

**INTEGRATED SAFEGUARDS DATA SHEET
APPRAISAL STAGE**

Report No.: ISDSA1103

Date ISDS Prepared/Updated: 12-Feb-2015

Date ISDS Approved/Disclosed: 04-Mar-2015

I. BASIC INFORMATION

1. Basic Project Data

Country:	Uganda	Project ID:	P145309
Project Name:	Skills Development Project (P145309)		
Task Team Leader(s):	Elizabeth Ninan Dulvy		
Estimated Appraisal Date:	16-Feb-2015	Estimated Board Date:	07-Apr-2015
Managing Unit:	GEDDR	Lending Instrument:	Specific Investment Loan
Sector(s):	Vocational training (100%)		
Theme(s):	Education for the knowledge economy (100%)		
Is this project processed under OP 8.50 (Emergency Recovery) or OP 8.00 (Rapid Response to Crises and Emergencies)?			No
Financing (In USD Million)			
Total Project Cost:	100.00	Total Bank Financing:	100.00
Financing Gap:	0.00		
Financing Source			Amount
BORROWER/RECIPIENT			0.00
International Development Association (IDA)			100.00
Total			100.00
Environmental Category:	B - Partial Assessment		
Is this a Repeater project?	No		

2. Project Development Objective(s)

The project development objective is to enhance the capacity of institutions to deliver high quality, demand-driven training programs in target sectors.

3. Project Description

Component 1: Institutionalizing systemic reforms in skills development

1. As the Strategic Plan rightly points out systemic reform in the sector is critical to realigning the delivery system without which investment in strengthening training institutions will eventually result in further reinforcing the existing supply driven system. Therefore, systemic reform activities proposed under Component 1 are critical to the success of Component 2 and achievement of the project development objective. Sub-components under component 1 include Establishing the Skills Development Authority (SDA), and Establishing sector skills councils (SSCs).

Component 2: Improving Quality and Relevance of Skills Development

Sub-component 2.1: Establishment of Centers of Excellence

2. Under this sub-component, three Uganda Technical Colleges (UTC) - Lira UTC, Elgon UTC, Bushenyi UTC and the Bukalasa Agricultural College will be upgraded to Centers of Excellence (COE). The targets set for Component 2 of the USDP will be achieved through the implementation of the following key activities: (i) Improving institutional governance; (ii) Enhanced equity; (iii) Design and adaptation of demand driven competency-based curriculum and assessment system to international standards; (iv) Training for faculty and staff, and development of training and learning materials; (v) Establish and upgrade physical infrastructure, including civil works and establishment of modern workshops and classrooms with latest equipment and machinery and multi-media facilities; and (vi) Support to improve management and monitoring mechanisms within the CoEs.

Key and of more relevance to safeguards are the following:

3. Design and adaptation of curriculum and assessment system to international standards. The SDP under this sub-component will finance: (i) twinning arrangements between qualified international consultants with the target institutions, through which competency-based curriculum for craftsman, artisan and technician courses in construction, manufacturing and agriculture will be developed in consultation with industries in Uganda and in accordance with international curricula standards; (ii) development of related occupational health and safety and environment management curricula; (iii) adaptation of competency-based curriculum packages in specific trades/occupations to the requirements of the country as defined by the Sector Skills Councils of the Reform Task Force/Skills Development Authority; and (iii) the development of appropriate assessment systems which are administered by a third qualifying party and not the CoE itself.

4. Establish and upgrade physical infrastructure. The project will finance necessary civil works-renovations and refurbishment of existing infrastructure and build new infrastructure, as necessary, for workshops, classrooms, libraries, administrative blocks, common facilities for students, faculty and staff; provision of water and sanitation in the institutions, augmented provision of electricity supply with power back-up system, as necessary; improvement of campus environment, and low cost boundary walls. All civil works will be disabled- friendly complying with national and international standards. The project will also finance procurement of equipment and machinery in line with new/ revised curricula for diploma, craftsman and artisan training programs and their maintenance, and tools, and training materials for students.

Sub-component 2.2: Support to public vocational training institutes (VIs).

5. This sub-component will support selected public vocational institutes (VIs) to strengthen their capacity to respond to the needs and opportunities of the labor market, including delivery of short-term training courses, and improve the quality of the training being offered. The training will primarily be in artisan and craftsman trades that are lower down the value chain whereas component 2.1 focuses on training for craftsman trades and technicians.

6. The project will support basic civil works, selected trade- relevant equipment, machinery and tools, training-learning resources both for students and teachers, training consumables, and partial costs incurred for operations in the public network institutions.

Sub-component 2.3: Twinning Arrangement for establishment of Centers of Excellence and networks

7. Technically qualified institutions will be selected through an international competitive process to act as twinning partners responsible for providing all necessary support to help selected Colleges grow into “Centers of Excellence”. The partner institutions will also be responsible for providing support to the network institutions in order to improve quality of training. The partner institutions will prepare a time-bound detailed plan of action with clear deliverables. Once approved by the MoES and the IDA, the MoES will ensure that the partners do not face procedural bottlenecks in implementing the approved work plan.

Component 3: Employer-led short-term training and recognition of prior learning

8. This component will be implemented through a Fund mechanism that will support training activities that lead to improved productivity and competitiveness in the formal and informal sectors.

9. The competitive fund will have four ‘windows’: Window 1 will be addressing skills shortages in the formal sector. Window 2 will assist self-employed and workers in the informal (jua kali) sector, micro and small enterprises, master crafts-people and members of cooperatives. Window 3 deals with innovative skills training. And Window 4 will fund initiatives by private sector/industry organizations interested in participating in the development of a system for certification of skills and competencies acquired through informal and non-formal means.

Component-4: Project Management, Monitoring and Evaluation

10. This component would finance: (i) management of the project including establishment of a Project Coordination Unit within the MoES to manage the project, as well as implementation units within the respective CoEs; (ii) a social marketing campaign to improve the image of the BTVET sub-sector with the aim of increasing demand for technical and vocational training as well as increasing equity in access by attracting more females and students from other marginalized groups to technical and vocational education and training; and (iii) monitoring and evaluation under the project including baseline studies, mid and end-term tracer studies, employer satisfaction surveys, mid-term management review, and annual performance audits.

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

11. The project will be implemented in 4 CoEs namely Lira UTC, Elgon UTC, Bushenyi UTC and the Bukalasa Agricultural College and at 3-5 Network Vocational Institutions associated with each CoE. Component 2 which involves establishment of CoEs with association to Network Vocational Institutions shall entail civil works which among others include: renovations and refurbishment of existing infrastructure and build new infrastructure, as necessary, for workshops, classrooms, libraries, administrative blocks, common facilities for students, faculty and staff; provision of water and sanitation in the institutions, augmented provision of electricity supply with power back-up system, as necessary; improvement of campus environment, and low cost boundary walls. Key Safeguards aspects relate to environmental, safety and social issues associated with construction activities.

5. Environmental and Social Safeguards Specialists

Constance Nekessa-Ouma (GSURR)

6. Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	The project will involve civil works which may generate environmental, health and safety impacts. The project will involve civil works which may generate environmental, health and safety impacts. Since the specific sites and locations are not yet known, an Environmental and Social Management Framework was prepared to guide implementation of the environmental and social aspects. The ESMF was prepared in a consultative manner, and disclosed both in-country...Nov. 2014 and at info-shop ...Nov. 2014 before project appraisal. Specific safeguard instruments (ESIA, ESMPs) shall be prepared during project implementation following guidance in the ESMF.
Natural Habitats OP/BP 4.04	No	The project will not affect natural habitats nor support any activities that affect any natural habitat.
Forests OP/BP 4.36	No	The project will not involve or affect forests or forestry.
Pest Management OP 4.09	No	The project will not involve the use of pesticides.
Physical Cultural Resources OP/BP 4.11	Yes	The civil works involved in the upgrading and development of the COEs may impact on known and/or unknown PCRs and therefore a Chance Finds Procedure will be developed as part of the ESMF. As part of ESMF compilation, PCRs inventory will be carried out in key/major known institutions and appropriate management measures recommended where necessary.
Indigenous Peoples OP/BP 4.10	No	There are no Indigenous Peoples in the four project areas of Lira, Bushenyi, Mbale and Bukalasa.
Involuntary Resettlement OP/BP 4.12	Yes	The project will involve upgrading of institutions specializing in small and medium scale manufacturing/construction and agriculture, which may require land take and involve some involuntary resettlement and/or restrictions of access to resources and livelihoods. A Resettlement Policy Framework (RPF) was prepared in a consultative manner and disclosed before project appraisal both in-country Nov. 2014 and at InfoShop Nov. 2014.
Safety of Dams OP/BP 4.37	No	The project does not involve dams.
Projects on International Waterways OP/BP 7.50	No	N/A
Projects in Disputed Areas OP/BP 7.60	No	N/A

II. Key Safeguard Policy Issues and Their Management

A. Summary of Key Safeguard Issues

<p>1. Describe any safeguard issues and impacts associated with the proposed project. Identify and describe any potential large scale, significant and/or irreversible impacts:</p>
<p>12. The potential negative environmental impacts are associated with Component 2, specifically involving civil works for establishment and upgrade of physical infrastructure (renovation & refurbishment of existing infrastructure, build new infrastructure – workshops, classrooms, libraries, administrative blocks), provision of water and sanitation facilities, augmenting provision of electricity and improvement of campus environment and low cost boundary walls. Also relating to safeguards are basic civil works in Public Vocational/Network Institutions. The likely environmental impacts shall be largely encountered during construction of civil structures and very minimal during operation phase. Therefore, the impacts that may be generated will be site specific and readily mitigated. The impacts will typically include occupational, health and safety issues. Other likely environmental impacts of the project include loss of vegetation where site clearance is involved, air pollution due to dust emission arising from site clearance and transportation of construction materials, noise nuisance during construction, generation of construction debris/waste and site safety issues for both the workers and the school occupants (school students, staff/teachers and their families). In addition Physical Cultural Resources OP/BP 4.11 is triggered because project investments will involve civil works and may potentially affect unknown physical cultural resources in the area. The social impacts of the project may include displacement of land uses. During construction, a limited number of workers are likely to be hoarded on sites in selected benefiting schools which may lead to illicit behavior and spread of HIV/AIDs affecting school and adjacent communities.</p> <p>13. Because of the likely low environmental impacts, the project is assigned Environmental Assessment Category B.</p>
<p>2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area:</p>
<p>14. None.</p>
<p>3. Describe any project alternatives (if relevant) considered to help avoid or minimize adverse impacts.</p>
<p>15. Not Relevant.</p>
<p>4. Describe measures taken by the borrower to address safeguard policy issues. Provide an assessment of borrower capacity to plan and implement the measures described.</p>
<p>16. The project impacts identified will be mitigated by, limiting vegetation clearance to construction sites, vegetation cleared/degraded areas as a result of construction activities, planting trees in the school compound, sprinkling water to suppress dust emissions, use of protective gear such as nose masks, earmuffs, safety boots and gloves, proper disposal of construction debris and general solid waste, fencing off the construction sites and limiting access by non-construction personnel. A first aid kit shall be provided onsite.</p> <p>17. Land acquisition will be limited to site- specific civil works for rehabilitation or construction in the selected institutions. There will be no land acquisition because institutions without proof of land ownership will not be supported by the project. In the event of land-use displacement, the RPF will guide the preparation and implementation of RAPs including appropriate compensation. The spread and infection of HIV/AIDs will be managed through training of school management</p>

committees to carry out community awareness on HIV/AIDs and incorporate training on gender issues in the school settings.

18. Both the Ministry of Education and Sports (MoES) and the Ministry of Agriculture, Animal Industry and Fisheries (MAAIF) have previously implemented and are also currently implementing IDA financed projects and are thus aware of its safeguards policies. However, both ministries lack safeguards human capacity that may be required to implement the safeguard policies, for which will require strengthening. Under the proposed Global Partnership Education Project, funded through the WBG, a PCU comprising of Environmental Specialist shall be established at MoES and he/she will be required to oversee all Bank supported projects.

5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people.

19. The ESMF was prepared through a consultative process with implementing agencies – 4 CoEs namely Lira UTC, Elgon UTC, Bushenyi UTC and the Bukalasa Agricultural College, Ministry of Education and Sports, Ministry of Agriculture Animal Industry and Fisheries, Ministry of Works and Transport, key government institutions such as National Environment Management Authority, Ministry of Trade, Industry and Cooperatives (MTIC), Uganda National Roads Authority (UNRA), Ministry of Lands, Housing and Urban Development (MLHUD), District Local Governments (Lira, Bushenyi, Mbale, Wakiso) where CoEs are found, respective sector players key in manufacturing and construction companies,- Mukwano Group of Companies, Alam Group of Companies, Roofings Group (Roofings LTD and Roofings Rolling Mill), agricultural - Mukwano Group of Companies and communities in the neighborhood of the respective UTCs/ CoEs, most notably the Local Council Leaders. The safeguards instruments have been cleared and disclosed in-countryNov. 2014 and at infoshopNov. 2014 as per the requirements of the World Bank safeguard policy – OP/BP 4.01 – Environmental Assessment.

B. Disclosure Requirements

Environmental Assessment/Audit/Management Plan/Other	
Date of receipt by the Bank	04-Feb-2015
Date of submission to InfoShop	04-Feb-2015
For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors	////
"In country" Disclosure	
Uganda	04-Feb-2015
<i>Comments:</i>	
Resettlement Action Plan/Framework/Policy Process	
Date of receipt by the Bank	04-Feb-2015
Date of submission to InfoShop	04-Feb-2015
"In country" Disclosure	
Uganda	04-Feb-2015
<i>Comments:</i>	
If the project triggers the Pest Management and/or Physical Cultural Resources policies, the respective issues are to be addressed and disclosed as part of the Environmental Assessment/Audit/or EMP.	
If in-country disclosure of any of the above documents is not expected, please explain why:	

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C. Compliance Monitoring Indicators at the Corporate Level

OP/BP/GP 4.01 - Environment Assessment			
Does the project require a stand-alone EA (including EMP) report?	Yes [<input type="checkbox"/>]	No [<input checked="" type="checkbox"/>]	NA [<input type="checkbox"/>]
OP/BP 4.11 - Physical Cultural Resources			
Does the EA include adequate measures related to cultural property?	Yes [<input checked="" type="checkbox"/>]	No [<input type="checkbox"/>]	NA [<input type="checkbox"/>]
Does the credit/loan incorporate mechanisms to mitigate the potential adverse impacts on cultural property?	Yes [<input checked="" type="checkbox"/>]	No [<input type="checkbox"/>]	NA [<input type="checkbox"/>]
OP/BP 4.12 - Involuntary Resettlement			
Has a resettlement plan/abbreviated plan/policy framework/process framework (as appropriate) been prepared?	Yes [<input checked="" type="checkbox"/>]	No [<input type="checkbox"/>]	NA [<input type="checkbox"/>]
If yes, then did the Regional unit responsible for safeguards or Practice Manager review the plan?	Yes [<input checked="" type="checkbox"/>]	No [<input type="checkbox"/>]	NA [<input type="checkbox"/>]
The World Bank Policy on Disclosure of Information			
Have relevant safeguard policies documents been sent to the World Bank's Infoshop?	Yes [<input checked="" type="checkbox"/>]	No [<input type="checkbox"/>]	NA [<input type="checkbox"/>]
Have relevant documents been disclosed in-country in a public place in a form and language that are understandable and accessible to project-affected groups and local NGOs?	Yes [<input checked="" type="checkbox"/>]	No [<input type="checkbox"/>]	NA [<input type="checkbox"/>]
All Safeguard Policies			
Have satisfactory calendar, budget and clear institutional responsibilities been prepared for the implementation of measures related to safeguard policies?	Yes [<input checked="" type="checkbox"/>]	No [<input type="checkbox"/>]	NA [<input type="checkbox"/>]
Have costs related to safeguard policy measures been included in the project cost?	Yes [<input checked="" type="checkbox"/>]	No [<input type="checkbox"/>]	NA [<input type="checkbox"/>]
Does the Monitoring and Evaluation system of the project include the monitoring of safeguard impacts and measures related to safeguard policies?	Yes [<input checked="" type="checkbox"/>]	No [<input type="checkbox"/>]	NA [<input type="checkbox"/>]
Have satisfactory implementation arrangements been agreed with the borrower and the same been adequately reflected in the project legal documents?	Yes [<input checked="" type="checkbox"/>]	No [<input type="checkbox"/>]	NA [<input type="checkbox"/>]

III. APPROVALS

Task Team Leader(s):	Name: Elizabeth Ninan Dulvy	
Approved By		
Practice Manager/ Manager:	Name: Sajitha Bashir (PMGR)	Date: 04-Mar-2015