



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

Concept Stage | Date Prepared/Updated: 05-Aug-2018 | Report No: PIDISDSC24831

**BASIC INFORMATION****A. Basic Project Data**

Country Uganda	Project ID P166570	Parent Project ID (if any)	Project Name Uganda Secondary Education Expansion Project (P166570)
Region AFRICA	Estimated Appraisal Date Oct 29, 2018	Estimated Board Date Jan 31, 2019	Practice Area (Lead) Education
Financing Instrument Investment Project Financing	Borrower(s) Ministry of Finance, Planning and Economic Development	Implementing Agency Ministry of Education and Sports	

Proposed Development Objective(s)

The project development objective is to enhance equitable access to lower secondary education by focusing on underserved areas and populations, including refugees and hosting communities, and girls.

PROJECT FINANCING DATA (US\$, Millions)**SUMMARY**

Total Project Cost	150.00
Total Financing	150.00
of which IBRD/IDA	150.00
Financing Gap	0.00

DETAILS**World Bank Group Financing**

International Development Association (IDA)	150.00
IDA Credit	118.75
IDA Grant	31.25

Environmental Assessment Category

Concept Review Decision



A. Introduction

- 1. Uganda has been one of the top regional performers in terms of economic growth and poverty reduction over the last decades, despite a recent slowdown.** The slump was driven by a variety of external factors such as adverse weather conditions and increasing regional unrest, but also due to inconsistent fiscal and monetary policies, and a general slowdown in the efforts by the Government to implement further reforms.¹ Its Gross Domestic Product (GDP) per capita was US\$600 as of 2016 and grew by 6.4 percent in 2017.²
- 2. At the same time Uganda has one of the youngest and most rapidly growing populations in the world.** It has a population of 41.9 million and an annual population growth rate of 3.3 percent³ with nearly half of the population under the age of 15.⁴ The total fertility rate (TFR) is estimated at 5.7 children per woman which is well above the Sub-Saharan Africa (SSA) average, and life expectancy at birth is 60 years. The school-aged population (6 to 18 years) is growing at a very high rate. In 2010 it stood at 10.9 million and it is expected to reach 20.6 million by 2025.⁵ This implies that the education system will have to significantly increase its current intake capacity to achieve the national goal of universal primary and secondary education by 2025.
- 3. Public spending for education in Uganda, as a share of GDP compared with countries with similar GDP per capita, is slightly above expectations for primary education, but well below expectations for secondary education.** Education expenditures as a share of national budget has decreased from 15% to 11% over the last few years despite the introduction of the Universal Secondary Education (USE) policy in 2007 (Figure 1). While the share of lower secondary spending as a proportion of the overall education budget has been steadily increasing to reach SSA average, it is still below the regional comparators (Figure 2). Finally, because public funding to the sector has not kept pace with enrolment progress, the burden of financing has been shifting to households, whose share currently represents two thirds of total funding. Whether in public or in non-government schools, parents' contributions through student fees constitute a significant part of school financing. In particular, student fees enable schools to hire additional teachers to fulfil delivery of their required courses.

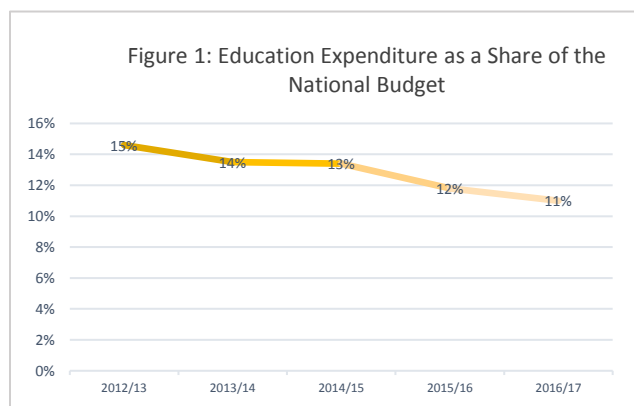
¹ Uganda CPF FY16-21, 2.

² Economist Intelligence Unit (EIU), Uganda Country Report, May 2018, pp. 2.

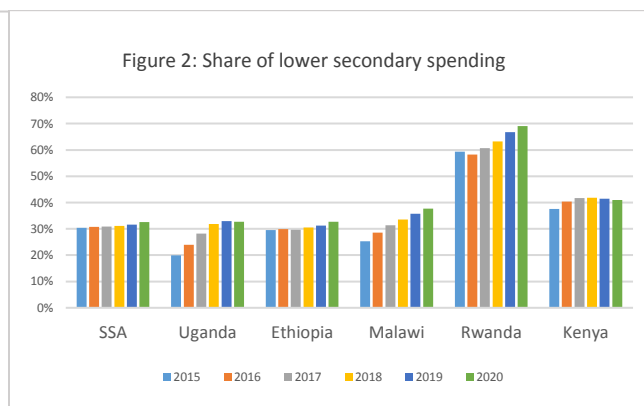
³ National Population and Housing Census 2016.

⁴ Uganda CPF FY16-21, 2.

⁵ UNESCO 2014, Teacher Issues in Uganda: A shared vision for an effective teachers' policy.



Source: ESSP 2017/2020



Source: FEDA, 2017

4. **Despite a solid growth of the non-government education sector to help provide additional access, the secondary education enrollment rate has been stagnant at just below 30% for the last decade.** The non-government schools sector includes a variety of models, for profit, not for profit, confessional and non-confessional. This part of the sector benefitted from significant government subsidies and grew to represent about 59% of the schools and slightly above half of enrollment. Nevertheless, the Uganda secondary enrollment rate stands at a level which is significantly below that of regional comparators (see below).
5. **The issue of insufficient resources is compounded by an array of inefficiencies that undermine the performance and productivity of the entire system.** These include, inter alia:
 - a. An insufficient number and inadequate distribution of secondary schools throughout Uganda to address the existing and growing demand generated by the projected population growth, the rise in primary school completion, and the recent influx of one and a half million refugees.
 - b. Low internal efficiency due to very low survival rate throughout the education cycles. In 2017, primary survival rate stood at 56 percent, which is considerably below the primary⁶ survival rate in Kenya, which is close to 100 percent, Ethiopia at 72 percent, or Rwanda at 68 percent (Figure 3). As a result of this low overall productivity, it takes almost twice as many years of schooling than normal to ‘produce’ a graduate in primary and secondary education. For instance, it took 12.6 years to produce a primary school graduate in 2013 (primary cycle in Uganda is 7 years), which is only marginally better than the 14 years it took in 2008. The inefficiencies persist through secondary school, largely as a consequence of low transition rates to lower secondary. As a result, the cost of service provision at the secondary level in 2013 was 2.3 times higher than what it should have been.⁷
 - c. Inefficient use of resources due mainly to inefficient deployment of teachers across secondary schools. This is resulting in several schools ending up with too many or too few teachers. Analyses suggest that 40 percent of teachers in schools have been placed there based on factors other than the class time required by students.⁸ Outdated curricula further complicate teacher allocation across schools by imposing too many subjects that require specialized teachers.

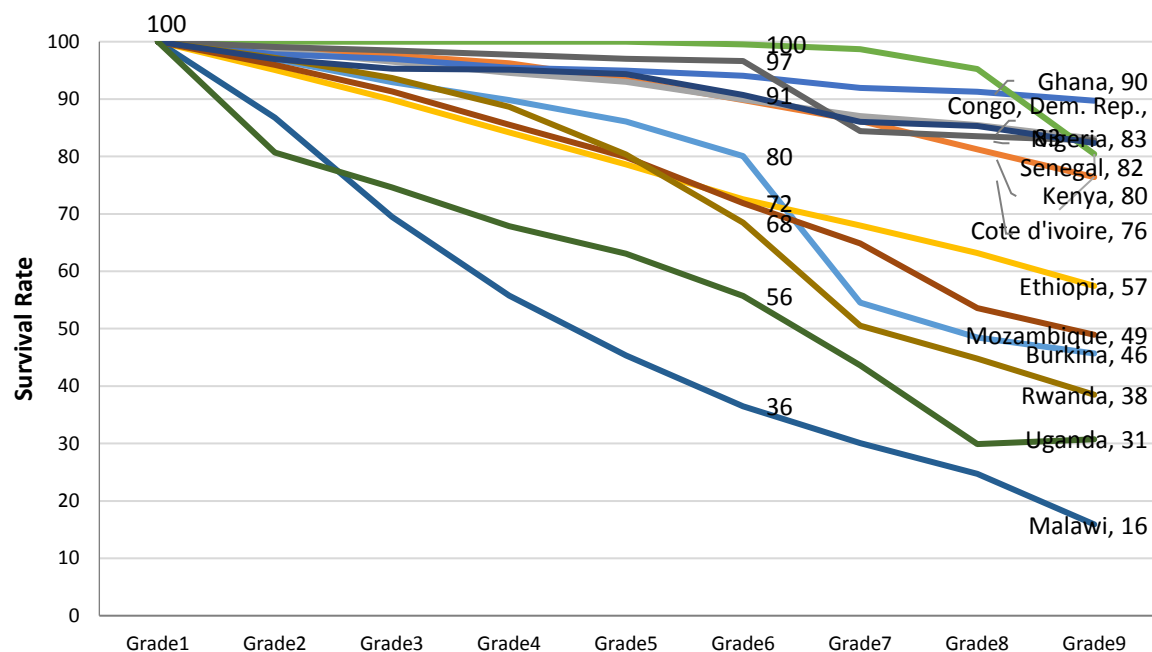
⁶ End of primary education here refers to 6th grade for the ease of cross country comparison.

⁷ Wodon, K. 2016, Uganda Note: Brief Summary for a first set of notes, pp. 5.

⁸ UNESCO 2014, Teacher Issues in Uganda: A shared vision for an effective teachers’ policy.



Figure 3: Survival rates in primary education.



Source: Facing Forward, 2017

6. **In spite of increased access to schooling, the average level of education of the work force remains low and does not meet labor market requirements.** Uganda will need to absorb an additional 600,000 new entrants to the labor market each year between 2014-2020. In order to sustainably increase welfare, these entrants must find productive employment.⁹ Estimates from the National Household Survey (UNHS) (2016) show that only entrants with post-secondary education can escape informal sector work. In order to increase the employability and productivity of the expanding workforce, supply of quality education, especially for low-income, rural households and girls, is critical. According to the UNHS, only one in five people aged 15 and above completed secondary education. Thus, a large number of youth enter the job market without foundational skills of basic literacy and numeracy, as well as generic skills essential for life and work.

B. Sectoral and Institutional Context

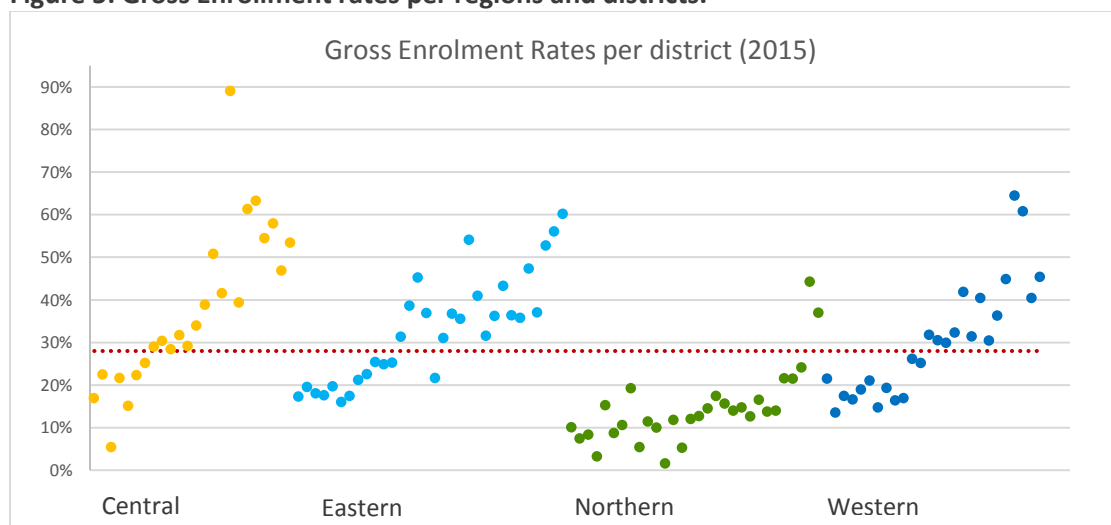
7. **Uganda is the pioneer in terms of introducing universal access to secondary education in Sub-Saharan Africa.** The secondary education sub-sector in Uganda is centrally managed and comprises six grades, Senior 1 (S1) to Senior 6 (S6). S1-S4 is categorized as ordinary ('O') level, or lower secondary, while S5-S6 is Advanced ('A') level, or upper secondary. In 2007, Uganda introduced the Uganda Post-Primary and Education Training (UPPET) program, as a deliberate measure to consolidate and sustain the gains of the Universal Primary Education (UPE) program and expand access to secondary education. In 2012, Government extended the universal program to the upper secondary level and this is known as the Universal Post Ordinary Level Education and Training Program (UPOLET).

⁹ Uganda job diagnostics/strategy, World Bank, 2018, draft.



8. **While Uganda has successfully universalized primary education (GER of 115 percent in 2017), the challenge to expand secondary school enrolment remains immense.**¹⁰ Though enrollments in secondary education have increased since the introduction of USE at an average rate of six percent per annum, growing from a total of 954,000 students enrolled in 2007 to over 1.5 million in 2016, the pace of increased enrollment remains low in comparison to Uganda’s neighbors. In 2016 the average annual enrollment increase stood at 25 percent in Kenya and 16 percent in Rwanda¹¹. Further, Gross Enrollment Rates have stagnated since 2007 with GER at only 28 percent in 2017, much below enrollment rates in neighboring countries. GER in Kenya, Rwanda and Ethiopia was 58 percent (2009), 37 (2016) and 38 percent (2012) respectively.¹² Very low enrollment rates in secondary education and the lack of progress require an urgent, emergency-like response.
9. **There are disparities in access to secondary education by region, location, wealth and gender.** The Northern region lags behind in terms of access to secondary education (Figure 5), with GER for nearly all districts below the national average of 28 percent, and many of them below 10 percent. The enrollment rates in urban areas of the Central region are dramatically higher than those in rural and underserved areas in the North. For instance, in 2015, GER in the capital city of Kampala was over 50 percent, while in rural Kaabong (Karamoja district), it was only 5 percent. Variations by welfare quintiles reveal that secondary school enrollment drops with decreasing welfare, it is the lowest for persons in the lowest quintile (7 percent) and highest in the fifth quintile (41 percent).¹³ Disparities in completion rates are evident between rural, at 6.5 percent, and urban, at just over 14 percent. Variations in secondary completion rates persist across the country with Kampala (Central) having the highest completion rate of over 17 percent, while Karamoja (North) having the lowest at just over 4 percent.

Figure 5: Gross Enrollment rates per regions and districts.



Source: WB based on UBOS and own data.

Note: refugee data not included.

¹⁰ Bashir S., Lockheed M., Ninan Dulvy E., Tan J.P. Facing Forward: Schooling with Learning in Africa. World Bank, Washington DC, 2017.

¹¹ World Development Report, 2018.

¹² UNESCO Institute of Statistics.

¹³ National Household Survey 2012/13. [Data on wealth and enrolment disparities not included in the 2016 National Household Survey]

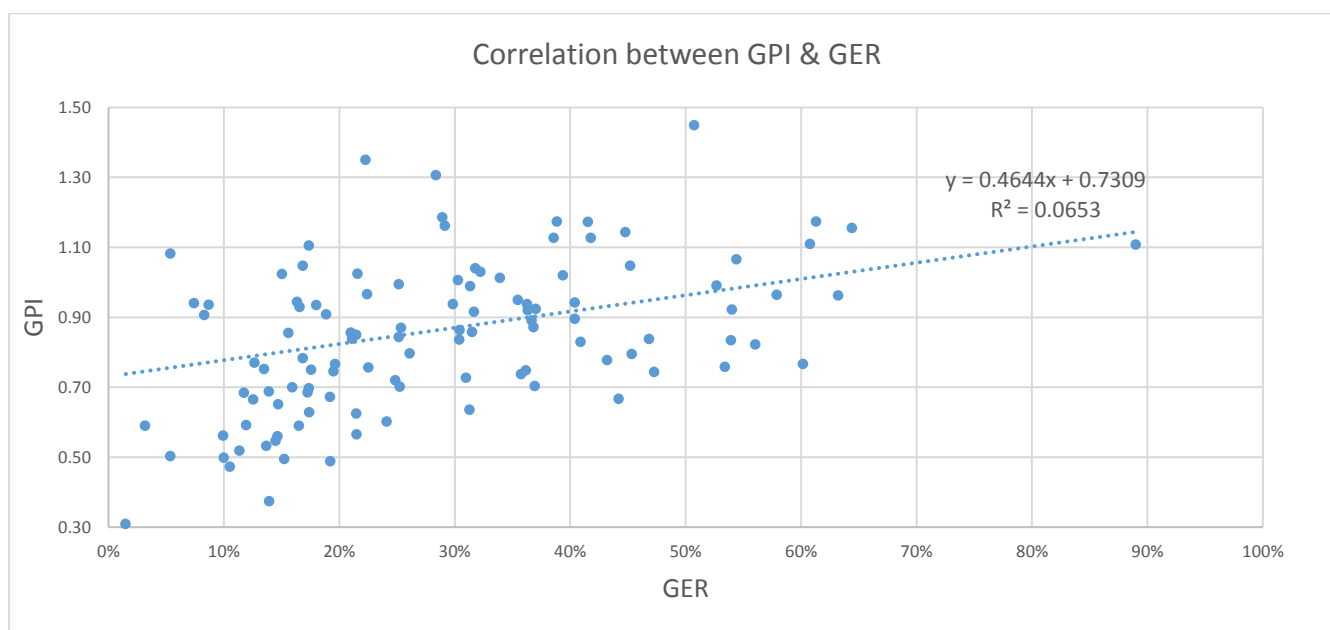


10. **Girls’ secondary education experience is characterized by lower access, higher dropout and lower transition rates compared to boys.** In 2016 the enrollment rate for boys was 4 percent higher than for girls with 29 and 25 percent respectively and The Gender Parity Index (GPI) was 86 percent. In the same year, completion rates for Senior 4 for boys stood at 40 percent, compared to 36 percent for girls. The disparity widened at the transition point to Senior 5 with 34 percent of boys and only 24 percent of girls transitioning. Learning outcomes tend to be lower for girls in certain subjects. For instance, in 2016 only 33 percent of girls in Senior 2 were proficient in mathematics in comparison with 49 percent of boys¹⁴.

11. **A district-specific perspective reveals important trends in disparity.** Over 75 percent of all districts have enrollment disparities skewed positively towards boys. Districts with the largest disparity between enrollment rates of boys and girls include large urban centers, such as Soroti, Mbale and Kampala (see adjacent box) which all have high GERs of 47, 60 and 53 percent respectively. Indeed, a number of districts with relatively high GERs are characterized by low GPI (see figure 6). This implies that high a GER is not indicative of a high GPI thus suggesting that increasing supply itself would not necessarily address gender imbalance in schools. More information needs to be gathered to determine possible causes of high regional disparity in the GPI through analytical work done at the district level.

District	Disparity(B)
Soroti	18%
Kitgum	18%
Mbale	16%
Kampala	15%
Kibuku	14%
Bundibugyo	13%
Moroto	13%
Lira	13%
Gulu	12%
Koboko	12%

Figure 6: Correlation between GPI and GER.



Source: WB using own and UBOS data.

12. **On the national level, the primary reason for a girl dropping out of secondary school is pregnancy at 40 percent, marriage at 28 percent, followed by cost that accounts for 7.3 percent.**¹⁵ Though the incidence of child marriage and early pregnancy have declined over the years, Uganda’s levels of child marriage are slightly above expectations given the level of income. The share of women aged 18-22 who married before the age of 18 was 36.5 percent

¹⁴ Education and Sports Sector Annual Performance Report, FY16-17, pp. 200 – 201.

¹⁵ Ibid, pp. 5.



according to the latest Demographic and Health Survey (2011). One in seven women aged 18-22 have their first child before the age of 18.¹⁶ The probability of completing secondary education for woman aged 25-34 who married after 18 is 12.9 points higher than for women who married earlier. However, although there is a clear correlation between early marriage and education attainment, it does not imply causality. Though the incidence of early marriage and dropping out of school may be observed at the same time, decision on leaving school may be due to a variety of factors including opportunity cost. Nevertheless, the evidence suggests that continued schooling delays marriage, thus appropriate policies should be implemented by schools to prevent early marriage and pregnancy. Additionally, distance to lower secondary schools for young adolescents, especially girls from poor families tends to raise opportunity costs and physical risks. Hence, increasing access to lower secondary schools and dormitories, reducing cost of education for poor households and providing incentives for girls to stay in school, is likely to have a positive effect on education access and attainment.

13. **The growing refugee population exacerbates access issues.** Uganda is Africa's largest refugee hosting country and one of the five largest refugee hosting countries in the world. According to the UN High Commission for Refugees (UNHCR), Uganda hosts over 1.4 million refugees. Because refugees share all social services with local host communities, the additional refugee population is putting an excessive strain on already limited resources, including education and health. The majority of refugee hosting districts are in the Northern region and amongst the least developed in the country with much lower levels of human capital and enrollment in education.¹⁷ In some districts, refugees currently make up well over half of the total populations. In the 12 refugee hosting districts (out of 108 districts total), the secondary school-aged population (13-17 years of age) including both refugee and host communities is estimated at 310,121 (with the refugee population estimated at 147,020 and the host community at 163,192).¹⁸ Secondary school provision is limited for refugees and host communities in the refugee hosting districts. In eight of the refugee hosting districts only 11 percent of refugees have accessed secondary education, with only 33 percent of these being girls. In the same eight districts, only 18 percent of the host community secondary school aged children are enrolled, which is considerably below the national average.¹⁹ These additional pressures further exacerbate the crisis-like situation.
14. **The private sector plays a significant role in increasing access to secondary education** (Figure 7). Most secondary schools in Uganda are private schools and provide education to the majority of students enrolled in secondary education. There is a total of 1.6 million students in secondary education, out of which 41 percent are in government-managed schools and 59 percent in independently-managed schools.

¹⁶ Wodon, K. 2016, Uganda Note: Child Marriage and Education , pp. 2.

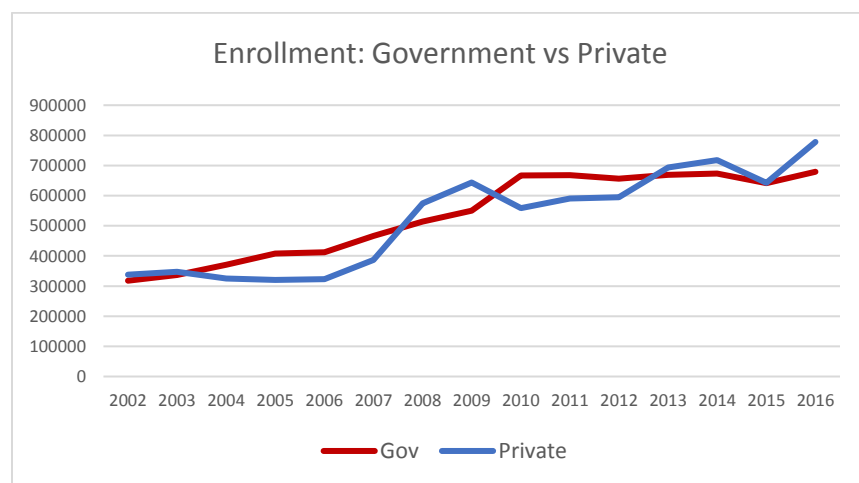
¹⁷ Uganda CPF Fy16-21, 9.

¹⁸ Education Response Plan for Refugees and Host Communities in Uganda 2018.

¹⁹ Education Response Plan for Refugees and Host Communities in Uganda 2018.



Figure 7: Enrolment: Government vs Private



Source: WB based on data from ESSAPR FY16/17

15. **Some of the private schools are partially financed by government funding - the Private-Public-Partnership (PPP) policy. The objective of the PPP arrangement was to spur enrollment at the secondary level by increasing access to private schools by making them more affordable.** Under the PPP policy, the government transfers a subsidy of 47,000 UGX per student per term (US\$36.5 per year) to selected private schools which comply with some principles that keep them affordable and of reasonable quality. The PPP started with 363 schools in 2007 enrolling approximately 40,000 students and grew to over 800 schools, enrolling nearly half a million students or one-third of all students in secondary schools in Uganda.²⁰ According to a study done by ARK Education (supported by DFID), there is little difference in academic performance between Government schools and PPP schools, with PPP schools providing only slightly better quality education. Better scores are obtained by students in PPP schools than in government²¹, but at a lower cost – teachers in PPP schools are paid around 25 percent less having less experience and qualifications. Further, Government schools charge similar fees to PPP schools.²²
16. **Despite the relative importance of the PPP arrangement, there are several challenges in its design and implementation which undermine its potential effectiveness.** The main issue pertains to lack of accountability to government and poor learning outcomes in some private schools. In addition, private provision tends to focus on densely populated areas with strong demand, often ignoring the poorest and most underserved parts of Uganda. Consequently, last year the political leadership made the decision to end the PPP arrangement and shift its funding to the construction of new government secondary schools. The decision to phase out the existing PPP arrangement (subsidies) is political and potentially detrimental to the system according to the various analyses that were done. However, as the phasing out is gradual and has just started it is too early to assess its actual impact on enrollment and quality in the former PPP schools.
17. **Low levels of access and equity are exacerbated by the poor quality of education resulting from outdated curriculum and low quality teachers.** The secondary education curriculum has been under revision with the aim of improving the quality and relevance of education and training leading to better learning outcomes. The current

²⁰ ARK Education, 'A review of Uganda's Universal Secondary Education Public Private Partnership programme', 2018.

²¹ ARK Education, 'A review of Uganda's Universal Secondary Education Public Private Partnership programme', 2018, pp 17.

²² Wodon, Q., Tsimpo, C., (2016), 'Note no. 7 – Education, Private schools and public private partnerships', SABER Equity and Inclusion Program, World Bank Group.



curriculum was found to be ‘overloaded’ with too many subjects and limited in meeting labor market competencies. The reformed lower secondary curriculum, once finalized, will reduce the number of subjects and refocus pedagogy with a view to become more student-centered and competency-based in order to produce graduates with skills relevant to the changing labor market.²³

18. **A low quality teaching force, often lacking the necessary skills, leads to poor learning outcomes.** Uganda’s education system is not performing well in terms of current teacher policies, especially in terms of attracting talent, supporting strong head teachers, and providing support to teachers to improve instruction. Lack of subject proficiency is a big issue that has an impact on student learning. Though 90 percent of secondary school teachers in Uganda have the required formal qualifications, results of a learning assessment²⁴ administered to secondary teachers indicates that they do not have the content knowledge and other studies have shown they do not have sufficient pedagogical skills to teach. The learning assessment found that only 66 percent of teachers were proficient in English, 70 percent in mathematics and 17 percent in biology. Teacher training and continuous professional development is inadequate.
19. **The combination of issues discussed above leads to an overall low performance of the education system including poor learning outcomes.** Results of the national assessment of progress in education (NAPE) conducted since 2008 targeting Senior Two (S2) show that student learning in math, biology and English is on a declining trend. Further analysis of these data indicate that differentials also persist across gender especially in biology and math and across urban and rural schools. The persistent decline in performance points to an urgent need to address the quality of education at this level. An analysis of Uganda Certificate of Education (UCE) results for O-level in 2015 and in 2016 showed over 52% and 58%, respectively, of the candidates failed to pass in at least division 3 and therefore have dim prospects for further education and employment. Students perform worst in the science subjects where approximately half of those who sit do not pass mathematics, physics, chemistry and biology. The performance at Uganda Advance Certificate of Education (UACE) A-level is slightly better given that only the best performing O-level students proceed to A-level. This not only weakens the foundation for further learning, but also undermines the country’s potential to tackle poverty.

C. Approach to project design

20. **Lessons from implementation of educational operations in Uganda over the last few years suggest that projects need to have straightforward design with simple implementation arrangements.** Complex projects targeting multiple objectives and results are hard to implement due to capacity constraints at all the levels and lack of coordination and collaboration culture within the MoES and between central and local governments. A comprehensive project preparation led and owned by the Client with significant capacity building activities significantly improve chances to achieve ambitious project objectives.
21. **This operation will not be able to address all the systemic issues that hamper the productivity of the sector. The priority is to focus on addressing the most pressing issues contributing to the education crisis demonstrated by dramatically low secondary enrollment rates exacerbated by the influx of refugees.** However, it is proposed that analytical work will be supported under the project in order to address broader systemic issues through future operations. This will include: (1) a review of existing secondary education improvement policies in quality assurance

²³ According to Skilling Uganda Strategy, besides foundational skills, the labor force requires other productivity-enhancing skills such as higher order cognitive skills (problem solving and critical analysis); behavioral and socio-emotional skills or soft skills; technical or vocational skills (specific to each occupation); and business skills (entrepreneurship, managerial skills and financial literacy).

²⁴ UNESCO (2014) Teacher Issues in Uganda: A shared vision for an effective teachers’ policy.



and preparing new ones as necessary, (2) preparing a detailed strategy for introducing the new curriculum, detailing implementation arrangements for teacher training to support the new curriculum, their deployment, motivation and continuous support, (3) capacity building for the implementation of new policies, as well as (4) piloting innovative solutions, including ICT in teaching and learning.

22. **The provision of new schools needs to be in line with the demand for education which is directly related to the school-age population and current level of enrolment.** The Government of Uganda has a policy of providing one government secondary school in each of the 1,381 sub-counties in the country. According to MoES, there are currently 385 sub-counties without a government secondary school. However, this approach is not always in line with the actual needs represented by the school-age population and current level of enrolment, and it would not necessarily improve equity. According to Census 2014, the population of the sub-counties is highly variable. Nearly half of the sub-counties (669) had populations of between 10,000 and 25,000, while another 455 sub-counties had populations of 25,000 to 50,000 persons. There are 13 sub-counties which have a population of more than 100,000. At the same time, there are private schools in many sub-counties without public schools, and some underutilized public schools in neighboring sub-counties.
23. **Therefore, the approach to expanding the secondary education provision should be underpinned by a strategy of prioritizing the most underserved areas as demonstrated by low enrollment rates and high demand.** The Bank team has developed a provisional model for prioritizing districts that face the biggest enrollment gap. The recently adopted Uganda Education Refugee Response Plan, 2018 suggests a target gross enrollment rate of 20 percent for the refugee hosting areas. At the same time there are many districts not hosting refugees with enrolment rates significantly below the target. Thus, if 20% enrolment rate is considered as a minimum across districts, there are 52 districts that should be prioritized for interventions to meet the growing demand. The majority of these districts are located in the Northern region and the refugee hosting areas. They include many of the sub-counties targeted by the government policy, but not all of them.
24. **The project will be prepared in complementarity with the World Bank's Uganda Inter-governmental Fiscal Transfers Project (UgIFT)** which is currently awaiting effectiveness. The UgIFT project was designed to support decentralization of the entire education system by providing additional resources to local governments. It is well positioned to contribute to secondary education expansion based on the needs identified at the local level mainly through the *addition of new classrooms* to overcrowded schools, *provision of dormitories to existing schools*, and the *finishing of incomplete school structures*. At the same time, the Secondary Education Expansion Project will focus on major infrastructure improvement interventions responding to the growing demand for secondary schools. Thus, the proposed project will support building *new schools*, in line with all national policies leading to secondary education expansion.
25. **Low GER results from a variety of factors including weak supply and stifled demand.** Thus, this operation will provide better access and stimulate demand in the refugee host areas and will support a set of straightforward interventions aiming to remove barriers for access to secondary education faced by one of the most vulnerable groups - girl-children. The project will also provide formal and informal support to refugee children to prepare them to enroll in the secondary education system in Uganda. This support will include, inter alia, administrative support (e.g. translating certificates), remedial measures to accelerate their readiness (e.g. language courses, accumulates learning), subsidies to cover schooling and examination fees, psycho-social support and capacity building for teachers. The project will scale up existing initiatives supporting girls' education. This will be led by a capable gender unit in the MoES and implemented mainly by experienced NGOs.



26. **Student achievement in Uganda remains low by regional standards. A comprehensive national strategy to improve student achievement and overall quality of education is required** and would need to address many areas, including curricula and textbook development, teacher deployment, motivation, training and support, supervision and assessment methods. The project will provide support to build policies and capacities in these areas. Implementation of these policies can be supported by the follow up operations.

D. Lessons Learned

27. **The design of the proposed project will build on the achievements and lessons learned through previous and current IDA operations (UPPET, USDP and GPE UTSEP).** These recent projects enabled the Government to establish the foundation for sustainable expansion of lower secondary education for Uganda both at the school and national levels through developing cost-efficient school construction models, initial progress with revision of the lower secondary curriculum and strengthening capacity of the MoES to oversee large scale projects.
28. **The main lessons drawn from ongoing operations include:** (a) keeping project design and implementation arrangements simple and straightforward, (b) expanding the secondary school network with new schools as well as improving the capacity of existing schools; (c) designing project specific indicators that are well defined and understood and constantly monitored for reliability; (d) strengthening the information management system in order to produce timely, accurate and reliable information to be used for monitoring and evaluation as well as policy planning; and (e) shifting the focus from education inputs to project results that lead to improvements in the education system through the implementation of a results-based financing approach where appropriate.
29. **Refugees and hosting communities related activities** under the proposed project will be aligned with the Refugee Response Plan and supported through the IDA 18 Refugee Window. The amount allocated to target issues in the refugee hosting areas under the proposed project is in line with the demand for resources identified under the Plan.
30. **The World Bank applied for the Norwegian Trust Fund in order to support MoES and enhance preparation of the project.** If successful, the project preparation will be supported by approximately USD\$200,000 to build its capacity and resilience to address challenges related to the refugees and host communities in the medium to long-term, and advance the project preparation. The TF will have Bank and recipient executed components.

E. Relationship to CPF

31. **World Bank support to GoU's USE program is contained in the Uganda Country Partnership Framework (CPF) of FY16-20.** The proposed project to support lower secondary education is thus consistent with 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 also aligned with the World Bank's education strategy, *Learning for All* 2011, the World Development Report 2018, *Learning to Realize Education's Promise*, and regional flagship Report 2018, *Facing Forward* which together call for a renewed emphasis on education reforms and suggest approaches utilized in the project design.
32. **The project is also in line with Uganda's Vision 2040, and, more specifically, with the Second National Development Plan (NDP II) 2015/16-2019/20, with a specific objective on improving human capital.** The project supports the implementation of the reforms under the GoU's Education and Sports Sector Strategic Plan 2017/18-2019/20.
33. **The Bank is engaged with the GoU on several other operations in the education sector** targeting pre-primary and primary education, skills development through the vocational and technical training system, supporting local



governments in improving governance and efficiency of the education sector, school feeding, and institutional development of universities in the areas of applied research, teaching and management.

PROPOSED PDO/RESULTS

A. Proposed Project Development Objective(s)

The PDO is to enhance equitable access to lower secondary education by focusing on underserved areas and populations, including refugees and hosting communities, and girls.

B. Key Results

Over five years the project is expected to achieve the following results:

1. Improvement in equitable access and retention rates of students at the lower secondary level in underserved areas including refugee-hosting districts.
2. Better policies and foundation for ensuring quality and relevance of lower secondary education.

Key indicators:

1. Increased gross enrollment ratio at lower secondary, by gender, by refugee status*
2. Increase gender parity index at lower secondary, by refugee status*
3. Increased lower secondary completion rate, by gender, by refugee status*
4. Adopted policies to support further improvements in the learning outcomes at lower secondary

** The indicators for refugees and hosting areas will require special methodology to account for constant influx and movements within and out of the country.*

PROJECT CONTEXT

A. Concept

1. Description

The proposed Project will focus primarily on improving access to lower secondary education in underserved areas while supporting preparation for comprehensive sector reform.

The proposed Project will consist of 3 components:

- (i) Equitable expansion of secondary education;
- (ii) Preparation for comprehensive development of the secondary education system; and
- (iii) Project management, monitoring and evaluation.



Component 1: Equitable expansion of secondary education

Sub-component 1.1: Construction of new schools

The sub-component will finance construction of new schools, including in the districts hosting refugees. Schools to be constructed would follow standardized designs (classrooms, labs, administration block, student and teacher latrines separate by gender, water tanks, lightning protection, earthquake resistant design, etc.) which might be scaled up as the demand increases, bigger schools according to demand, and schools with dormitories where justified. Energy efficient and climate friendly technologies will be used during constructions. All new schools will be fully equipped, including furniture, multifunctional science labs, ICT resources. The project will support electrification of the new schools and provide for internet connectivity (e.g. last mile).

The GoU will be responsible for recruiting, training, and paying salaries to sufficient number of teachers, as well as financing the recurrent operational and maintenance budgets of the new schools.

Sub-component 1.2: Refugee and hosting communities specific support

Design of this component is based on the Education Refugee Response Plan for Uganda prepared jointly by GoU and donors and adopted by the MoES. Most of the activities under this sub-component might be implemented by experienced national and international NGOs and private sector. Innovative, ICT based approaches will be utilized.

The sub-component will finance a package of activities to support refugee children in getting ready for receiving secondary education in Uganda, support children's well-being and social development (e.g. materials for games and sports, children clubs, art and craft), and developing life skills and technical skills for the children who are not ready for comprehensive secondary education. The sub-component will help to improve the refugee education tracking system. The project will also support accelerated teacher training and Ugandan certification for refugee teachers and develop capacity of teachers to respond to particular challenges of refugee/host community dynamics.

Sub-component 1.3: Supporting girls' education

The sub-component will finance activities to attract and keep girl-students in the schools, including re-enrollment of girls who dropped-out before completing lower secondary, and supporting their learning.

Component 2: Preparation for comprehensive development of the secondary education system

The component will finance the activities to prepare for further development of secondary education in Uganda, including preparation of textbooks, teacher guides and assessment materials, including ICT based, review of existing and preparing new secondary education improvement policies (e.g. quality assurance, assessments, teacher development, deployment and support, EMIS, PPP).

Component 3: Project management, monitoring and evaluation

The component will finance the following activities: PMU staffing, office rent, audit, project baseline studies, monitoring and evaluation, capacity building activities.



SAFEGUARDS

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

The project will be implemented across Uganda. The specific project locations will be determined at a later stage. It is planned that the project will include construction of schools in some of the following refugee hosting districts: Yumbe, Moyo, Arua, Adjumani, Koboko, Lamwo, kiryandongo, Kyangwali, Kamwenge, Kyegegwa, Isingiro and Kampala. In the eight refugee hosting districts, only 11 percent of refugees have accessed secondary education, with only 33 percent of these being girls.

The project involves construction of new schools including administration and classroom blocks, laboratories, latrines for both teachers and students, dormitories among others. The selection criteria for location of the new schools will among others, consider availability of land without any encumbrances and avoidance of natural habitats like wetlands and forests.

The scope of civil works by project site will be elaborated by appraisal stage and reflected in the PAD.

B. Borrower's Institutional Capacity for Safeguard Policies

The implementing agency for this project, the Ministry of Education and Sports (MoES) will prepare the Environmental and Social Management Framework (ESMF), Resettlement Policy Framework (RPF) and Indigenous Peoples Policy frameworks (IPPF) basing on experience gained in previous World bank funded projects. The Borrower's safeguards team is conversant with environmental and social safeguard policy requirements based on experience gained from implementing ongoing world bank funded projects. However, the current safeguards teams are engaged in two other ongoing Bank funded projects and there will be need to recruit more safeguards staff to support this upcoming project. Technical assistance will be provided to enable preparation of a set of Project Briefs/ ESMPs for site specific environmental and social impact assessments when required and will follow the guidelines presented in the project's ESMF.

In addition, the Ministry of Education and Sports, will undertake an internal review of its current capacity to manage the tasks of implementing the environmental and social safeguards satisfactorily given the several civils works anticipated across the country. This assessment will include the safeguards capacity assessment of the project hosting local governments. It is expected that technical assistance will be provided throughout project implementation to ensure environmental and social due diligence and compliance with Bank's policies and national legislation. Where capacity gaps have been identified, the Bank safeguards team will support the Ministry in strengthening their safeguards capacity.

The project in implementing the mitigation measures will utilize the national environmental management system, in which the semi-autonomous National Environment Management Authority play a pivotal role in close collaboration with the respective District Environment Officers and Community Development officers.

C. Environmental and Social Safeguards Specialists on the Team



Christine Kasedde, Environmental Safeguards Specialist
Catherine Asekenye Barasa, Social Safeguards Specialist

D. Policies that might apply

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	This is triggered because the project will support civil works and their associated and localized environment, health and safety (ESH) risks to such activities. Anticipated ESH impacts/ risks include: accidents and fatalities arising from increased traffic movement during construction, falls, cuts, bruises; solid waste; dusts; noise pollution and vibrations; sanitation and hygiene; vegetation clearance; soil erosion among others. Additionally, there will be indirect and accumulative impacts arising from extraction / sourcing of construction materials (such as sand, water, clay bricks, poles, timber) from the natural environment. There are additional anticipated social risks associated with the potential labor influx to target areas during construction activities. These include the risk of exacerbating HIV transmission, Gender Based Violence (GBV), child labor and Violence Against Children (VAC). An ESMF will be prepared to guide implementation of environmental and social aspects of the project and once the locations of the subprojects are known, ESMPs will be developed for each site.
Performance Standards for Private Sector Activities OP/BP 4.03	No	
Natural Habitats OP/BP 4.04	No	The project has no adverse impact on natural habitats
Forests OP/BP 4.36	No	The project is not expected to affect the management of natural or plantation forests and neither will it support forests nor logging operations.
Pest Management OP 4.09	No	The Project will not involve use of pesticides.
Physical Cultural Resources OP/BP 4.11	Yes	This is triggered because project investments involve civil works and may affect physical cultural resources. The ESMF will include provisions of chance finds and their management and respective ESMPs will include PCRs investigation, assessments and management.
Indigenous Peoples OP/BP 4.10	Yes	A screening and social assessment will be commissioned to determine the presence of the IPs in the districts of operation. A final list of sub-projects by location will determine the IPs that may be affected or involved in the project and if any,



the need for an IPPF (VMGF in Uganda) preparation and subsequent IPP (VMGP in Uganda) determined accordingly.

Involuntary Resettlement OP/BP 4.12	Yes	Land will be required for school construction and therefore resettlement related implications of taking of land, relocation and impacts on livelihoods are clearly identified. An RPF will therefore be prepared to avoid or mitigate any potential land acquisition, resettlement and loss of livelihood impacts. Based on the RPF, site-specific RAPs will be developed once the actual construction sites are known.
Safety of Dams OP/BP 4.37	No	The project will not support or depend on dams
Projects on International Waterways OP/BP 7.50	No	No impact on international waters is envisaged
Projects in Disputed Areas OP/BP 7.60	No	Inclusion of disputed areas is not envisaged.

E. Safeguard Preparation Plan

Tentative target date for preparing the Appraisal Stage PID/ISDS

Oct 15, 2018

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

The ESMF, RPF and IPPF of the project will be prepared by the Borrower and applied to this project to guide implementation of environmental and social aspects of the project. The Borrower will prepare these safeguard instruments in August – October 2018 .The instruments will be submitted to the Bank for clearance and disclosed both in country and on the Bank external website by appraisal. The ESMPs/Project Briefs will be undertaken after confirmation of the project sites.

CONTACT POINT

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APPROVAL

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