

INTEGRATED SAFEGUARDS DATA SHEET CONCEPT STAGE

Report No.: ISDSC2521

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Date ISDS Approved/Disclosed: 19-Jun-2013

I. BASIC INFORMATION

A. Basic Project Data

Country:	Uganda	Project ID:	P133780
Project Name:	Uganda Global Partnership for Education Project (P133780)		
Task Team Leader:	Andreas Blom		
Estimated Appraisal Date:	03-Jul-2013	Estimated Board Date:	10-Jan-2014
Managing Unit:	AFTEE	Lending Instrument:	Specific Investment Loan
Sector(s):	Primary education (100%)		
Theme(s):	Education for all (100%)		
Financing (In USD Million)			
Total Project Cost:	100.00	Total Bank Financing:	0.00
Total Cofinancing:		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		

B. Project Objectives

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, time on task, pedagogical approach for early reading and numeracy, and availability of instructional material for teaching.
- For schools: improved school governance, greater information availability at the school and

community level, and improved facilities.

The project beneficiaries will be:

- i. Students in primary education who will benefit from more effective, motivated and present teachers as well as improved teaching-learning inputs.
- ii. Students in pre-primary who will benefit from improved standards of pre-primary education
- iii. Current and future teachers in primary schools who will benefit through improved in-service and pre-service training.
- iv. Head-teachers and school management committee members who will receive training and resources for school improvement.
- v. Parents and communities with children in schools covered under the program who will indirectly benefit from higher quality education, greater information and enhanced voice in school management.

C. Project Description

This Project is based on consultations undertaken with the Local Education Group (LEG) in a national workshop in Kampala in November 2012. The discussions yielded consensus around the following proposed components: (i) Improving readiness to learn in primary school; (ii) Supporting teachers to improve instruction; (iii) Strengthening teacher motivation; and (iv) Strengthening school management and governance.

The project comprises of three components: (i) Component 1: A results-based component focused on ‘Effective Teachers’; (ii) Component 2: A results-based component focused on ‘Effective Schools’. This component will involve civil works in primary schools as further described below; and (iii) Component 3: A Technical Assistance (TA) component which will finance essential advisory, technical, and capacity-building support.

This project is centered on improving education service delivery at the classroom level to realize meaningful gains in student achievement in primary grades. This objective necessitates a focus on improving teacher quality and performance because these are dimensions which are highly predictive of student achievement and where considerable margins for improvement exist. This focus on teachers will be buttressed by improvements in 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.

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 Teachers

1.1 Under the project, teacher effectiveness is expected to be promoted directly through a coherent and coordinated mix of initiatives related to (i) teacher competency, (ii) teacher resources, and (iii) teacher motivation and accountability.

1.2 Initiatives under this component include:
Teacher competency

- (a) Enhancing effectiveness of early grade instruction through provision of training to in-service teachers and ECE instructors (DLI 1). Related DLIs will be linked to numbers of teachers trained.
Teacher resources
- (b) Provision of instructional materials (including teacher reference materials) on the new thematic primary curriculum. (DLI 2). Related DLIs will be linked to numbers of schools with access to these materials.
Teacher motivation and accountability
- (c) Strengthening the design and implementation of an ongoing merit-based promotion scheme for teachers (DLI 3). Related DLIs will be linked to demonstrable improvements in design and implementation of the scheme.
- (d) Strengthening the system of field-based advisory support to and accountability of teachers through more effective inspections (DLI 4). Related DLIs will be linked to numbers of schools inspected at least once during a term and system improvements in generating effective follow-up with teachers.
- (e) Regular and objective assessments of teacher time-on-task and pedagogical practices, undertaken by Uganda National Examinations Board (DLI 5). Related DLIs will be linked to number of schools for which these data become available.

Component 2: Effective Schools

The above initiatives are designed to directly improve teacher performance. To provide a supportive enabling environment for these changes to take root, the project will also include a direct focus on school effectiveness through initiatives related to: (1) school leadership and management, (2) school accountability to the community, and (3) school learning environment.

2.1 Initiatives under this component include:

- (a) Increasing the capacity and autonomy of head-teachers and school management committees (SMCs) to support and monitor teacher and student performance (DLI 6). Related DLIs will be linked to number of schools with trained head-teachers and SMCs.
- (b) Increasing availability and use of credible information on student, teacher, and school performance to internal and external stakeholders, particularly communities - for planning, transparency, and accountability (DLI 7). Related DLIs will be linked to number of schools where this information is publically available to communities.
- (c) Provision of needs-based but performance-linked school facility grants to help meet prioritized basic input standards at the school level (DLI 8) . This sub component will involve civil works which will entail construction and rehabilitation of class rooms and pit latrines through school (facility) grants. Schools to be supported are expected to be 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 urban sewage treatment plants for further degradation and disposal. All civil works will be undertaken on public land and associated with the existing schools. Further, construction will follow standard norms and be gender sensitive.No land acquisition is envisaged.

Component 3: Technical Assistance

This component will finance advisory, technical, and capacity-building support in order to reach project objectives, 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) Capacity building for Monitoring and Evaluation.
- (c) Strengthen design and implementation of Educators of Excellence Awards.
- (d) Technical assistance to improve the functioning of the current teacher payroll system.
- (e) Technical assistance for a strong and well-crafted communication strategy relating to different aspects of the program.
- (f) Technical assistance for generating ESSP for the next cycle.

Financing Instrument

The proposed Operation will be financed through a Specific Investment Loan/Grant (SIL) modality, in which the team will explore the option of a results-based financing approach using disbursement-linked indicators. Consequently, the disbursements would be contingent on the satisfactory achievement of agreed program implementation progress and performance results which will be referred to as Disbursement-Linked Indicators (DLIs). The DLIs to be used will be finalized based on the following criteria: (i) to the extent possible, the selected DLIs will reflect the priority elements in the ESSP; (ii) they will include intermediate results, implementation performance targets or institutional change indicators that build incrementally over the life of the Project to improve quality of basic education service delivery; (iii) the DLIs will capture results that are critical to achieving the Project's development outcomes; (iv) DLIs will be independent of each other from a disbursement point of view. Disbursements will be based on (i) expenditure reports and (ii) performance reports to track accomplishment of agreed DLIs. The Bank's guidelines on FM and procurement will be applicable. This lending approach has three main features. Disbursements would reimburse government's expenditures, normally specific budget lines, such as salaries for teachers. These expenditures would be referred to as the eligible-expenditure program (EEP) which would have to be procured (if procurable items are included) following practices acceptable to the Bank and be accounted for in satisfactory manners.

D. 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. There will be no acquisition of land. The sites drawn from the 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. Specific project sites by name and location will be selected by May 2013 for parliamentary approval.

The project will include the following civil works: construction and rehabilitation of classrooms and sanitation facilities through school (facility) grants.

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

E. Borrowers Institutional Capacity for Safeguard Policies

The implementing agency for this project, the Ministry of Education and Sports (MoES) will adopt, revise and apply to this project the Environmental and Social Management Framework (ESMF) and Resettlement Policy Framework (RPF) previously prepared and used for the ongoing World Bank supported Universal Post Primary Education and Training (UPPET) project to address the environmental and social safeguard considerations associated with the proposed operation. Based on the outcomes of the screening and SA (should the project sites include IPs areas), an IPPF would be prepared with free and prior informed consultations with the respective groups. The Borrower's sector team is conversant with environmental and social safeguard policy requirements and

implementation procedures of the aforementioned safeguard instruments. Technical assistance will be provided to enable preparation of a set of Project Briefs for site specific environmental and social impact assessments if and when required and will follow the guidelines presented in the project's ESMF. ESMPs shall be included in the Project Briefs. 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. 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.

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.

F. Environmental and Social Safeguards Specialists on the Team

Yasmin Tayyab (AFTCS)

Martin Fodor (AFTN3)

Herbert Oule (AFTN3)

Constance Nekessa-Ouma (AFTCS)

II. SAFEGUARD POLICIES THAT MIGHT APPLY

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 and rehabilitation of classrooms and sanitation facilities 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 pits which can be emptied when full. Management measures of the waste generated will be guided in the ESMF and ESMPs. All the structures to be constructed and/or rehabilitated shall follow standard construction norms, including gender and disability requirements.</p> <p>The UPPET project ESMF will be 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 grouped by district and respective sets of Project Briefs prepared by the Borrower. ESMPs will be developed under each</p>

		Project Brief to guide site implementation of mitigation measures. Mechanisms for implementation of the safeguard instruments shall be included in the PIM and project financing agreements.
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. At this stage, the project ESMF will include provisions for chance finds and their management. The respective ESIA's to be undertaken (compilation of Project Briefs & ESMPs) will include PCRs investigation, assessment and management.
Indigenous Peoples OP/BP 4.10	TBD	A screening and social assessment has been 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/ to be involved in the project and the need for an IPPF preparation and subsequent IPDPs.
Involuntary Resettlement OP/BP 4.12	Yes	The project is to be implemented at already existing public primary schools. There will be no acquisition of land. However, there may be displacement of land uses due to civil works (expansive/rehabilitation). Therefore, a resettlement policy framework (RPF) used under UPPET project will be adopted, revised and applied to this project. The RPF and PAD will also describe land tenure arrangements and any social impacts that could affect access to resources and livelihoods as a result of the project. Since the specific project sites will be known by end of May 2013, knowing that no large scale resettlement is envisioned and management of any likely displacement of land uses guided in the RPF, ARAPs will be prepared by the Borrower as and when required.
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.

III. SAFEGUARD PREPARATION PLAN

A. Tentative target date for preparing the PAD Stage ISDS: 14-Jun-2013

B. Time frame for launching and completing the safeguard-related studies that may be needed. The specific studies and their timing¹ should be specified in the PAD-stage ISDS:

The ESMF and RPF of UPPET project will be adopted, revised by the Borrower and applied to this project to guide implementation of environmental and social aspects of the project. The Borrower will revise the UPPET ESMF and RPF in May – June 2013 and these will be disclosed in July 2013 both in country and at infoshop. The sub projects will be grouped district-wise and a set of Project Briefs will be prepared (ESIAs). The Project Briefs will be undertaken after confirmation of the project sites and a selected number disclosed in July 2013 both in country and at infoshop. Based on the outcomes of the screening and SA (should the project sites include IPs areas), an IPPF would be prepared with free and prior informed consultations with the respective groups; and disclosed in July 2013 both in country and at infoshop.

IV. APPROVALS

Task Team Leader:	Name: Andreas Blom	
<i>Approved By:</i>		
Regional Safeguards Coordinator:	Name:	Date:
Sector Manager:	Name: Barbara Weber (SM)	Date: 19-Jun-2013

¹ Reminder: The Bank's Disclosure Policy requires that safeguard-related documents be disclosed before appraisal (i) at the InfoShop and (ii) in country, at publicly accessible locations and in a form and language that are accessible to potentially affected persons.