

**INTEGRATED SAFEGUARDS DATA SHEET
APPRAISAL STAGE**

Report No.: ISDSA3856

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I. BASIC INFORMATION

1. Basic Project Data

Country:	Uganda	Project ID:	P133780
Project Name:	Uganda GPE Teacher and School Effectiveness Project (P133780)		
Task Team Leader:	Andreas Blom		
Estimated Appraisal Date:	03-Jul-2013	Estimated Board Date:	15-Aug-2014
Managing Unit:	AFTEE	Lending Instrument:	Investment Project Financing
Sector(s):	Primary education (100%)		
Theme(s):	Education for all (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:	0.00
Financing Gap:	0.00		
Financing Source			Amount
Borrower			0.00
Education for All - Fast Track Initiative			100.00
Total			100.00
Environmental Category:	B - Partial Assessment		
Is this a Repeater project?	No		

2. Project Development Objective(s)

The proposed Project Development Objective is to support the Government in improving critical aspects of teacher and school effectiveness in the public primary education system.

The critical aspects of effectiveness to be improved are:

- For teachers: presence in school, pedagogical approach for early reading and numeracy, and

availability of instructional material for teaching.

- For schools: improved school governance, accountability, and facilities.

3. Project Description

This project is centered on improving education service delivery at the classroom level to realize meaningful gains in student achievement in primary grades and is based on consultations undertaken with the Local Education Group (LEG) in national workshops held in Kampala in November 2012 and May 2013. The discussions yielded consensus around the following 3 components: (1): A results-based component focused on ‘Effective Teachers’, aimed at improving teacher quality and performance, because these are dimensions which are highly predictive of student achievement and where considerable margins for improvement exist; (2): A results-based component focused on ‘Effective Schools’, with the aim of improving the overall school environment – in the form of enhanced school management, accountability, and learning conditions. The complementary focus on schools is aimed at enabling improved teacher competencies to most effectively translate into improved education service delivery. This component will involve civil works in primary schools as further described below; and (3): ‘Technical Assistance’, which will finance advisory, technical, and capacity-building support.

Taken as a whole, activities are formulated to yield returns in the short term in terms of perceptible improvements in education service delivery. However, they are also expected to promote well-performing, robust, sustainable institutions and administrative systems that would generate returns over the medium to long term.

Component 1: Effective Teacher

Initiatives under this component include:

Teacher competency

(a) Enhancing effectiveness of early grade literacy instruction through provision of training to in-service teachers and ECE instructors. The early grade instruction will support local language instruction in primary grade 1-3. It will be implemented in 30 districts selected based upon language readiness for use as media of instruction. The result linked to disbursement is the numbers of teachers trained (DLI 1).

Teacher resources

(b) Provision of instructional materials, including teacher reference materials, on the new primary curriculum. The result linked to disbursement is the numbers of schools with the standard kit of instructional material (DLI 2).

Teacher motivation and accountability

(c) Strengthening the design and implementation of an ongoing merit-based promotion scheme for teachers (DLI 3). The result linked to disbursement is number of promotions according to the improved scheme.

(d) Strengthening the system of teacher and school supervision through scaling up inspections and establishing a system for real-time filling of inspection reports and dissemination to key stakeholders. This will be implemented in the targeted 69 districts where less than half of the students meet the expected learning outcomes. The result linked to disbursement is numbers of schools inspected at least twice during a year filed in the system (DLI 4).

Component 2: Effective Schools

Initiative under this component include:

(a) Increasing the capacity of School leadership and accountability to the community. Head-

teachers and school management committees (SMCs) will be offered training for enhancing monitoring of teacher and student performance. This will be implemented in the targeted 69 districts where less than half of the students meet the expected learning outcomes. The result linked to disbursement is the number of schools with trained head-teachers and SMCs (year 1) and the numbers of schools where school report cards are made publically available (year 2 and 3) (DLI 5).

(b) Improve basic school facilities (class-rooms, functioning girls and boys toilets, and access to water) in schools without such facilities. The water facilities entail installation of rain gutters and plastic tanks for rain water harvesting. This support is implemented as part of the existing School Facility Grant program, which is a national program. The results linked to disbursements are number of schools where procurement is concluded (year 1), construction is completed (year 2), and finished construction meets pre-defined quality standards (year 3). (DLI 6).

Component 3: Technical Assistance

This component will finance advisory, technical, and capacity-building, including:

(a) Evaluation, review and dissemination of the education sector Early Childhood Development policy and operational standards (including associated capacity building and awareness raising activities).

(b) Technical assistance and Capacity building, including for project implementation, monitoring and evaluation, communication, and for preparing the ESSP for the next cycle.

Project implementation will be mainstreamed in the Ministry of Education and Sports (MoES) using existing institutional establishments. Local governments will implement the school grants, teacher motivation, and the scaled-up inspections in line with the decentralized education service delivery. Adherence to the existing implementation guidelines by the local governments will be strictly monitored. These include the School Facility Grant (SFG) guidelines and the procedures for the implementation of the Scheme of Service. Assessments undertaken in the course of project design indicate a need to strengthen the capacity of key units of the MoES. These include among others the Construction Management Unit (CMU) that will be responsible for implementation of Safeguard requirements. In addition, the Ministry has been advised to either recruit safeguard specialists or hire services of Safeguard Consultants on a retainer basis. Further, effort to strengthen capacity of respective local governments to execute their tasks will be undertaken, especially the District Environment Officers and the Community Development Officers.

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

The project is to be implemented across Uganda, with civil works targeted at already existing public primary schools. The sites drawn from the 450 national public list of schools will be selected using agreed scientific criteria informed by infrastructure needs assessments that have been undertaken by the Ministry of Education and Sports; but also cautious of regional balance for equity. The following civil works of basic school facilities are envisaged: (i): construction of 3 – 7 classrooms, with an average of 1 – 2 classroom blocks; (ii): construction of two 5-stance pit latrines in each selected school, one for girls and the other for boys; and (iii): installation of rain water harvesting facilities – rain gutters and 1 plastic tank for each selected school. Therefore, the project's physical activities will be limited to site specific civil works here listed.

All civil works will be undertaken on public land and associated with the existing schools. There will be no acquisition of land. Any displacement of land-uses/ or livelihoods will be assessed and compensated before start of any construction activities. Further, construction will follow standard norms and be gender sensitive. There will be provision of ramps to facilitate easy access to the

buildings by disabled persons. The girls' pit latrines will have the 5th stance being a changing room to cater for their exceptional needs. All the schools to be supported are in rural areas and will use pit latrines which do not require use of water. Such pit latrines are emptied when full using cesspools and the waste taken to the nearest urban sewage treatment plant/s for further degradation and disposal. The civil works will have safety-related issues.

5. Environmental and Social Safeguards Specialists

Yasmin Tayyab (AFTCS)

Martin Fodor (AFTN3)

Herbert Oule (AFTN3)

Constance Nekessa-Ouma (AFTCS)

6. Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	<p>OP/BP 4.01 is triggered because the project will support civil works activities.</p> <p>For selected public primary schools, construction of classrooms, pit latrines, and installation of rain water harvesting facilities (gutters & plastic tanks) is planned. The schools to be selected are in rural areas and the sanitation facilities to be constructed are pit latrines which will not require use of water. The waste (faeces) generated will be confined in lined pits which can be emptied when full. Management measures of the waste generated is guided in the ESMF and ESMPs. All the structures to be constructed shall follow standard construction norms, including gender and disability requirements.</p> <p>The UPPET project ESMF has been adopted, revised by the Borrower and applied to this project to guide implementation of environmental and social aspects of the project. Upon confirmation of the project locations, the sub projects will be subjected to environmental and social screening and ESMPs will be developed where necessary. Mechanisms for implementation of the safeguard instruments shall be included in the PIM and project financing agreements. The ESMF was disclosed in-country and at Bank's Infoshop in September 2013.</p>
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 forests and neither will it support forest 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. In order to address PCRs, a chance finds procedure has been included in the project ESMF.
Indigenous Peoples OP/BP 4.10	Yes	OP 4.10 is triggered because the priority schools identified fall within the IP inhabited areas of Ik in Karamoja region (Kaabong District) and Batwa in South Western region of Uganda (Kisoro, Kasese, Bundibugyo and Kanungu). A screening and social assessment confirmed the existence of IPs in the 5 districts mentioned, with a total of pre-selected 20 priority schools. An IPPF has been prepared to guide the subsequent development and implementation of Indigenous Peoples Development Plans (IPDPs) upon specific school selection and screening during project implementation. The IPPF was disclosed in-country and at Bank's Infoshop in September 2013.
Involuntary Resettlement OP/BP 4.12	Yes	<p>OP 4.12 is triggered because the project has potential to cause displacement of land uses and minimal land acquisition without resulting to physical relocation due to limited civil works for construction of classrooms and pit latrines in already existing public primary schools.</p> <p>The PAD sets out that final selection of the schools to benefit will be based on agreed scientific criteria informed by infrastructure needs assessments that have been undertaken by the Ministry of Education and Sports. Compliance will be ensured through the Resettlement Policy framework (RPF) and site specific Resettlement Action Plans (RAPs). A Resettlement Policy Framework (RPF) used under UPPET project was adopted, revised and applied to this project. The RPF specifies the process of preparing, reviewing, approving and implementing the subsequent RAPs before relevant civil works are initiated. The RPF prepared was disclosed in-country and at Bank's InfoShop in September 2013.</p>
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	The project will not support schools in disputed areas.

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>The project will involve the construction of school classrooms, pit latrines and installation of rain water harvesting gutters and plastic tanks. No storeyed structures are envisaged. Therefore, by their nature, size, location, the planned civil works will not have large scale, significant or irreversible adverse impacts. Instead, the impacts shall be site specific, small scale/minimal, readily predictable, and manageable. Based on its low impact nature as described above, the project was assigned EA category B.</p> <p>The 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 sewage from the pit latrines, generation of construction debris/waste and site safety issues for both the workers and the school occupants (school pupils, staff/teachers and their families).</p> <p>These impacts will be mitigated by, limiting vegetation clearance to construction sites, re-vegetating 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, emptying full pit latrines using cesspool emptier, disposal of construction debris and general solid waste with guidance from the Local Authorities and in accordance with the national environmental requirements, condoning off the construction sites and limiting access by non-construction personnel. A first aid kit shall be provided onsite.</p> <p>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>There will be no land acquisition because schools 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 committees to carry out community awareness on HIV/AIDs and incorporate training on gender issues in the school settings.</p>
<p>2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area:</p> <p>The project has no potential indirect and/ or long term social and environmental impacts due to anticipated future activities in the project areas. The impacts associated with the proposed project activities are short-lived and largely restricted to construction phase. Those that need to be</p>

managed during operation relate to use of the pit latrines whose mitigation measures are feasible.
3. Describe any project alternatives (if relevant) considered to help avoid or minimize adverse impacts.
Not relevant
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>The project triggered the following safeguard policies: (i) OP/BP 4.01 Environmental Assessment, (ii) OP/BP 4.10 Indigenous Peoples, (iii) OP/BP 4.11 Physical Cultural Resources and (iv) OP/BP 4.12 Involuntary Resettlement. In order to address the respective safeguard policies triggered, the borrower has prepared the following safeguard instruments (i): Environmental and Social Management Framework – ESMF; (ii): Indigenous Peoples Planning Framework – IPPF; (iii): Chance finds procedure as part of ESMF; and (iv): Resettlement Policy Framework. The ESMF gives basic guidance for environmental and social impact screening of component 2 civil works investments, process for development of Environmental Management Plans where necessary, guidance for development of monitoring plans and reporting format. The ESMF has also provided a grievance redress mechanism to handle any complaints that may be encountered during project implementation. IPPF sets out the measures that the borrower will ensure the IPs will receive culturally appropriate social benefits and any adverse effects are avoided, minimized, mitigated or/ and are integrated in GPE project. Community empowerment tools will be specifically tailored to reach and impact the IPs in line with the action plans defined. The chance finds procedure gives guidance on how any PCRs that may be encountered during the execution of civil works will be identified, handled, and managed including communication/notification and engagement of the relevant government agencies. The RPF specifies the process of preparing, reviewing, approving and implementing the RAPs including provides a step by step procedure on the identification of project affected households, the assets to be lost, and compensation and other restoration measures before relevant civil works are initiated.</p> <p>The Borrower’s capacity to plan and implement the measures above exists to acceptable level, especially regarding existence of legal and regulatory framework and institutions. Consequently, implementation of safeguards instruments and project adherence to these requirements will rely on existing environmental and land management systems in Uganda. The Construction Management Unit (CMU) of the Ministry of Education and Sports (MoES) will take lead in implementation of the environmental and social requirements. The MoES has experience in implementing Bank funded projects overtime. The A Civil Engineer under CMU has been assigned to be the Safeguards focal person. However, capacity assessments undertaken in the course of project design indicate a need to strengthen the capacity of key units of the MoES, including the CMU for effective implementation of safeguard policies. It has therefore been proposed for the Ministry of Education to either recruit Safeguard Specialists or hire services of Safeguard Consultants on a retainer basis. Further, effort to strengthen capacity of respective local governments to execute their tasks will be undertaken, especially the District Environment Officers and the Community Development Officers who will be guiding and undertaking implementation of the ESMF, RPF and IPPF at the Local level.</p>
5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people.
The stakeholders involved in this project include: Ministry of Education and Sports, Forum for Education NGOs in Uganda, Development Partners in Education, Uganda National Teachers’ Association, District Local Governments, IP NGOs and Forums, schools (pupils and teachers) and

communities.

The preparation of environmental and social safeguards instruments involved consultation of the listed stakeholders through formal and informal meetings. Disclosure of safeguards instruments will be carried out by notifications in the print media, and placement of the safeguards instruments at suitable public locations (MoES Library, NEMA library, District Education, Environment and Community Development Offices, etc.)

B. Disclosure Requirements

Environmental Assessment/Audit/Management Plan/Other	
Date of receipt by the Bank	05-Aug-2013
Date of submission to InfoShop	18-Sep-2013
For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors	
"In country" Disclosure	
Uganda	16-Sep-2013
<i>Comments:</i> Disclosure was done through the print media advertisements in the national and regional newspapers.	
Resettlement Action Plan/Framework/Policy Process	
Date of receipt by the Bank	05-Aug-2013
Date of submission to InfoShop	18-Sep-2013
"In country" Disclosure	
Uganda	16-Sep-2013
<i>Comments:</i> Disclosure was done through the print media advertisements in the national and regional newspapers.	
Indigenous Peoples Development Plan/Framework	
Date of receipt by the Bank	05-Aug-2013
Date of submission to InfoShop	18-Sep-2013
"In country" Disclosure	
Uganda	16-Sep-2013
<i>Comments:</i> Disclosure was done through the print media advertisements in the national and regional newspapers.	
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:	
Not applicable.	

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 4.10 - Indigenous Peoples	
Has a separate Indigenous Peoples Plan/Planning Framework (as appropriate) been prepared in consultation with affected Indigenous Peoples?	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
If yes, then did the Regional unit responsible for safeguards or Sector Manager review the plan?	Yes [<input type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
If the whole project is designed to benefit IP, has the design been reviewed and approved by the Regional Social Development Unit or Sector Manager?	Yes [<input 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 Sector Manager review the plan?	Yes [<input 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 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 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:	Name: Andreas Blom	
Approved By		
Regional Safeguards Advisor:	Name: Alexandra C. Bezeredi (RSA)	Date: 26-Jun-2014

Sector Manager:	Name: Barbara Weber (SM)	Date: 26-Jun-2014
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