Program Information Document
(PID)

Concept Stage | Date Prepared/Updated: 14-Oct-2020 | Report No: PIDC230525

BASIC INFORMATION

A. Basic Program Data

Country	Project ID	Parent Project ID (if any)	Program Name
India	P173978		Andhra Pradesh School Education Improvement Project

Region	Estimated Appraisal Date	Estimated Board Date	Does this operation have an IPF component?
SOUTH ASIA	15-Jun-2021	30-Sep-2021	Yes

Financing Instrument	Borrower(s)	Implementing Agency	Practice Area (Lead)
Program-for-Results Financing	Department of Economic Affairs, Ministry of Finance, Government of India	Department of School Education, Government of Andhra Pradesh	Education

Proposed Program Development Objective(s)

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

COST & FINANCING

SUMMARY (USD Millions)

Government program Cost	14,350.00
Total Operation Cost	1,425.00
Total Program Cost	1,400.00
IPF Component	25.00
Total Financing	1,425.00
Financing Gap	0.00

FINANCING (USD Millions)

Total World Bank Group Financing	250.00
World Bank Lending	250.00

Total Government Contribution	1175.00

Concept Review Decision
The review did authorize the preparation to continue

B. Introduction and Context

Country Context

1.   **India's Gross Domestic Product (GDP) growth has slowed in the past three years, and the COVID-19 outbreak is expected to have a significant impact.** Growth has moderated from an average of 7.4 percent during FY15/16-FY18/19 to an estimated 4.2 percent in FY19/20. The growth deceleration was due mostly to unresolved domestic issues (impaired balance sheets in the banking and corporate sectors), which were compounded by stress in the non-banking segment of the financial sector, and a marked decline in consumption on the back of weak rural income growth. Against this backdrop, the outbreak of COVID-19 and the public health responses adopted to counter it have significantly altered the growth trajectory of the economy, which is now expected to contract sharply in FY20/21. On the fiscal side, the general government deficit is expected to widen significantly in FY20/21, owing to weak activity and revenues as well as higher spending needs. However, the current account balance is expected to improve in FY20/21, reflecting mostly a sizeable contraction in imports and a large decline in oil prices. Given this, India's foreign exchange reserves are expected to remain comfortable.

2.   **Although India has made remarkable progress in reducing absolute poverty, the Covid-19 outbreak has reversed the course of poverty reduction.** Between 2011-12 and 2017, India's poverty rate is estimated to have declined from 22.5 percent to values ranging from 8.1 to 11.3 percent. Recent projections of GDP per capita growth rate indicate that as result of the pandemic, poverty rates in 2020 have likely reverted to estimated levels in 2016. The extent of vulnerability is reflected in labor market indicators from high frequency surveys. Data from the Centre for Monitoring Indian Economy (CMIE), shows urban households are facing greater vulnerabilities: between September-December 2019 and May-August 2020, the proportion of people working in urban and rural areas has fallen by 4.2 and 3.8 percentage points respectively. Approximately, 11 percent and 7 percent of urban and rural individuals, identifying themselves to be employed in the recent period, have performed zero hours of work in the past week. Short-term employment outlook is contingent on whether these temporarily unemployed workers can fully re-enter the labor force. Overall, the pandemic is estimated to have raised urban poverty, creating a set of new poor that are likely to be engaged in non-farm sector and receive at least secondary or tertiary education, as compared to existing poorer households who are predominantly rural with lower levels of education.

3.   **Andhra Pradesh is one of the faster-growing states in the country. However, poverty, illiteracy, and malnutrition continue to be a concern.** The state has a Gross State Domestic Product (GSDP) at current prices (2019-20) of about US$130 billion[1]. It is the seventh-largest state in India by area, has a population of 49 million, and a per capita income (current prices) of US$2,260. In 2018, the state adopted a Multidimensional Poverty Index[2] (MPI) that estimated the headcount of multidimensional poverty in the state at 21 percent. Andhra Pradesh had a literacy rate of 68 percent and a

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[1] Socio-Economic Survey of Andhra Pradesh, Department of Planning, Government of Andhra Pradesh
[2] The MPI is based on health, education and standard of living.

sex ratio of 992 females per 1,000 males[3]. About 35 percent of children (0 to 59-month-old) are stunted[4]. Scheduled Caste (SC)[5] and Scheduled Tribes (ST)[6] share in the state population is 16 percent and 7 percent respectively.

4.   **COVID-19 pandemic:** As of October 6, 2020, India had recorded more than 6.6 million cases of COVID-19. Of this, about 0.9 million are active. Andhra Pradesh accounts for more than 0.7 million cases. Of these about 50,000 are active. The recovery percentage stands at 92 percent (national average is 85 percent).

Sectoral (or multi-sectoral) and Institutional Context of the Program

5.   **The state's public-school education system serves 3.9 million children (49.5 percent of overall enrollment).** There are about 44,500 schools and around 190,000 teachers. The elementary and secondary Gross Enrolment Ratios (GER) are 86 percent and 82 percent respectively. Primary to upper primary and upper primary to secondary transition rates are 97 and 96 percent respectively. Girls, Scheduled Caste, and Scheduled Tribe students account for 70 percent of students enrolled in public schools[7]. The difference between the transition rates for boys and girls is negligible, but there is a gap of 7-10 percentage points between the state average and the averages for SC and ST students[8]. **Despite high primary and secondary enrollment rates, learning poverty remains a challenge for Andhra Pradesh.** As per the Grade 5 (Age 10) National Achievement Survey (NAS) 2017 (language), 40 percent of students do not meet minimum grade level proficiency. By Grade 8 (Age 14), this statistic worsens to 62 percent. These learning deficiencies are expected to worsen due to the impacts of the COVID-19 pandemic.

6.   **Low enrolment, poor facilities, and limited focus on foundational learning (Kindergarten to Grade 2; Age 3 to 8) are key challenges to service delivery.** About 33,500 public schools only provide primary education (Grades 1 to 5). Almost half of these schools have fewer than 30 students and operate with one or two teachers. Teachers simultaneously manage multiple grades and teach subjects that may not be their area of specialization. The absence of quality Early Childhood Education (ECE), limited pedagogical connect between ECE services offered at *Anganwadis[9]* and the early grades, and multi-grade teaching are key issues. As of 2018-19, the percentage of schools with functional girls and boys toilets and functional drinking water facilities was 61 percent, 55 percent, and 74 percent respectively[10].

7.   **Lack of teacher educators and limited teacher capacity are a challenge.** Most teachers have been trained in curriculum-based teaching, with limited exposure to competency-based teaching. Over 90 percent of academic positions at the State Council for Education Research and Training (SCERT) and District Institutes of Education Training (DIETs) have been vacant[11]. As a result, teachers have limited access to opportunities for continuous professional development.

8.   **Lack of a state-level Education Management Information System (EMIS) and limited capacity building support for decentralized education functionaries and school leaders has restricted their focus to administrative responsibilities.** The primary responsibility of school principals, headteachers, Block Resource Center Coordinators (BRCCs), and Cluster

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[3] Unified District Information System for Education (UDISE) Flash Statistics (2016-17)
[4] National Institution for Transforming India (NITI) Aayog, Infant Mortality Rate and Malnutrition data (2016-17)
[5] The Scheduled Castes are depressed sections of the *Hindu* community who have suffered for long under social handicaps and thus need special protection and help for the amelioration of their social, economic and political condition.
[6] The 'Scheduled Tribes' are backward sections of the Indian population who still observe their tribal ways, their own peculiar customs and cultural norms. The tribal people have remained backward because they live in inaccessible forests and hilly regions and have thus been cut off from the main currents of national life.
[7] Individually, girls, SC and ST account for 51.4 percent, 25.7 percent and 10 percent of enrolment in government managed schools
[8] UDISE Plus (2018-19)
[9] *Aanganwadis* are early childhood care and development centers operated under the Integrated Child Development Services (ICDS) scheme of the Government of India. Amongst other key childcare services, these centers provide early childhood education
[10] UDISE Plus (2018-19)
[11] NITI Aayog, School Education Quality Index (SEQI) – 2016/17 data

Resource Center Coordinators (CRCCs)[12] is to provide school-based academic leadership and classroom-based academic support. However, their ability to focus on these responsibilities is constrained by issues such as paper-based relay of notifications, administrative messages, and teacher grievances; physical collection, verification, and record-keeping of school-level data up to the block level; and limited in-service training on academic responsibilities. The State Institute of Education Management and Training (SIEMAT) is expected to take a lead in resolving these issues but has limited capacity.

9.   **The state has prioritized foundational learning and is addressing teacher and teacher educator vacancies.** In line with the New Education Policy (2020), to focus on ECE, *Anganwadis* are being co-located on public school premises. The Department of School Education (DoSE), Government of Andhra Pradesh (GoAP) has taken responsibility to manage the ECE activities of these centers. Extra teachers have been recruited to fill vacancies. Using a merit-based model, teachers have also been selected to staff the SCERT and DIETs and will be used to fill SIEMAT vacancies.

10.   **To address deficiencies in school level essential facilities, the government has initiated the *Mana Badi – Nadu Nedu* initiative.** The initiative is expected to reform the school environment by providing financing for a standardized package of facilities. The state has empowered School Management Committees (SMCs) to carry out assessments of facilities and identify gaps that need to be addressed. A community contracting and monitoring model is being used to carry out the required development works. Standardized designs and specifications have been developed; civil engineers have been engaged to oversee technical aspects; and an ICT enabled system has been set up for monitoring and financial management. Under Phase I, the initiative covers 15,715 schools and work has already started in 14,884 schools.

11.   **The government has provided remote learning materials due to the COVID-19 pandemic and plans to deploy additional resources ahead of the new school year.** Students have access to national resources to facilitate remote learning. This includes digital content on online platform(s) and free-to-air television channels broadcasting lessons. The state has notified a reduced academic calendar for the current school year and is carrying out a mapping of digital devices, television, and radio availability across households, and intends to develop and deploy appropriate learning resources. In September, the state reopened schools for students enrolled in Grades 9 to 12 (age 14 to 18), and has announced November 2, 2020 as the date for resumption of physical classes (with an option to continue distance/remote learning) for all grades.

Relationship to CAS/CPF

12.   **The proposed Andhra Pradesh School Education Improvement Project (AP-SEIP) operation aligns with the priorities of the India Country Partnership Framework (CPF) FY18-22 by seeking to help children realize their human capital potential.** It responds to this vision through two focus areas of the CPF: (a) Enhanced investment in the early years of children's development, and (b) Improving the quality of education in schools and colleges. The priority would be to support state-level innovation and performance in achieving better learning outcomes; and facilitate closer convergence between the DoSE, GoAP and the Department of Women, Children, Disabled and Senior Citizens (DoWCDSC), GoAP.

13.   **AP-SEIP will leverage the key catalysts for operational engagement by focusing on 'Strengthening Public Sector Institutions'.** The operation will focus on the capacity development of three nodal service delivery institutions that are at the core of the state's learning transformation: SCERT, SIEMAT, and State Assessment Cell. To do so, based on their need, AP-SEIP will provide these institutions the financial support required to engage technical experts. The lessons, technical

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[12] Under the administrative system and structure in India, each state comprises of a certain number of districts. In turn each district comprises of administrative Blocks (referred to as *Mandals* in Andhra Pradesh). Under the administrative structure/system managing school education, each Block is further divided into a set of Clusters, each comprising of between 10-12 schools. Andhra Pradesh has 13 districts and 676 *Mandals*.

tools, and management approaches from AP-SEIP can facilitate cross-learning and sharing of technical resources with other states with a similar context. In doing so, the operation will support the concept of 'Lighthouse India'[13].

Rationale for Bank Engagement and Choice of Financing Instrument

14.   **In line with the World Bank's development priorities, Andhra Pradesh is one of the first Indian states to have identified human capital development as a way to end extreme poverty and promote shared prosperity.** The state recently included health and education outcomes in its poverty measures. **The proposed operation aligns with the World Bank's School Education Sector Strategy for India, and the key policy levers identified for improving learning.** The proposed operation is committed to tracking and improving student learning, and will engage key stakeholders to focus on improving the quality of education. The state is prioritizing the aspects that are critical for improving learning: (i) foundational learning; (ii) teacher professional development; (iii) school leadership development; and (iv) appropriate use of technology.

15.   **By bringing in technical expertise and national and global experience, the World Bank will be a valuable development partner for the proposed operation.** The prospective strategies for addressing the state's development needs will be well informed by the World Bank's national and state-level operations in India. The proposed operation would leverage materials from the World Bank's Advisory Services and Analytics (ASAs).

16.   **Results-based financing through the PforR lending instrument:** Within the school education budget and operation of Andhra Pradesh, the PforR instrument will provide a results orientation by linking funding to key educational outcomes. In doing so, the instrument will provide the state the flexibility to design, deploy and iterate initiatives in line with the local context. A PforR operation would further strengthen the use of country systems for program management, implementation, and monitoring. The key results expected under the operation will be delivered at the school and district levels. The DIETs will be responsible for the teacher and school leader professional development and remedial education initiatives envisioned under the operation. Therefore, the operation will look to incentivize performance of DIETs and schools (through SMCs). The use of Disbursement Linked Indicators (DLIs) will be critical in validating progress on key educational outcomes. The use of Disbursement Linked Indicators (DLIs) will be critical in validating progress on key educational outcomes. **The PforR operation will be supported by a 'Capacity Building IPF Component' that will be leveraged to engage technical experts to provide need-based support for nodal education institutions.**

C. Program Development Objective(s) (PDO) and PDO Level Results Indicators

Program Development Objective(s)

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

PDO Level Results Indicators

18. **The achievement of the PDO will depend on results under four PDO indicators:** (i) Increase in the percentage of Grade 4 students achieving grade-level proficiency in language across districts; (ii) Increase in the percentage of Grade 4 students achieving grade-level proficiency in mathematics across districts; (iii) Improved teaching practices across districts as captured by a high-inference classroom observation tool; (iv) Increase in the number of schools achieving an improvement on a standardized school evaluation tool

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[13] https://documents.worldbank.org/en/publication/documents-reports/documentdetail/277621537673420666/india-country-partnership-framework-for-the-period-fy18-fy22

D. Program Description

PforR Program Boundary

19.   **The government program comprises of *Samagra Shiksha*[14], multiple state-level initiatives, and support to government-aided schools.** About 75 percent of the education budget is being used to support teacher salaries, and about 11 percent of it is being used to fund infrastructure maintenance, school meals, and student entitlements. This limits the funding available for investments in initiatives directed at improving the quality of education. **To address this deficiency, the government has envisioned the AP-SEIP as an operation for transforming government schools into vibrant and competitive institutions[15].** The boundary of the proposed program has been defined to focus on foundational learning, teacher professional development, assessment systems, remedial education, and school leadership development.

20.   **Result Area 1 (RA-1) – Strengthened Foundational Learning:** The proposed operation seeks to improve the quality of foundational learning in government schools by supporting the co-location of Anganwadis on government school premises, with the DoSE taking a lead on the ECE services provided by these centers. Strengthening teaching-learning interactions in the early grades is a priority. Under this result area, the state will invest in a few basic facilities (furniture for age appropriate seating, lights and fans for classrooms, and a smart television to facilitate use of digital content) and Teaching Learning Material (TLM) that directly impact the quality of the learning environment. The procurement/ contracting for these crucial inputs and facilities will be managed and supervised directly by the community. It also supports teacher professional development, preparation of teacher guidebooks, and training of BRCCs, CRCCs and school principals on academic management and monitoring. The SCERT will be the nodal institution for development and roll-out of TLM, learning resources, and teacher training. It will act as a technical unit that will support the DIETs with the delivery of professional development support for teachers.

> **Result Area 1 (RA-1) and COVID-19:** Learning from the COVID-19 pandemic, and given the low availability of digital devices, and limited parental support, the operation will support the state in developing physical learning kits (story books, puzzles, and play material) that can be distributed to facilitate parent guided learning in a home environment. It will also invest in building teacher capacity to leverage door to door visits, community radio, radio or television to guide parents on using the physical learning kits. These kits could be deployed in case of localized school closure due to COVID-19 (if it remains an active concern post November 2021), natural disasters, or disruptions resulting from climate change incidents. The development and distribution of these kits will not be limited to a COVID-19 response, they will be leveraged to facilitate greater parental engagement in foundational learning. These kits can help ensure that guided play and learning in a home environment augments the impact from the initiatives directed at improving school/center based foundational learning.

21.   **Result Area 2 (RA-2) – Improved Quality of Teacher-Student Interactions:** The state has introduced curriculum reforms to adopt a new competency-based teaching-learning approach. The proposed operation will focus on the provision of blended teacher professional development opportunities (on-site teacher training, on-site and remote individual coaching, and online repository of training materials) to accompany the curriculum transition, and the student learning assessments and teacher subject knowledge assessments[16] that the state leverages to develop these opportunities. The SCERT and the DIETs are faced with the task of quickly building internal capacity to deliver quality

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[14] Centrally sponsored scheme on school education that supports K-12 education, teacher training institutions and mid-day meal; funded under a 60:40 sharing ratio between the Government of India and the Government of Andhra Pradesh.
[15] Program objective as mentioned in the Preliminary Project Report shared with the World Bank by the Department of Economic Affairs, Government of India
[16] Sample and confidential

teacher professional development programs. Where required, the SCERT and DIETs will be able to leverage the 'Capacity Building' IPF component to engage relevant technical experts.

22.   The state aspires to participate in international student assessments to inform curriculum reforms and strengthen assessment systems. In order to prepare its nodal educational institutions to manage such assessments, and derive early curricular and pedagogical lessons, the state plans to participate in the Programme for International Student Assessment (PISA) Based Test for Schools program. However, the focus will be on building teacher capacity in the area of classroom-based assessment. This results area will also address the remedial education needs of students. The state has identified the SCERT and its State Assessment Cell (SAC) as the nodal institutions for delivering these initiatives. They will act as centralized technical units that will support the DIETs with the on-ground delivery of professional development support for teachers, learning assessments, and remedial education interventions.

> **Result Area 2 (RA-2) and COVID-19:** Learning from the COVID-19 pandemic, the operation will focus on building teacher capacity in the area of remote education. This will help reduce the learning losses due to localized school closure caused by the pandemic, natural disasters, or disruptions resulting from climate change incidents. By expanding opportunities for remote coaching and online teacher training, the operation will help ensure that teacher professional development does not pause due to any future disruptions. Development of supplementary content to support home-based learning will also be a priority for the operation. Given the extremely low availability of digital devices, the focus would be on development of physical learning kits, and content for television and radio broadcasts. Teacher professional development in the area of classroom-based assessments will also focus on projects and assignments-based assessment that become the more prominent approaches for continuous and comprehensive evaluation in times of school closure.

23.   **Result Area 3 (RA-3) – Improved School Leadership and Management:** To ensure the implementation of quality reforms envisioned and build sustainability, the operation would focus on the capacity building of school principals, BRCCs, CRCCs, and SMCs. In the case of decentralized education functionaries, the support would be directed at building capacity in areas such as planning and management, administrative and academic monitoring, people management skills, and leadership skills. The state is also looking to further strengthen SMC capacity in the area of school-level planning and management. This will be achieved by providing SMCs with a digitized rubric that they can use to carry out a social audit of school performance, with a special focus on inclusion, school safety, and re-enrolment of students (boys, girls, SC, ST and CWSN) after re-opening of schools post the lockdowns imposed to control the spread of the COVID-19 infection. The state has identified the SIEMAT as the nodal institutions that will act as a technical unit and will support the DIETs with the delivery of professional development support for school leaders and education functionaries.

> **Result Area 3 (RA-3) and COVID-19:** The operation will also examine the existing school operating framework in the light of COVID-19 and other climate and disaster risks and strengthen the guidelines by incorporating relevant safety standards. The focus will be on training school head teacher and decentralized education functionaries to plan and carry out localized school closure, effectively organizing and shifting to remote learning, and school re-opening in response to the COVID-19 pandemic (if it remains an active concern), natural disasters, or disruptions resulting from climate change incidents.

24.   **COVID-19: As discussed under the three results areas, the operation will support initiatives focused on the 'Restructuring' and 'Resilient Recovery' phases of the school education system's response to COVID-19.** The operation will respond to immediate needs by providing inputs crucial for facilitating school re-opening. As a priority, the proposed operation will support the state in ensuring that all schools have functional WASH facilities (toilets and drinking water facilities), carry out periodic school sanitization, and have masks and sanitizers required for school re-opening/operation whilst the COVID-19 pandemic is still ongoing. The procurement/contracting for these crucial inputs and facilities will be managed and supervised directly by the community. It will help in maintaining social distancing and hygiene in schools.

25.   **The state is a leader in the use of Information Technology for Governance and uses a robust SAP-based Treasury System called the CFMS. All planning, budgetary allocation, releases/ payments, and documentation are managed through the CFMS.** The project will be linked to the implementation of the Nadu Nedu initiative, Samagra Shiksha, and other state initiatives/schemes. A detailed Integrated Fiduciary Systems Assessment (IFSA) of the Department of School Education and procurement entities will be carried out during project preparation. The IFSA will be set in the context of the proposed implementation arrangements and will review the state systems for planning, budgeting (including the eligible expenditure program), procurement, contract management, funds flow, payments, and auditing. The assessment shall cover the entire gamut of activities i.e. schemes, operational costs, related programs, salaries – to gain a better understanding of the inputs being provided to meet the sector outcomes.

E. Initial Environmental and Social Screening

26.   **As required by PforR Financing, an Environmental and Social Systems Assessment (ESSA) will be conducted by the World Bank during project preparation.** An ESSA will be prepared in collaboration with the DoSE, GoAP to assess potential adverse risks and impacts associated with the Program, and adequacy of the environmental and social systems of the program implementing and operating agencies, to identify specific measures to strengthen environmental and social systems and to outline the steps to be followed by the borrower to mitigate potential adverse impacts associated with the Program. The ESSA will emphasize appropriate institutional arrangements and coordination, systems, and capacity for overall management of environmental and social risks and social inclusion aspects under the program. Activities that are likely to have significant adverse impacts on the environment and/or affected people will be excluded.

27.   **Key social effects of the program: The ESSA will undertake an analysis of legal provisions to safeguard against adverse impacts, and assess the institutional capacity at the state, district, and school level related to E&S effects of the proposed interventions.** A preliminary analysis indicates that sufficient institutional arrangements exist at the federal and state level to meet E&S requirements. For instance, the Environmental Management Framework developed under the *Rashtriya Madhyamik Shiksha Abhiyan* (co-financed by the World Bank) has been streamlined t under the *Samagra Shiksha* operational framework.

28.   **The Program is expected to have positive impacts on inclusionary outcomes especially amongst students from vulnerable groups such as SC, ST, and Children with Special Needs (CWSN).** The ESSA will focus on recommendations relating to: a) assessment of higher-order infrastructure elements, digital learning tools and school re-opening strategies (to mitigate the risks of COVID-19) in aspirational districts as well as SC/ST *mandals* across the states; b) leveraging the benefits of interventions identified under foundational learning in aspirational districts and SC/ST *mandals*; c) engagement and capacity building of Block Resource Center Coordinators (BRCCs) and Cluster Resource Center Coordinators (CRCCs) to identify needs of SC/ST students and adolescent girls in rural areas especially in career counselling, training and knowledge among SMC members to undertake social-audits and construction activities; and d) usage of behavior change and interactive communication models to spread awareness amongst stakeholders (mid-level professionals, teachers, principals and SMCs) about foundational learning, career counselling, social audits and safety tools.

29.   **During preparation, the ESSA will develop a time-bound roadmap identifying actions towards improvement of environment and social systems.** This includes (a) Institutionalization of environment, social, health and safety aspects in the program; (b) development of a roadmap for aspirational districts and SC/ST *mandals; and* (c) robust stakeholder engagement mechanisms, communication strategy to effectively engage with parents and communities, annual satisfaction surveys and targeted activities linking district and sub-district level officials with SMCs to conduct social audits.

Environmental aspects – initial screening at PCN stage:

30. Program Activities and Locations: Program activities will span various districts of Andhra Pradesh, including urban and rural areas. Studies and consultations for environmental aspects of ESSA will take into account the two distinct geographies of the state which shows distinct settlement patterns, environmental aspects, culture, industrial growth and development stages; namely; (a) Coastal Andhra with its deltas, plains (including Andhra Plains) along the east coast, as well as hilly forested parts of the Eastern Ghats; and (b) Rayalaseema; the south western plateau regions.

31. Screening and Risk Rating: The preliminary screening and assessment considered aspects such as (i) the likely environmental effects and risks, (ii) the state/sector context, (iii) institutional capacities and performance in earlier projects/programs, and (iv) political and reputational risks; it assessed the overall risk rating for environmental aspects as 'moderate'. Minor civil works will be supported under the program including co-locating of Anganwadis in existing school premises and small-scale construction or repair/modifications, water and sanitation facilities including toilets, electricity, compound walls, providing universal access. COVID-19 response actions include school sanitization, purchase and use of masks and sanitizers. Considering minor purchase of goods and localized minor construction works and cleaning activities in existing school premises, monitored by the local communities, the risks are expected to be limited in impact and are expected to be away from sensitive areas (as they would be in existing school premises). It reflects that the Program will support long term environmental benefits in these areas and does not anticipate any adverse risks on the environment including diversion of forest land, or risks to natural habitats.

32. Opportunities and Risks: The GoAP is undertaking the *Nadu Nedu* scheme aimed at improving school facilities, supported through specialized government departments and School Monitoring Committees (with community participation) following common standards for civil works, specifications for furniture and water and sanitation facilities, and School Level Disaster Management Guidelines. Existing program has formulated guidelines from experience in central sector projects like Samagra Shiksha. Guidelines and monitoring are limited to a) design standards/specifications with consideration on universal access, b) disaster management guidelines focusing on training and capacity for coordinated response while not discussing disaster resilient features suited for specific geographies. There exist no guidelines for screening, pollution management or occupational and community health and safety or monitoring environmental and safety aspects. Review of existing guidelines point out the need to upgrade the capacities to address the risk of pollution and safety including (i) space design, and standards for indoor/outdoor spaces, improved illumination, and universal access, which would take ahead the concept of Building as Learning Aide (BaLA); (ii) sustainable water, sanitation services (for students, teachers, and visitors) and management of waste / waste water from these facilities (including masks, sanitisers, general waste associated with COVID 19 response activities); (iii) Occupational and Community Health and Safety (OCHS-for workers, communities, teachers, visitors and students), (iv) choice of fuel used in Anganwadis and storage facilities, (vii) materials used in physical learning kits, masks and sanitizers / other cleaning products (proposed for COVID 19 response), (viii) structural safety in different geographic /climatic conditions, fire/emergency/disaster management capacities (also for Anganwadis); and (ix) capacities to implement and monitor environmental and safety aspects and including regulations, permit requirements and guidelines at all levels.

33. Diagnosis of school level needs, procurement, payment for services, and monitoring of works are being managed at the community level by the SMCs. This highlights the high degree of community involvement in school-level planning and management essential for long term sustainability of facilities created. Design and implementation are carried out with the help of seven state agencies: the Panchayati Raj Engineering Department, *Samagra Siksha* Society, APWEIDC, Municipal and Public Health Engineering Department, Tribal Welfare Engineering Department, Rural

Water Supply and Sanitation Department and Housing Department which provide good engineering support. It is important to improve capacities for environmental management during all stages to create a safe and useable environment. Involvement of communities and specialized agencies (different agencies in different regions) in the design and implementation supports addressing these risks provided there is ample guidance and awareness. We need to streamline / bring such guidance and capacities into the program not only for implementation period, but also to ensure sustainable and safe operations; specially in different regional contexts (such as coastal areas). Awareness and training needs of students, workers, and communities on environmental aspects, and actions to ensure responsibilities for environmental aspects, and improve the monitoring capacity of agencies/communities will be detailed out in the ESSA. ESSA will also include a list of ineligible activities, exclude the same under the program, and outline the steps (action plan) to be followed by the borrower to mitigate potential adverse risks and impacts. Guidance on COVID response related actions will be ascertained during project preparation and made available early on to be followed for any COVID-19 response 'prior results'.

34. **Overall, the environmental impacts are likely to be site-specific/localized and can be mitigated with improved capacities for proper planning/design, adoption of good standards, and best practices for construction and operation and maintenance of facilities.**

Legal Operational Policies	Triggered?
Projects on International Waterways OP 7.50	No
Projects in Disputed Areas OP 7.60	No

Summary of Screening of Environmental and Social Risks and Impacts of the IPF Component

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