



Project Information Document (PID)

Appraisal Stage | Date Prepared/Updated: 08-Jul-2020 | Report No: PIDA29264



BASIC INFORMATION

A. Basic Project Data

Country Uganda	Project ID P174033	Project Name Uganda COVID-19 Emergency Education Response (GPE) Project	Parent Project ID (if any)
Region AFRICA EAST	Estimated Appraisal Date 09-Jul-2020	Estimated Board Date 27-Jul-2020	Practice Area (Lead) Education
Financing Instrument Investment Project Financing	Borrower(s) Government of Uganda	Implementing Agency Ministry of Education and Sports	

Proposed Development Objective(s)

The Project Development Objective is to support students learning (pre-primary, primary and lower secondary) during school closures associated with the COVID-19 pandemic and ensure a safe reopening and student reentry.

Components

Component 1: Ensure learning during school closure

Component 2: Support safe re-opening, student re-entry and capacity building for resilience

Component 3: Project Management and Monitoring & Evaluation

The processing of this project is applying the policy requirements exceptions for situations of urgent need of assistance or capacity constraints that are outlined in OP 10.00, paragraph 12.

Yes

PROJECT FINANCING DATA (US\$, Millions)

SUMMARY

Total Project Cost	14.70
Total Financing	14.70
of which IBRD/IDA	0.00
Financing Gap	0.00

DETAILS

Non-World Bank Group Financing



Trust Funds	14.70
EFA-FTI Education Program Development Fund	14.70

Environmental and Social Risk Classification

Moderate

Decision

The review did authorize the team to appraise and negotiate

Other Decision (as needed)

B. Introduction and Context

Country Context

- Uganda has been one of the top regional performers in terms of economic growth and poverty reduction over the last decades, but the COVID-19 pandemic is expected to slow economic activity.** Uganda’s (GDP) per capita was US\$878 by 2019 based on strong growth in the past few years.¹ This positive trajectory will not be sustained for 2020. Real GDP growth is projected to fall to 3.3 percent in FY20 from 6.5 percent in FY19² as major trade partners face recession, as the travel restrictions affect the thriving tourism industry. The full or partial closure of businesses and industries in the country is increasingly hitting low- and middle-income earners and the poor. The flow of remittances is also expected to be reduced.
- The impacts of COVID-19 are expected to be especially severe for poor and vulnerable households.** The coronavirus outbreak will have long-lasting economic and social impacts for all Ugandans, but these impacts are expected to be especially grave for the poor and vulnerable. Preliminary estimates suggest that the pandemic could increase poverty incidence by 2.7 to 8.2 percentage points, resulting in 1.1 to 3.2 million additional poor relative to latest official estimate of 8.7 million in 2016/17.³ In addition, the disruptions in service delivery will disproportionately affect those in the bottom 40 percent.

Sectoral and Institutional Context

- In Uganda, there are over 15 million students enrolled in the education system, including higher education.** The bulk of Ugandan students are enrolled in day schools while others are in boarding schools where many facilities are shared and students are constantly in close contact with each other, their teachers and other visitors on a daily basis, presenting an environment for easy transmission of the COVID-

¹ Uganda Economic Update #14, 2020.

² Uganda Emergency Fiscal and Growth Stabilization Development Policy Operation (P173906)

³ Uganda Emergency Fiscal and Growth Stabilization Development Policy Operation (P173906)



19. The education system in Uganda has a structure of 7 years of [primary education](#), 6 years of [secondary education](#) (divided into 4 years of lower secondary and 2 years of upper secondary school). Based on the data in 2017, the gross enrollment⁴ for preprimary was 14.4%, primary 115.7%, and secondary 28%, respectively.

4. **All schools are currently closed as part of the Government's COVID 19 response.** In response to the danger posed by the pandemic to Uganda students, the Government on March 18, 2020, announced the closure of all schools from March 20, 2020 for a period of 30 days in a bid to avoid the possible rapid spread of new infections of COVID-19. The closure of schools remains in place and it is not clear when this could be lifted. This has impacted more than 67,516 schools affecting more than 14,000,000 students and over 400,000 teachers.

5. **The COVID-19 outbreak and school closures are expected to have a wide range of impacts on students, teachers and households.** Prolonged school closures are expected to lead to a loss in learning. Households will face increasing economic difficulties with raising unemployment and income losses. This could impact the likelihood of children staying in school and transitioning to the next level of education, increasing the number of out-of-school children. Parents' ability to contribute to educational inputs may also be more limited, impacting the quality of schooling. Government expenditures on education, already at a low level, will face additional pressure and any cuts in spending could further worsen the quality.

6. **With the COVID-19 crisis, girls may be more likely to lose out on education when schools reopen.** School closures may lead to an increase in the burden of care-related tasks, which disproportionately impact girls in many contexts. Girls suffer extra constraints due to social expectations, for example to take on household responsibilities and domestic chores, and in economically disadvantaged areas, they tend to marry and have children early.

7. **The Uganda Education Sector COVID-19 Response Plan calls for actions in a number of areas.** In recognition of the impact of the pandemic on the education system in Uganda, the Ministry of Education and Sports (MOES) constituted a sector response task force to strengthen the education sector preparedness and response measures to mitigate the impact of the outbreak of COVID-19 on Uganda's education system. The purpose of this response plan is to ensure better preparedness and an effective response to the outbreak by: (1) minimizing the adverse effects of COVID-19 on students, teachers and the education system at large; and (2) enhancing the capacity of the MOES, District Local Governments (DLGs) and stakeholders to promote protection of students and teachers and ensure continuity of learning and transition to normal school program. It represents an opportunity to build the basis for long-term improvements in several areas such as pedagogy, technology (and distance learning and assessments), financing, and parental involvement. The planned activities include self-learning materials, distance learning through radio, TV, messages, and online and other methods. As there is uncertainty related to the length of school closures and, also, the economic impact of the pandemic, the MOES has worked with three different scenarios, covering: (1) the current school closures; (2) extending the period of closure; and (3) risk reduction and recovery.

⁴ EMIS data 2017, Ministry of Education and Sports



C. Relevance to Higher Level Objectives

8. The proposed project is consistent with the Uganda Country Partnership Framework (CPF) of FY16-21 (report #101173-UG). Specifically, it aligns to CPF strategic objective 3 – strengthen human capital – together with CPF outcome 3.1 – improved access to and quality of primary and post-primary education. The proposed project is in line with the World Bank Education Global Practice recent policy paper: *The COVID-19 Pandemic: Shocks to Education and Policy Responses*⁵.

9. **The project is part of the World Bank’s emergency response to the COVID-19 pandemic in Uganda and is being coordinated with other interventions in the country, notably in the health and water and sanitation sectors.** The project will complement and leverage other relevant ongoing education projects supported by the World Bank and other development partners. The project interventions will complement ongoing Uganda Skills Development Project (US\$100 million, P145309) and help sustain the achievements in learning and capacity built in school management under the Uganda Teacher and Schools Effectiveness (US\$100 million P133780). The project is being prepared under emergency procedures, triggering paragraph 12 of the World Bank Investment Project Financing Policy.

C. Proposed Development Objective(s)

Development Objective(s) (From PAD)

D. Project Description

PDO Statement

The Project Development Objective is to support student learning in pre-primary, primary and lower secondary during school closures associated with the COVID-19 pandemic and ensure a safe reopening and student reentry.

PDO Level Indicators

- 1) Students benefiting from direct interventions to enhance learning (CRI, Number, gender).
- 2) Number (and % of children in the relevant age-group in the program area) of children supported with inclusive distance/home-based learning programs.
- 3) Number of children (and % of children in the relevant age-group in the program area) provided access to programs and sensitization campaigns that aim at minimizing the negative impacts of school closure like psychological impacts, gender-based violence, and issues related to unequal

⁵ Prepared by Halsey Rogers, Shwetlena Sabarwal, Ciro Avitabile, Jessica Lee, Koji Miyamoto, Soren Nellemann, and Sergio Venegas Marin. Additional inputs were provided by Sajitha Bashir, Koen Martijn Geven, Marcela Gutierrez Bernal, Radhika Kapoor, Victoria Levin, Julia Liberman, Diego Luna Bazaldua, Toby Linden, Harry Patrinos, and members of the Education Global Practice. The note was prepared under the guidance of Jaime Saavedra, Global Director, Education Global Practice.



social norms.

- 4) Number (and %) of children previously enrolled in grant-supported schools who return to school once the school system is reopened.
- 5) Number (and % of children in program area) of children whose learning was assessed to evaluate loss of learning during school closure.

Intermediate Results Indicators:

- 1) A rapid assessment on the effects of Covid-19 on Primary and Secondary Education conducted (yes/no).
- 2) Number (and % of schools in program area) of grant-supported schools equipped with minimum hygiene standards for prevention of COVID-19.
- 3) Number (and %) of officials and teachers in grant-supported schools who return to school once the school system is reopened.
- 4) Number (and %) of Headteachers trained on emergency response preparedness and psycho-social support.
- 5) Awareness and health safeguarding messages developed and disseminated to students, teachers, parents and community members through various media (SMS, text, TV and radio) (number).
- 6) Early Childhood Education is included in grant supported mass re-enrollment campaigns (yes/no).
- 7) Self-learning materials adapted to large print and braille for students with special needs (yes/no).

B. Project Components

10. The Project would achieve its development objective through the implementation of two components with focus on ensuring that pre-primary, primary and lower secondary school students continue learning during the school closure and on preparing the system for school reopening once the situation allows. The project will also focus on strengthening the capacity of the education system and to build resilience to respond to this and other emergencies in the future. The project will be implemented over an 18-month period.

11. **Component 1: Ensure learning during school closure.** This component will provide access to resources to ensure that students are learning during the school closure as well as preparation for school reopening. All students including those in the refugee camps will receive the self-learning materials developed by National Curriculum Development Center (NCDC). For other support the refugee students in the camps are already being supported under another project – Education Cannot Wait (ECW). Refugee students in regular schools (both private and public) outside the camps will benefit just like all other Ugandan students. This component will also focus on reaching the most vulnerable, in particular girls and children with special needs. This component will support design, printing and distribution of self-learning materials to students, and broadcast of lessons via radio and TV. By focusing on creating pathways to access learning during the school closures, the component will manage transitions to school reopen.



12. **Subcomponent 1.1: Continuity and equitable learning.** This sub-component will support the improvement of existing distance learning channels along with supporting the creation of new channels that will allow children, especially those in hard to reach areas and other vulnerable communities, to access learning materials during school closure.
13. **Subcomponent 1.2: Target the most vulnerable/disadvantaged group. This subcomponent will support.** Remedial learning materials will be designed for children with special needs. (i) print and self-study home packages will be adapted into large print and braille for students with special needs; (ii) Radio live recorded lessons and live presentations which will be placed on memory cards for students with special needs; and (iii) Television- lessons which will use sign languages and sub-titles will display on screen for students with hearing difficulties.
14. **Equity considerations will be at the center of the design so that students with poor access to broadcasting services are not neglected.** Additionally, throughout the process of curating and organizing existing contents, the design will consider which remote learning opportunities will be suitable for different educational levels. For instance, older students are better prepared for independent study; whereas younger children may need more visual/audio stimulation.
15. **Awareness and communication.** The MOES will develop key messages and disseminate awareness and health safeguarding messages to students, teachers, parents and community members through various media (SMS, text, TV and radio). It will also monitor and support implementation of measures for school closure and share lessons learnt. The awareness campaign will promote psychosocial support and referrals for case management for teachers and students as well as identify and report high risks children and teachers face in the community.
16. **Component 2: Support safe re-opening, student re-entry and capacity building for resilience.** This component will support efforts of the MOES, Local governments, school leaders and teachers to prepare effectively for the re-opening of schools and the re-entry of students. Even after the lockdown has been lifted, the schools will need to be prepared for resumption of learning. This component will also focus on improving the capacity of key stakeholders to respond to the various emerging needs during and after the COVID-19 outbreak.
17. **Subcomponent 2.1: Support safe re-opening, student re-entry and sustained progression in schools.** The following activities will be supported under this sub-component:
- a. The MOES will carry out **back-to-school awareness campaigns** to ensure re-entry, enrollment and re-integration into the formal schooling system. These campaigns will have a targeted design feature to specifically reach girls and children from vulnerable populations to mitigate risks of student dropout. Remedial programs will be established to mobilize activities through teachers, community members, parents and Local Government and School General Assembly Committees to ensure that students' return to school.
 - b. **Provision of school grants** . Given the limited resources, the grants will be provided to only public, primary and lower secondary schools. The grants will support implementation of Water Sanitation and Hygiene (WASH) programs, provide Psycho-social support, safety and security of students.



The grants will also for purchasing soaps, buckets and hand-washing facilities that will additionally be adaptive to persons with disabilities in schools. It will include cleaning and disinfectants and sanitizing materials. Face masks will be provided under other government programs.

18. **Subcomponent 2.2: Capacity building for resilience.** This subcomponent focusses on improving the capacity of key stakeholders to respond to the various emerging needs during and after the COVID-19 outbreak. This would include the creation of national level strategies that would support the continued learning of students, support for teachers and other school staff and guidelines for re-opening of schools and the re-entry of students and strengthen capacity of monitoring and inspection of schools. This component would support activities that would improve communication, coordination among various stakeholders and building capacity of systems of education at all levels.

19. **Component 3: Project Management, Monitoring and Evaluation.** This component will provide support to the project implementation, supervision, monitoring and evaluation, procurement, financial management and auditing. It will finance project staff salary, equipment, transportation, data collection and analysis, and operating cost.

Legal Operational Policies

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

Summary of Assessment of Environmental and Social Risks and Impacts

1. The closure of schools due to risks of COVID -19 impacted on more than 67,516 schools affecting more than 14,000,000 students and over 400,000 teachers. Additionally, the school’s closure also affected approximately 600,000 more children that are attending schools in the refugee settlements. Some of these settlements are in high risk towns bordering countries that have reported confirmed cases of COVID-19, increasing the risks for the entire school system in Uganda. The project components aim at minimizing the adverse effects of COVID-19 on students, teachers and creating resilience to future shocks in the education system in Uganda. The activities to be supported by the project generally have low environmental impact and potentially moderate health and safety risks to the communities, learners and teachers in view of activities involving mobilization of teachers, communities including learners in refugee settlements and the reopening of schools. From the environmental, health and safety perspective, the relevant standards are: ESS3 arising from the management of solid waste generated in the schools and wastewater from hand washing facilities in the various locations in the school premises; and ESS4 because of continues risk of disease transmission during mobilization and once schools reopen. These potential impacts and risks can be minimized through known measures. The project will support community sensitization, procurement of hand washing materials as preventive measure for spread of highly infectious COVID-19 disease and establish a system for referral for case management for teachers and learners. Thus, as part of the Occupational, Health and



Safety (OHS) measures, it's recommended that the project adopts Infectious and prevention control protocol for all schools; include measures on emergency preparedness and response, regular health screening of teachers and learners to ensure safety of the teachers, learners and the community. Social Perspective The closure of the schools due to COVID-19 is likely to affect the progress of the planned education curriculum and result in anxiety and uncertainty in continuity for learners in school as well as teachers. Both teachers and learners could be rendered inactive for the closure period. Subsequently there is a risk Learners could lose out on education and a likelihood for loss of income of teachers on top of the redundancy. It is necessary to undertake mitigative actions to ensure that the impact of the closure of schools does not affect the progress of the learners adversely as well as empower the teachers and schools to bridge the gaps, psycho-social support should be provided for the teachers and learners. Due to the economic impacts of the COVID-19 on low earning households, some children may drop out of school. To mitigate against this, it is necessary to provide scholastic materials to the learners as well as delivery of the learning programs through the media and any other available practical channels as proposed in component one. This will encourage the parents to keep their children in school and provide continuity in preparation for the opening of schools. Specific stakeholder engagement programs must be prepared for the parents on the benefits of keeping the children in school and attention should be given in the engagements to vulnerable learners especially girl children(who may be volunteered to contribute to domestic chores instead and learners with disabilities, refugees, displaced persons and Ethnic minorities who may be more impacted by the COVID-19 through stigma and segregation. Cognizant of the measures to prevent further spread of COVID-19, among other preventative measures, good hygiene measures must be reiterated to the teachers, parents and learners through stake holder engagements and hygiene trainings and hand washing materials provided at the opening of schools. To achieve the benefits of the program proposed in component 2, all stake holders including MOH, Local Governments, Schools, Communities; implementing authorities and personnel must be well coordinated and engaged. Stake holder engagement will be carried in as prescribed in the Technical Note on public Consultations and Stakeholder Engagement in WB-supported operations when there are constraints on conducting public meetings. Gender and Gender-Based Violence (GBV). Resulting school closures and reduced access to health services due to the spread of COVID-19 in Uganda will negatively affect human capital formation of school-aged children. In addition, as a response to the spread of COVID-19, young girls are more likely to experience teenage pregnancy and domestic abuse, related to stay-at-home orders and lack of access to other community support systems. Particularly for young girls, the social distancing and quarantine recommendations, in addition to increased economic stress and uncertainty, exacerbate GBV risks. In Uganda, for instance, increased numbers of teenage pregnancy would then increase girls' likelihood to leave school, with a negative impact on their lives' trajectories. The activities proposed in this Project represent an opportunity to promote gender equality in terms of access and quality to education for all. Learning materials will reach school-aged children independent of gender and the use of mass broadcasting channels such as radio, television and social media will support increased awareness related to healthy conflict resolution, parenting, and availability of protection services. Disability inclusion. Persons with disabilities constitute one of the main vulnerable groups at risk of exclusion in the education sector during this crisis. Without consideration for disability-related needs and support, the project may exacerbate this inequality and limit access to quality learning for children with disabilities. The World Bank made 10 corporate commitments in July 2018 on disability inclusion and one of these commitments is to ensure that all World Bank-financed education programs and projects are disability inclusive by 2025. Epidemics can cause stress, anxiety and fear. Sources of stress at the household level may arise as children stay at



home and create competing demands for time and income decrease due to job loss or wage cuts. The pandemic can also increase fear from lack of information. The project will leverage ongoing government and partner-led interventions on disability inclusion in schools, as may be necessary. The proposed project has identified several entry points to support inclusion in this emergency response plan, such as ensuring text-to-speech options in the e-learning platforms, use of sign interpretation on televised content, and targeting students with disability as a key target group under back-to-school and gender sensitization campaign. Citizens' engagement. The proposed project is preparing a Stakeholder Engagement Plan (SEP) to ensure early, continuous, and inclusive (including vulnerable/disadvantaged groups) stakeholder engagement. The SEP for the parent project which was disclosed in-country and on the World Bank's website will be updated to incorporate the project component and stakeholder engagement requirements and be redisclosed as required by the ESF.

E. Implementation

Institutional and Implementation Arrangements

2. **The MOES will be the implementing agency for the project.** The MOES has extensive experience implementing externally financed projects (World Bank, GPE and others). The overall responsibility for project implementation lies with the Permanent Secretary, with day to day implementation under the Directorate of Basic and secondary Education and the Department of Education Planning. A Project Coordination Unit (PCU) will be established to support the implementation. The Project Coordinator and Procurement Specialist of Uganda Teacher and School Effectiveness Project (UTSEP) P133780 Project Coordination Unit (PCU) have been participating in the project preparation since May 2020. UTSEP was closed on March 31, 2020. Recruiting process of M&E specialist and environment and social safeguards specialist is currently underway. Utilizing the key staff of UTSEP will ensure a rapid start-up, which is very important given that the lifespan of COVID-19 response project is only 18 months. **The PCU will work in close coordination with the departments of the MOES** that will provide technical guidance, coordinate the delivery of the project, and work in collaboration with District Local Government (DLGs), Ministry of Health and other relevant Ministries.

CONTACT POINT

World Bank

Hongyu Yang
Senior Education Specialist

Borrower/Client/Recipient

Government of Uganda
Hon. Matia Kasaija Kasaija
Minister of Finance, Planning and Economic Development
matia.kasaja@finance.go.ug



Implementing Agencies

Ministry of Education and Sports
Alex Kakooza
Permanent Secretary
kakooza8@yahoo.com

FOR MORE INFORMATION CONTACT

The World Bank
1818 H Street, NW
Washington, D.C. 20433
Telephone: (202) 473-1000
Web: <http://www.worldbank.org/projects>

APPROVAL

Task Team Leader(s):	Hongyu Yang
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Approved By

Environmental and Social Standards Advisor:		
Practice Manager/Manager:		
Country Director:	Camille Anne Nuamah	09-Jul-2020