



# Concept Environmental and Social Review Summary

## Concept Stage

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

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**BASIC INFORMATION**

**A. Basic Project Data**

Country	Region	Project ID	Parent Project ID (if any)
India	SOUTH ASIA	P173978	
Project Name	Andhra Pradesh School Education Improvement Project		
Practice Area (Lead)	Financing Instrument	Estimated Appraisal Date	Estimated Board Date
Education	Program-for-Results Financing	6/15/2021	9/30/2021
Borrower(s)	Implementing Agency(ies)		
Department of Economic Affairs, Ministry of Finance, Government of India	Department of School Education, Government of Andhra Pradesh		

Proposed Development Objective

The PDO is to improve the quality and management of foundational learning and elementary and secondary education across all districts of Andhra Pradesh

Financing (in USD Million)	Amount
IPF Component	25.00
Total Project Cost	1425.00

**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 teacher subject knowledge assessment and 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 state's participation in the Programme for International Student Assessment (PISA) Based Test for Schools, and 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. No technical consultants or firms are expected to be engaged for this area.

#### D. Environmental and Social Overview

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

School Education Improvement Project will be implemented in the State of Andhra Pradesh (AP), situated in the east-central peninsular of India (12°41' and 19.07°N latitude and 77° and 84°40'E longitude). AP is bordered by the States of Telangana, Chhattisgarh, and Odisha in the north, the Bay of Bengal in the East, Tamil Nadu to the south and Karnataka to the west. The State has the second-longest coastline in the country with a length of 974 km. The current state of AP was formed in 2014 after the reorganization of the then existing State of AP after carving out a separate State of Telangana. Today, with its 13 districts and a geographical area of 1,62,970 km<sup>2</sup>, AP ranks as the 8th largest State in the country in terms of area and has a density of population lesser than that of the country average. The climate here is generally hot and humid with heavy tropical rains during the South-West monsoon season from June to September and the North-East Monsoons around the month of October. Its varied topography ranging from the hills of Eastern Ghats and Nallamallas to the shores of Bay of Bengal, and eco-fragile deltas of the two major river systems – Godavari and Krishna - renders its geography important for conservation and rich in flora and fauna which shall be preserved from destruction, and pollution. With strong and recurrent cyclonic winds along its coasts; improving climate responsiveness and disaster resilience, especially of the coastal areas, is crucial for Andhra Pradesh. The state has well-developed social, physical and industrial infrastructure, power, airport/ports, and virtual connectivity.

AP has a sizeable Scheduled Caste (SC) and Scheduled Tribe (ST) population. In 2011, SCs and STs comprised 17% and 5% percent of the total population of Andhra Pradesh. The state accounted for about 5.07% of SCs and 3.12% of STs of the total SC/ST population of India. There are about 59 Schedule castes in AP, of which the dominant ones are Mala, Madiga, Relli, Adi Andhra, and others. Similarly, there are 35 Scheduled Tribes and the dominant among them are Gonds, Koyas, KondaReddies, Savaras, and others. While the SCs are distributed throughout the state, the STs are concentrated in the hilly forest areas of Srikakulam, Vizianagaram, Visakhapatnam, East Godavari, and West Godavari. The SC and ST population in AP is spread across all the districts, but there are some districts where these are concentrated. The SC population is highest in East Godavari and Guntur with 11% of the SCs in this district alone.



Vizianagaram district has the least concentration of SCs at 2%. The ST population is highest in Visakhapatnam with 23% of the STs in this district alone. YSR Kadapa district has the least concentration of STs at 2%. The Environment and Social Systems Assessment (ESSA) for the PforR will undertake an analysis of gender and inclusion issues related to participation in job roles as well as effective enrolment, transition, and completion rates of female and male students from SC/ST communities. The ESSA preparation process and emerging findings will also inform the design of gender and inclusion interventions under the Result Areas of the PforR component.

The project envisages capacity development of State and District Institutes on foundational learning, training, and improvement of facilities in schools (under Building as Learning Aid - BaLA concept) under the PforR component. The environmental and social aspects of the project for the PforR part would be captured in the ESSA. The proposed IPF will facilitate the provision of capacity building support to the state's nodal educational institutions and for creating the state's Education Management Information System (EMIS). The risks and impacts of the IPF component will be captured during project preparation. A screening of the proposed IPF activities will be undertaken. Further details on institutional capacities to manage the IPF component will emerge from ESSA for PforR.

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

State Implementation Society (SIS) for Samagra Shiksha will act as the nodal agency for implementing the project with the Department of School Education of the Government of AP (GoAP). SIS and GoAP have prior experience with the safeguard requirements of the World Bank through various projects (P144447: India: Elementary Education III, and P118445: India Secondary Education Project), but not of Environmental and Social Framework (ESF). However, the focus of this IPF component is on capacity building and advisory services. The environmental and social risks of the proposed activities and institutional capacities to manage these will be assessed during the project preparation through an Environmental and Social Systems Assessment for the proposed Program for Results Component. Based on the findings of the ESSA, this section on Borrowers Institutional Capacity will be further refined.

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

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

Low

**Environmental Risk Rating**

Low

The proposed IPF will support capacity building of the state's nodal educational institutions, creating the state's EMIS and consultancies/advisory services to support project activities. Hence, the current scope and activities of the TA indicate a "Low" risk rating from the environmental perspective. The proposed IPF component does not envisage any adverse environmental impacts and may provide opportunities to strengthen environmental management capacity by introducing environmental aspects in the training and capacity building activities.

Environmental best practices shall be in place for managing repairs and end-of-life disposal of equipment involved in MIS development. The repairs, servicing and end-of-life disposal of IT equipment used for software development may result in environmental risks related to electronic wastes (e-wastes) and solid wastes if not managed appropriately. The type and number of such equipment required, the associated cycle of replacement or upgradation, existing e-waste/solid waste management measures in project agencies, regulations, and capacities of the State, vendors, agencies to manage end of life disposal of electronic equipment and parts will be analyzed during project preparation. The country has guidelines for the disposal of electronic waste under E-Waste Management Rules, 2016 (amended in March 2018), and Solid Waste Management Rules, 2016 for solid waste management. As part of the preparation, the



project will undertake a review of the scope of the proposed activity to (i) understand the extent of software/hardware purchase expected, (ii) staff capacity, (iii) facilities and arrangements to handle its disposal (during repairs and servicing or end-of-life). In order to ensure the management of e-waste through approved recycler agencies as per the country's E-Waste Management Rules, 2016, the ToRs for the MIS component will include the requirements for arranging the disposal of equipment (end-of-life and during repairs) and requirements to adopt best practices.

**Social Risk Rating**

Low

The social risk is rated as 'Low' for the following reasons:

a) Activities under the proposed IPF-TA component are not expected to have any adverse social impacts and will be restricted to capacity building of state nodal implementing agencies and consultancy/advisory services. The ESSA will identify existing good practices towards improving enrollment, transition, and completion rates of female students and students from SC/ST communities. The ESSA will also assess the capacity of existing intuitions to respond to the needs of students and teachers from vulnerable communities and identify capacity-building measures to address these gaps.

b) Risks 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 Prevention of Sexual Harassment at the Workplace (POSH) will apply to these workers in relation to the implementation of the project. Therefore, a Labor Management Procedure (LMP) will be prepared for the project that addresses these aspects e.g. includes a code of conduct for service contracts, setting up an Internal Complaint Committee; provisions to address COVID concerns, and a GRM to redress grievances for this category of workers. These requirements will be added to the firm qualification criteria in procurement packages.

c) Stakeholder-related risks too are low. During preparation, the nodal implementing agency will prepare a Stakeholder Engagement Plan (SEP) that includes the list of all potential stakeholders including officials of the Department of Education at the state level, administrators at the district and sub-district levels, school management committees (SMCs), students, teachers and Teacher Education Institutions with adequate details on modes and frequency of engaging with them.

**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 is relevant to understand and assess potential environmental and social risks associated with the Project in addition to assessing the overall capacity of the client to mitigate and manage the potential environmental and social risks. Based on project components under IPF, identified at the Concept stage, overall risks are expected to be 'low'. Capacity and processes to manage the disposal of e-waste which might be generated as part of proposed EMIS development is identified as a key environmental risk. Application of good practices and risk mitigation approaches in labor-management, specifically, OHS measures and POSH emerge as a key social risk.

Public Disclosure



Other adverse risks or impacts are not foreseen under the TA activities since these are mainly on capacity building and advisory support to state’s institutions including SSI, SCERT, State Institute of Education Management and Training, State Assessment Cell, Department of Education of GoAP at the state level, School Management Committees (SMCs), and other support agencies which are identified as partners, during the preparation. However, this IPF component will not support implementation / technical capacities for developing or managing infrastructure or facilities.

As part of project preparation, the team would review the activities towards which the capacity building is being directed, to determine the extent to which these relate to matters covered by the ESF. During project preparation when the scope of activities is detailed out, they will be screened for Environmental & Social risks and impacts, and requirements will be incorporated in the Terms of References (TORs) for the advisory support activities. An Environmental and Social Commitment Plan will also be prepared by the implementing agencies, which will include Labor-Management Procedures. Procedures for proper stakeholder engagement and information dissemination will be identified and accordingly, SEP will be made part of the Environment and Social Commitment Plan.

**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 new 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**

This standard is relevant.

In order to ensure that a consistent, comprehensive, coordinated, and culturally appropriate approach is taken to stakeholder engagement and project disclosure, the Department of School Education will prepare a Stakeholder Engagement Plan (SEP). Such a plan will provide guidance on specific steps and actions to be taken during preparation and those that may be required during implementation. It will also define the mode and frequency of engagement with stakeholders at various stages of the project cycle.

The SEP will be prepared in a manner that ensures that consultations and engagement with stakeholders is conducted in a timely, relevant, clear/comprehensible manner with easy access to project information. The SEP will lay out a strategy to identify and map key stakeholders, including representatives from vulnerable and disadvantaged groups, including representatives of tribal groups, women, and those representing children with ‘special needs’ (physical and/or other). In the light of geographical and socio-cultural peculiarities of the state, specific attention will be paid to ensure that SEP prepared for the proposed operation focuses on principles of ‘inclusion’ and ‘access’ to timely information among other things.

The key stakeholders of the Project include officials of the Department of Education at the state level, administrators at the district and sub-district levels, School Management Committees (SMCs), students, teachers and Teacher Education Institutions. Other interested parties may include suppliers, contractors, workers and third-party agencies involved with capacity-building and education sector related activities. Consultations and engaging with these stakeholders during project preparation (as part of Environment and Social Systems Assessment and design of components/sub-components), as well as during implementation will be crucial for the project, specifically the



community-based interventions. The GoAPs prior experience of engaging with SMCs will be leveraged towards this end.

The SEP will be disclosed prior to the appraisal, consistent with the requirements of ESS 10, and will be updated, as necessary, throughout the project cycle. A stakeholder grievance redress mechanism (GRM), as part of SEP, will be operationalized for the project to allow for feedback and complaints. Notably, GoAP has a GRM in-place for the ongoing operations (such as that for the Health Project) supported by the World Bank. The proposed project and the SEP will build upon existing government systems and experience from the on-going Bank operations.

Project-related information will be shared with key stakeholders in English and in the local language (Telugu). All ESS plans and associated documents will be disclosed both in-country/locally as well as on Bank’s website in English and local language (Telugu). SEP will be disclosed early in the project preparation which will become the basis for consultation with stakeholders.

## **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 component of the project is expected involve: (a) contracted workers engaged in consultancy services firms (for developing content, providing training, data systems, portals, undertaking studies), and (b) supply workers/ suppliers for operating equipment necessary for the project functions - both category of workers will be determined during the course of project preparation.

With respect to these professionals, provisions of ESS-2 relating to terms and conditions of employment, non-discrimination and equal opportunity, worker’s organizations, OHS aspects will apply – the extent of relevance will be further assessed during project preparation. Additionally, Sexual Exploitation and Abuse/Sexual Harassment at workplace and COVID related issues (in the case of the pandemic situation during implementation) will be risks. Hence, an LMP will be prepared that addresses these aspects e.g. includes a code of conduct for service contracts, besides setting of Internal Complaint Committee as is required under the Prevention of Sexual Harassment at Workplace Act. The LMP will also include provisions to address COVID concerns and present a GRM for the relevant category of workers.

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

This standard is relevant at this stage as the IPF component will support the development of software-based EMIS. Though the use of modern software/hardware to prepare EMIS will increase resource efficiency manifold as compared to traditional systems, this activity can directly or indirectly result in an increase in e-waste and solid waste (including plastics) in the nodal institutions. Though the EMIS development will be supported by vendors, it is important that they and institutions involved have systems to minimize its use, manage these efficiently by reuse/recycling, and disposing this off in an environmentally appropriate manner. ToRs for MIS component will include the requirements for arranging the disposal of equipment (end-of-life and during repairs) in line with the National Rules and best practices (including segregated storage and including collection, transport, reuse, recycling, and disposal).



**ESS4 Community Health and Safety**

This standard is not relevant. Since no construction or infrastructure development activity is envisaged under the project, project activities are not expected to cause risks and impacts to local communities.

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

This standard is not relevant.

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

This standard is not relevant as the IPF component will involve capacity building and there will be no physical works. The project does not envisage any activities which have either direct or indirect impacts on bio-diversity or any living natural resource areas.

**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 there are no physical works to be supported by the IPF component. Cultural assets are unlikely to be impacted by the activities currently envisaged. The project will not support any works or activity that would impact cultural heritage.

**ESS9 Financial Intermediaries**

This standard is not relevant.

**B.3 Other Relevant Project Risks**

Not identified at this stage of the project.

**C. Legal Operational Policies that Apply**

**OP 7.50 Projects on International Waterways** No

**OP 7.60 Projects in Disputed Areas** No

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





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

No

**Financing Partners**

None

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

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

Actions to be completed prior to Bank Appraisal:

(i) Environment and Social Commitment Plan, including Labor Management Procedures (primarily focusing on OHS and POSH guidelines).

(ii) Stakeholder Engagement Plan, covering all key stakeholders

(iii) TORs for key consultancies for management support and development of EMIS screened for E&S risks/implications and requirements of relevant standards integrated into these TORs. Environmental Screening during preparation will focus on: (a) understanding current practices of handling electronic and solid waste management, (b) assessing company policies and staff capacity to handle such issues, c) incorporation of requirements to manage e-waste and solid waste in the ToR.

Any other E&S guidelines relevant to project activities, which the E&S risk Screening may identify, will be proposed in the ESCP

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

i) Implementation and Monitoring arrangements for the ESCP, LMP, and SEP

ii) Agreed capacity building activities on ESF

iii) Commitment to timelines and resources for carrying out various capacity building activities

**C. Timing**

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

15-Feb-2021

**IV. CONTACT POINTS**

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**Borrower/Client/Recipient**

Public Disclosure



Borrower: Department of Economic Affairs, Ministry of Finance, Government of India

**Implementing Agency(ies)**

Implementing Agency: Department of School Education, Government of Andhra Pradesh

**V. FOR MORE INFORMATION CONTACT**

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**VI. APPROVAL**

Task Team Leader(s): Kartik Pental, Harsha Aturupane

Practice Manager (ENR/Social) Christophe Crepin Recommended on 07-Oct-2020 at 13:30:21 GMT-04:00