascertain whether chance finds at work sites is a likely impact that would have to be managed.
Indigenous Peoples OP/BP 4.10	Yes	Given that the Bank's engagement is with the national ministry (MHRD) and the current scope of result areas, substantial engagement with ST/SC communities is foreseen. The likely states to be supported have tribal dominated areas including Schedule V areas. Social Assessment and FPIC with ST community representatives will be carried out to gauge issues of equity and inclusion w.r.t to STs and other vulnerable communities. Based on the states selected, it is likely that a Tribal Development Plan will be prepared.
Involuntary Resettlement OP/BP 4.12	No	At this stage, no construction activities are envisaged under the project. Hence, land acquisition/resettlement related issues have been ruled out. However, in order to monitor application of the policy through appraisal and implementation, a checklist will be prepared to ensure that no instances of land acquisition and/or encroachment are noticed within the project's scope. This policy will be re-visited during appraisal.
Safety of Dams OP/BP 4.37	No	OP 4.37 is not triggered as the project will not construct any new dams or support activities that are concerned with the functioning of existing dams.
Projects on International Waterways OP/BP 7.50	No	OP 7.50 is not triggered for this project as there are no interventions planned/proposed that would impact international waterways.

Projects in Disputed Areas OP/BP 7.60	No	OP 7.60 is not triggered as the project is not proposed in any disputed area.

E. Safeguard Preparation Plan

Tentative target date for preparing the Appraisal Stage PID/ISDS

Mar 28, 2019

Time frame for launching and completing the safeguard-related studies that may be needed. The specific studies and their timing should be specified in the Appraisal Stage PID/ISDS

In line with WB's operational policies, the borrower will commence preparation of the safeguards instruments and shall undertake and environment and social assessment to prepare Environment and Social Management Framework (ESMF) and Tribal Development Plan based on an agreed terms of reference with the Bank. These instruments are expected to be ready by March 25, 2019, or before appraisal and will be publically disclosed.

The ESMF will provide essential baseline data, confirm policies that are triggered, assess likely impacts of the project interventions. The ESMF and TDP will also propose mitigation measures for any adverse impacts that may be envisaged through the design and operation phases of various interventions and continued stakeholder engagement. Recommendations for strengthening institutional capacity, and estimate the budget required for the implementation will also be included. Assessments will be participatory with consultations with all the stakeholders. Specifically FPIC shall be ensured in the Schedule V and other Tribal dominated areas and their views be incorporated in the program design.

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