

# Cover Note for COVID-19 Accelerated Funding Request

OVERVIEW	
Country:	Uganda
Grant agent:	World Bank
Coordinating agency:	UNICEF
Program name:	Uganda COVID-19 EDUCATION RESPONSE (GPE) Project (P174033)
COVID-19 Accelerated Funding amount requested:	US\$20,000,000
Agency fees amount (additional to COVID-19 Accelerated Funding amount requested): <sup>1</sup>	US\$350,000
Agency fees as % of total COVID-19 Accelerated Funding requested:	1.75%
COVID-19 Accelerated Funding application date:	5/8/2020
Estimated COVID-19 Accelerated Funding program start date:	6/15/2020
Estimated COVID-19 Accelerated Funding program closing date (must be last day of the month, e.g. June <b>30</b> , 2021):	12/31/2021
Expected submission date of completion report (At the latest 6 months after program closing date):	6/30/2022
<b>Grant modality</b> - (please enter 'X')	<input type="checkbox"/> Sector Pooled
	<input type="checkbox"/> Project Pooled/ Co-financed
	<input checked="" type="checkbox"/> Project/ Stand-alone

<sup>1</sup> General agency fees are additional to the Accelerated Funding amount requested, and determined by the grant agent's own internal regulations. They are paid to the agency's headquarters and relate to overhead costs and are typically used to assist in the defrayment of administrative and other costs incurred in connection with the management and administration of grant funds. These fees are pre-determined in the Financial Procedure Agreement (FPA) between the grant agent and the GPE Trustee.



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Report No: PAD3923

INTERNATIONAL DEVELOPMENT ASSOCIATION

PROJECT APPRAISAL DOCUMENT

ON A

PROPOSED GRANT

IN THE AMOUNT OF US\$14.7 MILLION  
FROM THE GLOBAL PARTNERSHIP FOR EDUCATION (GPE)

TO THE

REPUBLIC OF UGANDA

FOR A

COVID-19 EMERGENCY EDUCATION RESPONSE (GPE) PROJECT

July 17, 2020

Education Global Practice  
Africa Eastern and Southern Region

CURRENCY EQUIVALENTS

(Exchange Rate Effective July 16, 2020)

Currency Unit = Ugandan Shilling (UGX)

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UGX3,670 = US\$1

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FISCAL YEAR

July 1 - June 30

## ABBREVIATIONS AND ACRONYMS

CPF	Country Partnership Framework
DA	Designated Account
DLG	District Local Government
DRC	Democratic Republic of Congo
EMIS	Education Management Information System
ESCP	Environmental and Social Commitment Plan
FM	Finance Management
GBV	Gender Based Violence
GDP	Gross Domestic Product
GOU	Government of Uganda
GPE	Global Partnership for Education
GRS	Grievance Redress Service
HCI	Human Capital Index
ICWMP	Infectious Control and Waste Management Plan
IDA	International Development Association
IFR	Interim Financial Report
IRR	Internal Rates of Return
MOES	Ministry of Education and Sports
NCDC	National Curriculum Development Center
NPV	Net Present Values
OHS	Occupational, Health and Safety
PCU	Project Coordination Unit
RCCE	Risk Communication and Community Engagement
RFQ	Requests for Quotations
SEP	Stakeholder Engagement Plan
SMCs	School Management Committees
SSA	Sub-Saharan Africa
TA	Technical Assistance
TFR	Total Fertility Rate
UPE	Universal Primary Education
UPPET	Universal Primary Education and Training Project
USAID	United States Agency for International Development
USD	United States Dollars
USE	Universal Secondary Education
UTSEP	Uganda Teacher and School Effectiveness Project



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DATASHEET

**BASIC INFORMATION**

Country(ies)	Project Name		
Uganda	Uganda COVID-19 Emergency Education Response (GPE) Project		
Project ID	Financing Instrument	Environmental and Social Risk Classification	Process
P174033	Investment Project Financing	Moderate	Urgent Need or Capacity Constraints (FCC)

**Financing & Implementation Modalities**

<input type="checkbox"/> Multiphase Programmatic Approach (MPA)	<input type="checkbox"/> Contingent Emergency Response Component (CERC)
<input type="checkbox"/> Series of Projects (SOP)	<input type="checkbox"/> Fragile State(s)
<input type="checkbox"/> Performance-Based Conditions (PBCs)	<input type="checkbox"/> Small State(s)
<input type="checkbox"/> Financial Intermediaries (FI)	<input type="checkbox"/> Fragile within a non-fragile Country
<input type="checkbox"/> Project-Based Guarantee	<input type="checkbox"/> Conflict
<input type="checkbox"/> Deferred Drawdown	<input checked="" type="checkbox"/> Responding to Natural or Man-made Disaster
<input type="checkbox"/> Alternate Procurement Arrangements (APA)	<input type="checkbox"/> Hands-on Enhanced Implementation Support (HEIS)

Expected Approval Date	Expected Closing Date
27-Jul-2020	31-Dec-2021

Bank/IFC Collaboration

No

**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 Name	Cost (US\$, millions)
Component 1: Ensure learning during school closure	7.63
Component 2: Support safe re-opening, student re-entry and capacity building for resilience	6.72
Component 3: Project Management and Monitoring & Evaluation	0.35

**Organizations**

Borrower: Government of Uganda  
 Implementing Agency: Ministry of Education and Sports

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

**SUMMARY**

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

**DETAILS**

**Non-World Bank Group Financing**

Trust Funds	14.70
EFA-FTI Education Program Development Fund	14.70

**Expected Disbursements (in US\$, Millions)**

WB Fiscal Year	2020	2021	2022
<b>Annual</b>	0.00	12.00	2.70
<b>Cumulative</b>	0.00	12.00	14.70



**INSTITUTIONAL DATA**

**Practice Area (Lead)**

Education

**Contributing Practice Areas**

**SYSTEMATIC OPERATIONS RISK-RATING TOOL (SORT)**

Risk Category	Rating
1. Political and Governance	● Moderate
2. Macroeconomic	● Substantial
3. Sector Strategies and Policies	● Moderate
4. Technical Design of Project or Program	● Low
5. Institutional Capacity for Implementation and Sustainability	● Moderate
6. Fiduciary	● Moderate
7. Environment and Social	● Moderate
8. Stakeholders	● Moderate
9. Other	● Moderate
10. Overall	● Moderate

**COMPLIANCE**

**Policy**

Does the project depart from the CPF in content or in other significant respects?

Yes  No

Does the project require any waivers of Bank policies?

Yes  No





**Environmental and Social Standards Relevance Given its Context at the Time of Appraisal**

<b>E &amp; S Standards</b>	<b>Relevance</b>
Assessment and Management of Environmental and Social Risks and Impacts	Relevant
Stakeholder Engagement and Information Disclosure	Relevant
Labor and Working Conditions	Relevant
Resource Efficiency and Pollution Prevention and Management	Relevant
Community Health and Safety	Relevant
Land Acquisition, Restrictions on Land Use and Involuntary Resettlement	Not Currently Relevant
Biodiversity Conservation and Sustainable Management of Living Natural Resources	Not Currently Relevant
Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities	Not Currently Relevant
Cultural Heritage	Not Currently Relevant
Financial Intermediaries	Not Currently Relevant

**NOTE:** For further information regarding the World Bank’s due diligence assessment of the Project’s potential environmental and social risks and impacts, please refer to the Project’s Appraisal Environmental and Social Review Summary (ESRS).

**Legal Covenants**

**Conditions**



## I. STRATEGIC CONTEXT

1. **On March 27, 2020, Uganda reported the first case of COVID-19.** As of early July 2020, the number of confirmed cases has risen to 959. The Government of Uganda has taken actions to minimize the spread of the coronavirus by imposing restrictions on travel and closing Entebbe International Airport and all borders for passenger travel. To curb the spread, the President has also promoted better hygiene through hand washing and health safety habits, instituted social distancing measures, and prohibited public gatherings.
2. **School closures are also in effect, affecting more than 15 million students and 548,000 teachers.** Even before the COVID-19 pandemic, Uganda was facing a learning crisis. Based on the World Bank Human capital index, which measures the productivity of people given their health and education. For Uganda, the index is 38 percent. That means, a child born today will be only 38 percent as productive as what s/he could be if s/he enjoyed complete education and full health. To address the learning crisis, there are a lot of actions to be taken. In the immediate time frame, it is important to ensure continuity of learning during the COVID-19 crisis, and to prepare the school system to reopen safely once the pandemic subsides.
3. **The GPE has allocated US\$14.7 million to Uganda, from the GPE COVID-19 accelerated funding window** designed to capacitate governments to mitigate the impact of COVID-19 on their education systems and help recovery.

### A. Country Context

4. **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.<sup>2</sup> This positive trajectory will however not be sustained for 2020. Real GDP growth is projected to fall to 3.3 percent in FY20 from 6.5 percent in FY19<sup>3</sup>, as major trade partners face recession, as the travel restrictions affect the thriving tourism industry and as businesses and industries are fully or partially closed. The flow of remittances is also expected to be reduced.
5. **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.<sup>4</sup> In addition, the disruptions in service delivery will disproportionately affect those in the bottom 40 percent.
6. **Uganda has one of the youngest and most rapidly growing populations in the world,** with a population of 41.9 million, an annual population growth rate of 3.3 percent<sup>5</sup> and nearly half of the population under the age

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<sup>2</sup> Uganda Economic Update #14, 2020.

<sup>3</sup> Uganda Emergency Fiscal and Growth Stabilization Development Policy Operation (P173906)

<sup>4</sup> Uganda Emergency Fiscal and Growth Stabilization Development Policy Operation (P173906)

<sup>5</sup> National Population and Housing Census 2016.



of 15.<sup>6</sup> The total fertility rate (TFR) is estimated at 5.7 children per woman which is well above the Sub-Saharan Africa (SSA) average of 4.78 in 2017, 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.<sup>7</sup> 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.

7. **Recent public spending on education in Uganda, as a share of GDP, is one of the lowest in the region.** Education expenditure as a share of the national budget has decreased from 15 to 10 percent over the last few years despite introducing the Universal Secondary Education (USE) policy in 2007 and against the minimum recommended levels of spending at 15 percent as specified in the agreement with the Global Partnership for Education (GPE). It is also despite the large volumes of foreign aid allocated to the education sector, as Uganda has been one of five top recipients of foreign aid at US\$1.6 billion disbursed between 2002 and 2014 (World Bank 2017).

8. **The refugee inflow in recent years has exacerbated service delivery and access issues.** Uganda is the largest refugee hosting country in Africa and the third largest host in the world with 1.4 million (as of February 2020) refugees concentrated in 13 out of its 135 Local Governments. The country is experiencing both protracted and ongoing forced displacement trends. The country saw a dramatic increase in refugee numbers in July 2016, with the inflow of refugees from South Sudan, followed by an additional inflow from the Democratic Republic of Congo (DRC) in early 2018.<sup>8</sup> These new refugee inflows combined with the existing and protracted refugee situation have put enormous pressure, most especially on the local host community, creating challenges in the delivery of essential services and pressures on existing public service delivery systems and infrastructure. Approximately 600,000 children attend schools in refugee settlements. They have also exacerbated a range of ongoing environmental impacts and associated challenges.

## B. Sectoral and Institutional Context

9. **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-19. The education system in Uganda has a structure of seven years of primary education, six years of secondary education (divided into four years of lower secondary and two years of upper secondary school). Based on the data in 2017, the gross enrollment<sup>9</sup> for preprimary was 14.4 percent, primary 115.7 percent, and secondary 28 percent, respectively.

10. **All schools are currently closed as part of the Government's COVID 19 response.** In response to the danger posed by the pandemic to Ugandan 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.

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<sup>6</sup> Uganda CPF FY16-21, 2.

<sup>7</sup> UNESCO 2014, Teacher Issues in Uganda: A shared vision for an effective teachers' policy.

<sup>8</sup> The refugee inflow represents a steady inflow.

<sup>9</sup> EMIS data 2017, Ministry of Education and Sports



**Table 1. Enrollment by education level (public and private, and refugees)**

Level of education	# of Schools	# of Students	# of Teachers
Pre-primary	28,208	2,050,403	90,742
Primary	36,314	10,777,846	315,787
Lower Secondary	2,994	1,779,550	114,859
<b>Total</b>	<b>67,516</b>	<b>14,607,799</b>	<b>406,529</b>

Sources: Report on the Master List of schools in Uganda (MEIU) UBOS 2019

11. **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 once the schools reopen, 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.

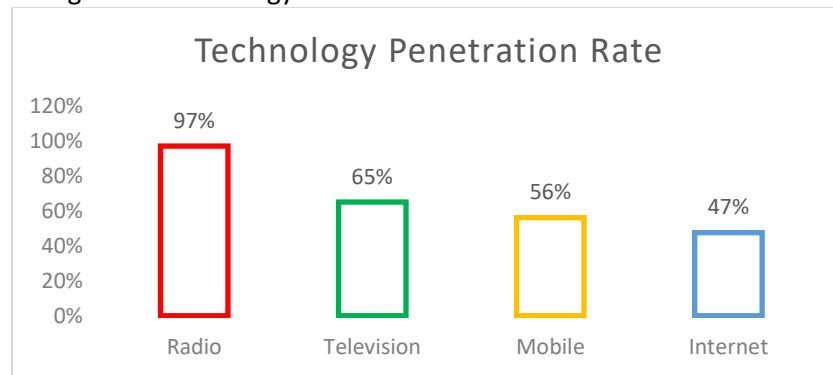
12. **With the COVID-19 crisis, girls may be more likely to lose out on education when schools reopen.** School closures may lead to an increase in the burden of care-related tasks, which disproportionately impact girls in many contexts. Girls suffer extra constraints due to social expectations, for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

13. **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.

14. **For remote learning during school closure, access to mass media is especially important.** In Uganda, radio is the dominant medium of information. Radio services will provide the widest reach for Ugandans. The figure below shows the proportion of the population that has access to various media resources. These numbers are important to consider when planning activities to increase children’s access to educational resources during school closure.



Figure 1. Technology Penetration Rate



### C. Relevance to Higher Level Objectives

15. **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.

16. **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.

## II. PROJECT DESCRIPTION

### A. Project Development Objective

#### 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 for direct interventions to enhance learning (number)
- 2) Number (and %) of students supported with distance/home-based learning interventions;



- 3) Number (and %) of students previously enrolled in grant-supported schools who return to school once the school system is reopened.

**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 students whose learning was assessed to evaluate loss of learning during school closure.
- 3) Number (and %) of grant-supported schools equipped with minimum hygiene standards for prevention of COVID-19.
- 4) Number (and %) of officials and teachers in grant-supported schools who return to school once the school system is reopened.
- 5) Number (and %) of Headteachers trained on emergency response preparedness and psycho-social support.
- 6) % of students provided with access to programs on psycho-social support.
- 7) Awareness and health safeguarding messages developed and disseminated to students, teachers, parents and community members through various media (SMS, text, TV and radio) (number)
- 8) Self-learning materials adapted to large print and braille for students with special needs (yes/no)

## B. Project Components

17. 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.

18. **Component 1: Ensure learning during school closure and prepare for school reopening (US\$7.631 million).** 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 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.

19. **Subcomponent 1.1: Supporting continuity of learning (US\$7.111 million).** This sub-component will support the improvement of existing distance learning channels along with supporting the creation of new channels that will allow students including private and public schools, especially those in hard to reach areas and other vulnerable communities, to access learning materials during school closure. Specifically, the following interventions will be supported:

- a. **Development of self-study materials for continuity of learning.** The National Curriculum Development



Center (NCDC) has designed curriculum and contents and will need to develop teaching guides for self-learning. Primary level learning materials will be promoting literacy, numeracy and life skills while secondary will emphasize innovation and problem solving. This will also include transition materials pre-primary for children coming into Primary one and the young children below six years. The NCDC will develop curriculum-based Home Learning Materials. The Materials will be based on the key competencies of the Early Learning framework (3-6 years) and the caregivers guide to guide play-based learning and engage parents on key age appropriate activities to implement at home. The NCDC is responsible for developing and finalizing the materials.

- b. Providing Printing Equipment for the NCDC.** The current COVID-19 situation has created urgent need to ensure timely delivery of materials for remote learning. Printing of materials is very costly and the procurement process time consuming. Hence, currently, a lot of time and money is spent on procuring printing services from service providers. Acquiring a printer for NCDC will greatly reduce the costs of printing and time to respond to the emergency needs. Process of procuring the printer has already started and the Printer will be ready for delivery in September 2020.
- c. Printing and distribution of self-studying materials to students.** As of May 2020, about four million self-studying material packages were distributed to students. The process is as follows: The service provider was contracted to print and distribute materials to the District Taskforces. The materials were delivered to Resident District Commissioner (RDCs) who signed acknowledgement forms indicating the exact quantities received. NCDC has compiled all acknowledgement forms as per part of its M&E. RDCs with the help of District Education Officers (DEO)s, District Inspectors of Schools (DISs) and other district technical officers developed distribution plans to the sub-counties. Sub-county chiefs received materials for onward distribution to the parishes and eventually to the village Local Council One chairpersons. In most villages, messages were passed to households about the arrival of materials and an adult household member from household would go chairpersons' home/office to pick the relevant materials. In remote villages, however, Local Community committee members distributed materials from home to home. Preliminary reports from sampled villages shows that all materials were circulated with minimal wastage through the storage and distribution process at all levels.
- d. Supporting remote self- learning.** The remote learning approaches of this project will be radio and TV. The uses of the Internet and mobile messaging is of secondary importance and will only be pursued where and as practical. The project will not distribute radios and TVs to families. Lessons will be recorded by model teachers to guide the students. All the lessons will be aired by the model teachers. This subcomponent will: (i) procure airtime on radio and TV stations to air lessons to support learning, and (ii) provide transportation for teachers from homes to radio stations and back to their homes.

  - **Radio**, to which 95 percent of the population has access, will provide the widest reach for Ugandans. The MOES has a draft plan for the lessons: primary lessons will last for 30 minutes while secondary lessons will take an hour. An allocation of two hours per day for all the levels for six days a week. This translates into 12 hours per week for all the grades. This should be guided on how much to prepare based on available time. On average, the lesson for lower-primary may not be more than 30 minutes while upper-primary and secondary levels should not be more than an hour.
  - **TV**. About 65 percent of population in Uganda have access to Television. Television lessons will broadcast on education and selected channels. Sign languages will be added, and sub-titles will



display on screen. The project will promote the development and use of alternative audio-visual materials on national television and online resources.

- The uses of the **Internet and mobile messaging** is of secondary importance and will only be pursued where and as practical.

20. **Subcomponent 1.2: Supporting vulnerable/disadvantaged groups (US\$0.520 million). This subcomponent will support.** Remedial learning materials that will be designed for children with special needs.

(i) adopting self-study home packages into large print and braille for students with special needs; (ii) Recorded radio 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.

21. **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.

22. **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.

23. **Component 2: Supporting safe re-opening, student re-entry and capacity building for resilience (US\$6.718 million).** 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.

24. **Subcomponent 2.1: Supporting safe re-opening, student re-entry and sustained progression in schools (US\$5.842 million).** The following activities will be supported under this sub-component:

- a. The MOES will carry out **back-to-school awareness campaigns (US\$101,000)** 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.
- b. **Provision of school grants (US\$5.741 million)** 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, buck 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.

Grants will be provided through the already established mechanisms of providing grants to schools, which has been effectively operating for the past decades. There is strict accountability system already in place. Guidelines will be issued on the use of the grants. The already established monitoring mechanisms will be used to monitor implementation.

The audit procedure is already in place. One such requirement is for the Headteacher to transparently publish the income and expenditure of the school. This provision was one of the disbursement linked indicators under the Uganda Teacher and School Effectiveness Project and it was successfully met. Besides, the additional provision made for strengthening the school inspection under the current proposal will further strengthen the fiduciary risk management. Radio and TV broadcast will be used to inform the parents and the public in general about the provision of the grants.

25. **Subcomponent 2.2: Supporting capacity building activities for resilience (US\$0.875 million).** 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. The following interventions will be supported:

- a. Conduct a rapid assessment on the effects of Covid-19 on Primary and Secondary Education with focus on supporting the monitoring of continued learning, school attendance and learning assessment and to address the social risk of school dropout.
- b. Establish customized E-platform for tracking of learning - Learner management system for Directorate of Education Standards (DES). This system is to create an e-assessment system that will give immediate feedback to the students, parents, teachers, and monitoring officials at the Ministry Headquarters on each student's achievement on a regular basis. This E-platform is urgent and a critical requirement to help track student achievement during COVID-19 lockdown and after re-opening of schools. The E-platform will be sustainable since it is part of an e-initiative being piloted by the MOES.
- c. Develop guidelines for re-opening of schools and the re-entry of students, train MOES officials and teachers on responding to emergencies and offering psycho-social support, and document lessons learnt and experiences of education sector stakeholder's response to COVID-19.
- d. Strengthen the capacity of schools on preparedness, planning and responding on emergency situations including promote psychosocial support and referrals for case management for teachers and learners.
- e. Strengthening capacity of the education sector to improve coordination and communication among stakeholders such as ministries at all levels of education, teachers and school leaders and various community leaders.
- f. Support community sensitization by creating a strategy for Risk Communication and Community Engagement (RCCE). This would include the inclusion of "hygiene campaigns", "back to school"



campaigns and other communication campaigns that would provide communities with more information on the various steps to mitigate risk during and after the pandemic.

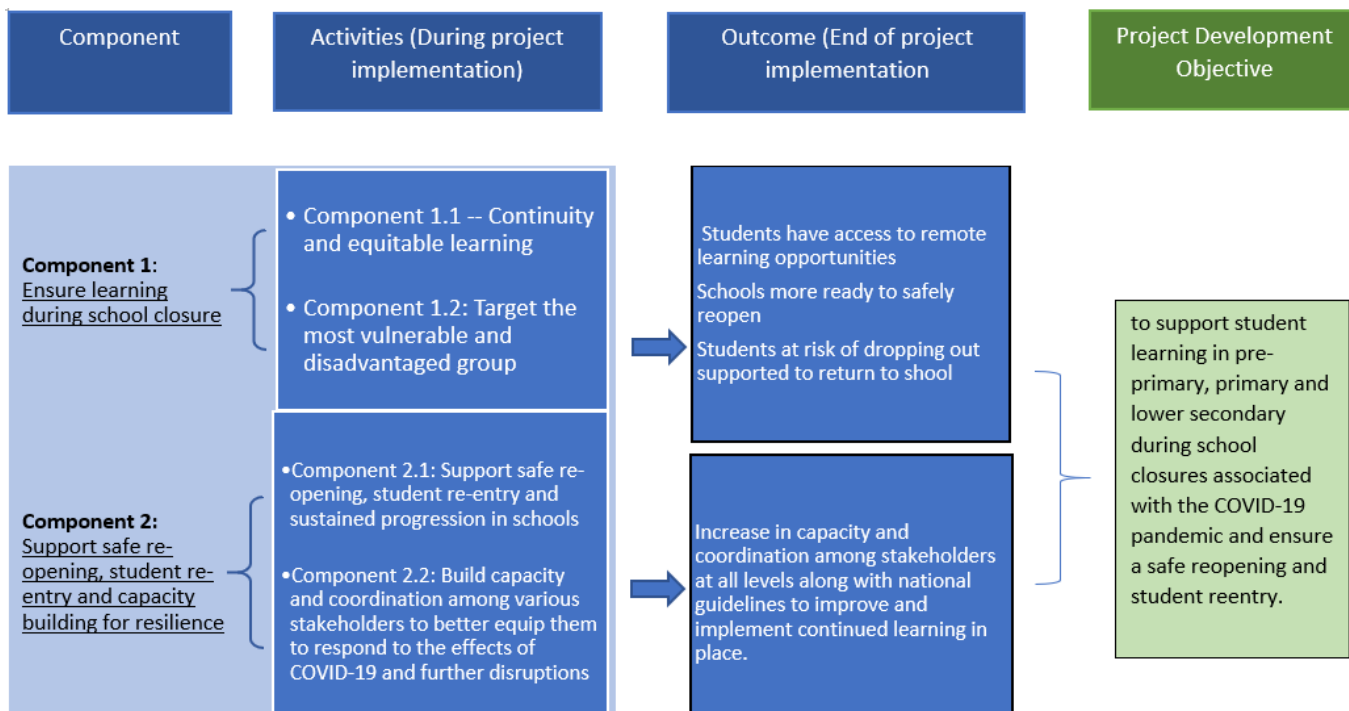
- g. Supporting the roll out of radio programs and home-based learning for children of pre-primary age empowering parents to support interactive learning for their children at home.

26. **Component 3: Project Management, Monitoring and Evaluation (US\$0.352 million).** 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.

### C. Project Beneficiaries

27. The direct project beneficiaries are 14.6 million students in preprimary, primary and lower-secondary students; and 406,000 teachers and school administrators in Uganda.

### D. Results Chain



### E. Rationale for World Bank Involvement and Role of Partners

The implementation of Uganda’s COVID-19 Education response will build upon frameworks and implementation arrangements developed with the GPE-supported Teacher and School Effectiveness Project. The IDA portfolio in the education sector includes Skills Development Project and Secondary Education Expansion



Project. The World Bank will bring expertise from across the globe on effective remote learning strategies and tools.

**Role of other partners in the COVID 19 Education response.** The COVID-19 pandemic is a catalyst for key stakeholders in the education sector to coordinate and mobilize resources to support learning continuity for children. Actors rapidly responding to the crisis include mainly the Government, development partners, civil society organizations, non-governmental organizations, and private sector. In particular, UNICEF and Education Cannot Wait are engaged in ongoing complementary infrastructure improvement activities, including those to expand access to Water, Sanitation and Hygiene (WASH) facilities and maintain the health and safety of school environments. Establishing partnerships and ensuring coordination amongst all these groups requires significant effort from both government and the partners. The MOES COVID-19 plan provides a framework for partners to support the government in a coordinated approach. MOES will continually update the plan to reflect actual commitment by key stakeholders for the specific activities in the plan.

## F. Lessons Learned and Reflected in the Project Design

28. **Utilize educational radio.** Radio can be used to deliver the curriculum in an engaging and interactive way, by asking students to react to questions and exercises through verbal response. This medium reaches a wide audience and no prior skills are needed by caregivers/students. This is particularly useful in settings where other connectivity options are unavailable and education radio stations exist. In settings where such stations *do not* exist, initial costs are high as preparing content and adapting it for a radio audience is time and labor-intensive, though these costs taper off significantly after the initial scripting is complete. Once established, radio programming schedules must be communicated to reach the appropriate audiences.

29. **Utilize educational television.** Television is the fastest way to deploy lecture-based classes, as high-quality teachers can be recorded without much additional training. Television can be used in multiple forms, including on-demand (prerecorded lessons) and edutainment. Students can then watch recordings or re-runs of these lectures, providing an opportunity for them to review or catch up if they missed anything. This is particularly useful in settings where most of the population has access to a television and education channels exist. Like radio, in settings where education channels *do not* exist, initial costs are high as producing lectures for a television audience is time-intensive and costly. Once established, programming schedules must be communicated to ensure they reach the appropriate audiences.

30. **Sustaining a remote learning model.** In most settings, policymakers will use a combination of these remote learning models to support students. The main challenge for policymakers is to balance the delivery of content (lectures, reading materials, videos), with assignments (individual and collective), to make learning engaging and more effective. Number of lessons from other development projects shows the estimates of school closure associated absenteeism and the projected cost would be useful for pandemic planning for school continuity, and for cost effectiveness evaluation of different pandemic mitigation strategies.

## III. IMPLEMENTATION ARRANGEMENTS

### A. Institutional and Implementation Arrangements



31. **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.

32. **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.

33. **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.

## B. Results Monitoring and Evaluation Arrangements

34. **The MOES would be responsible for the M&E process of all activities under the project.** The Department of Planning will also be responsible for upgrading and maintaining a functioning Education Management Information System (EMIS) that includes the data required to monitor all the activities and results for the project. The PCU M&E specialist will work closely with relevant departments within the MOES to updated results of all indicators. The Project Coordinator would submit bi-monthly progress reports and annual Progress Reports to the World Bank. It will also facilitate internal and external communication and other supporting activities, including on progress toward targets described in the Results Framework.

## C. Sustainability

35. The proposed project has been designed to include sustainability measures. Component 2 of the Project will focus on improving the capacity of key stakeholders to respond to the various emerging needs during and after the COVID-19 outbreak. It will create national level strategies that would support the continued learning of students, support for teachers and other school staff and guidelines for the re-opening of schools at the end of the closure. The capacity built, and the strategies and guidelines developed under the Project will continue guiding the MOES and other stakeholders in responding to future shocks in the education system in Uganda.

## IV. PROJECT APPRAISAL SUMMARY

### A. Economic Analysis

36. **The direct project beneficiaries of the proposed project are 14.6 million students in preprimary, primary and lower-secondary students; and 520,000 teachers and school administrators in Uganda.** The main goal is to ensure learning continuity. The expected positive outcomes are therefore higher retention rates, as the pandemic might increase dropouts, affecting particularly harder children from poorer households and young girls.



37. **Scenarios for assessing the economic costs and benefits were developed.** Costs are equivalent to the total cost of the Project – which will disburse US\$14.7 million over a period of 18 months – and additional costs due to the increased number of students enrolled in primary and lower secondary education as a result of the implementation of Project’s activities. These additional students correspond to those who are currently enrolled in either primary or lower secondary education and would drop out in the absence of the Project. These students would not complete primary or secondary education. Due to the current uncertainty regarding treatments/vaccines, duration of the lockdown, economic impacts on households’ income, and students’ dropouts and learning outcomes, a few different scenarios were considered.

38. **It was assumed that those households in the bottom quintiles (the poorest 40 percent) would be the most affected by the pandemic.** According to the UNHS 2016/17, these households account for 54 and 24 percent of the total children and youth currently enrolled in public primary and lower secondary education, respectively. Three different scenarios were considered as a result of COVID-19 in the absence of the Project, where either 10, 20 or 30 percent of students from primary and lower secondary from the poorest households would drop out as a result of the COVID-19 pandemic. These scenarios were compared to the case where project activities result in no additional dropouts, without changes in the current completion and transition rates.

39. **Assumptions were made regarding transition, completion and employment rates.** In Uganda, primary education lasts 7 years, from ages 6 to 12, while lower secondary education lasts 4 years, from ages 13 to 17. The transition rate from primary to lower secondary was 59 percent in 2016, and the completion rates were 44 and 26 percent for primary and lower secondary education, respectively. It was also assumed that students would join the labor market the year after graduating, where the overall employment rate was 77 percent, and they would work for 35 years. Finally, the discount rate used to calculate the present value of costs and benefits was 8 percent.<sup>10</sup>

40. **The economic analysis confirms the feasibility of the project, with net present values (NPV) ranging from US\$26 million to US\$114 million, and internal rates of return (IRR) between 9 and 9.6 percent.** The following table provides the economic evaluation under the three different scenarios considered. It is important to emphasize however that they do not exhaust all the possibilities under the uncertainty of the current COVID-19 pandemic.

Table 2. Project expected returns

Scenario	NPV	IRR
1. 10 percent of primary and secondary students drop out	US\$ 26,127,490	9.0%
2. 20 percent of primary and secondary students drop out	US\$ 69,903,300	9.4%
3. 30 percent of primary and secondary students drop out	US\$ 113,679,110	9.6%

Note: Students from the poorest 40 percent of households which are enrolled in public primary and lower secondary education.

## B. Fiduciary

### Financial Management (FM)

41. This assessment is for the COVID-19 Education Response Project and the report is based on an assessment

<sup>10</sup> <https://www.bou.or.ug/bou/bouwebsite/BOU-HOME>.



of the financial management (FM) implemented arrangements for the just concluded GPE/UTSEP P133780 (US\$100 million), currently under the grace period implemented by the MOES. The Ministry is also implementing other projects such as the Skills Development Project P145309 (US\$75 million) and Albertine Region Sustainable Development Project (P145101) (US\$145 million).

42. The assessment lays down financial management arrangements to ensure that (a) project funds are used for purposes intended in an efficient and economical way; (b) financial reports will be prepared in an accurate, reliable and timely manner; and (c) the project's assets will be safeguarded and there are sufficient audit arrangements in place.

43. The COVID-19 Education Response Project will benefit from the lessons learnt under previous and current projects especially the FM aspects at school/Local Government level regarding record keeping and accountabilities, Ministry dedicated staff for the project, and regular financial reporting.

44. The risks under the Ministry are (i) delayed payments to suppliers; and (ii) late internal audit reports. These will need further strengthening under the project coordination by (a) following stipulated payment GOU standards for payments and advances; and (b) internal audit reviewing and sharing at least one report per year.

45. The MOES will be the operational link to the IDA and Government of Uganda on matters related to implementation of the project. The Permanent Secretary, MOES, will be the Accounting Officer for the project, assuming overall responsibility for program funds. The overall FM risk rating for the project is Moderate as there are no civil works involved.

#### **Budget, Accounting and Staffing Arrangements**

46. Budgeting and accounting arrangements for MOES are adequately documented in the Government's Treasury Accounting Instructions and MOES will maintain accounts similar to those for other IDA-funded projects. Account codes for the project should match the classification of expenditures, sources, and application of funds as will be agreed in the PAD and in the financing agreement. MOES has a finance and administration department headed by an Undersecretary who reports to the Permanent Secretary and who will be responsible for the accounting function of the project. The accounts section is headed by the Assistant Commissioner/Accounts who, assisted by a Senior Accountant and a dedicated project Accountant, will prepare the accounts and related reports of the project. The project accountant and the Assistant are experienced and have been trained in World Bank financed operations. Arrangements for the flow of funds are adequate as evidenced under the current projects.

47. The Ministry has an active Internal Audit department with practical experience on the previous and existing IDA projects. The internal audit unit is guided by an internal audit manual issued by the GoU that emphasizes a risk-based approach and value for money audits, policy and procedures, compliance reviews, and special investigations. They however need to do regular reviews and share reports as mandated.

#### **Banking, Flow of Funds and Reporting**

48. The MOES will open and maintain a Designated USD account in Bank of Uganda to implement these activities. Disbursements from the IDA will be deposited into this account and an operating account in local currency will be opened at BOU for day-to-day. There would also be retroactive financing up to 40% of the total



project cost as this is an emergency project.

49. Signatories for MOES are documented in the Public Finance Management Act and Government of Uganda Treasury Accounting Instructions. Upon effectiveness, MOES will prepare a cash flow forecast for the project based on an approved work plan and budget and thereafter submit a withdrawal application to IDA. IDA will process the withdrawal application and deposit an advance in the project's account in the BoU. Subsequent withdrawal applications will be made quarterly following approval of progress and accountability reports, work plans, and budgets.

50. MOES has established financial management and accounting systems, which will facilitate report-based disbursement. In line with the GPE/UTSEP project, MOES will provide a quarterly Interim Financial Report (IFR) to the World Bank within 45 days after the end of the period in order to monitor utilization of funds for the program. Formats for these reports will be similar to other running projects in the Ministry. If ineligible expenditures are found to have been made from the designated account, the Government of Uganda will be obligated to refund those funds. If the designated account remains inactive for more than six months, the borrower may be requested to refund to IDA the outstanding funds.

51. The following quarterly IFRs and annual Financial Reports will be produced by MOES for the project:

- A statement of sources and uses of funds for the reported quarter and cumulative period (from project inception) reconciled to opening and closing bank balances; and
- A statement of uses of funds (expenditures) by project activity/component, comparing actual expenditures against the budget, with explanations for significant variances for both the quarter and cumulative period.
- Designated Account (DA) activity statement and DA bank statements,
- Summary statement of DA expenditures for contracts subject to prior review, and
- Summary statement of DA expenditures for contracts not subject to prior review.

52. **External auditing** is primarily a responsibility of The Auditor General for all government programs and projects. The audit may be subcontracted to private auditors, with the final report issued by the Auditor General based on the work of the subcontractor. There are currently no outstanding audits with the MOES given the 18 months period of implementation for this grant, two annual audits are expected (FY2020/2021 and FY2021/2022).

## Procurement

53. **Procurement for the project will be carried out in accordance with the World Bank's Procurement Regulations for IPF Borrowers for Goods, Works, Non-Consulting and Consulting Services, dated July 1, 2016 (revised in November 2017 and August 2018).** The project will be subject to the World Bank's Anticorruption Guidelines, dated October 15, 2006, revised in January 2011, and as of July 1, 2016. The project will use the Systematic Tracking of Exchanges in Procurement (STEP) to plan, record and track procurement transactions.

54. **Planned procurement activities include project implementation and monitoring.** Finalization of the streamlined Project Procurement Strategy for Development (PPSD) has been deferred to implementation stage and will be submitted two weeks after effectiveness. A draft procurement plan has been prepared and it will be updated during project implementation.



55. **The proposed procurement approach prioritizes fast track emergency procurement for the required goods, works and services** to utilize the flexibility provided by the Bank’s Procurement Framework for fast track emergency procurement. Key measures to fast track procurement in order of priority include: (i) use of simple and fast procurement and selection methods fit for an emergency situation including direct Selection / Procurement, as appropriate including increased thresholds for Requests For Quotations (RfQ) to US\$1 million for goods and services; (ii) streamlined competitive procedures with shorter bidding time; (iii) extension of existing contracts where they include required goods, and services; (iv) use of framework agreements including existing one; and (v) procurement from UN Agencies enabled and expedited by World Bank procedures and templates. Further, Bid Securing Declaration may be used instead of the bid security. Advance payment may be increased to 40 percent, while secured with the advance payment guarantee. The time for submission of bids/proposal can be shortened to 7- 15 days in competitive national procedures, and to 3 days for the Request for Quotations, however if bidders request an extension it should be granted. The retroactive financing may be applied to the contracts procured in advance for the purpose of this project objective using procurement procedures consistent with Sections I, II and III of the Bank’s Procurement Regulations and consistent with the Financing Agreement of this Project.

56. **Procurement implementation will be undertaken by MOES.** The Ministry has recent experience in implementing World Bank funded projects including the Uganda Teacher and School Effectiveness Project (P133780), Albertine Region Sustainable Development Project (P145101) and Skills Development Project P145309 though these projects were not emergency operations. The project will be implemented by PCU and MOES staff. The Project will use emergency procedures along with the increased thresholds for RFQs, and shortened timelines to ensure the procurement processing reflects the emergency nature of the project, and all contracts shall be subject to post review.

57. **The key risks and preliminary risk mitigation action plan is indicated in the Table 3.** The residual risks after the implementation of the mitigation measures would be reduced to “Substantial”.

**Table 3: Procurement risks and mitigation measures**

No.	Risk Description	Mitigation measures
1.	MOES Staff not familiar with Procurement Regulations and reshuffles of Procurement Staff (PDU) Staff result in loss of knowledge built under previous projects.	A Procurement Specialist (formerly working with UTSEP) with qualifications and experience acceptable to IDA to augment PDU capacity has been recruited.
2.	<ul style="list-style-type: none"> <li>o submission of forged documentation and misrepresentation of qualification requirements by Suppliers;</li> <li>o Prolonged complaints due to leakages of confidential information during Evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>o Due diligence by the Evaluation team contacting previous employers to confirm experience;</li> <li>o timely reporting of malpresentation by Bidders to PPDA and INT for sanctioning to demonstrate zero tolerance to such practices.</li> </ul>
3.	Inadequate space for record keeping/archiving in the Procurement and Disposal Unit (PDU).	Provide sufficient space for record keeping/archiving of project records in the PDU for period required by Financing Agreement.
4.	inadequate staff to support project implementation including monitoring	MOES will thrash out the mechanisms to strengthen the distribution and coordination at local government





	deliveries due to unprecedented scale of distribution to household level.	level, taking into account the lessons learnt from the challenges of supply and distribution of similar materials printed and distributed using Government funding during the early days of the COVID-19 pandemic to ensure that the learning materials will reach the household level timely. The proposed way forward has shared with the Bank.
5.	<ul style="list-style-type: none"> <li>Lack of familiarity in dealing with such a novel pandemic and need for flexibility minimize delays in processing throughout the procurement cycle.</li> </ul>	<ul style="list-style-type: none"> <li>The Contracts Committee committed to flexibility in processing throughout the procurement cycle by meeting whenever need rather than for regular meetings only;</li> <li>MOES committed to use emergency procedures specified in the PAD.</li> </ul>
6.	<ul style="list-style-type: none"> <li>Delivery schedules and distribution planning for each district can't be concluded because the number of learners and their respective classes per household is yet to be established.</li> </ul>	<ul style="list-style-type: none"> <li>MOES advised that the Ministry of Local Government is working on establishing the learners per household. MOES will provide an update to the Bank by July 20, 2020.</li> </ul>
7.	<ul style="list-style-type: none"> <li>Global nature of the COVID-19 outbreak distorting supply chains of different goods exacerbated by Borrower closure of borders creating shortages of supplies and services resulting in price volatility and long delivery periods.</li> </ul>	<ul style="list-style-type: none"> <li>(i) Ensure cost estimates are realistic and reflect the most current costs on the market; and (ii) plan for lengthy delivery periods;</li> <li>Use services of local suppliers for goods that are available on the local market.</li> </ul>
8.	<ul style="list-style-type: none"> <li>Challenges of bids submission due to restrictions on movement imposed by many countries worldwide.</li> </ul>	Use of online submission of bids and for sending contracts for successful bidders to sign subject to confirmation that the said bidder can execute the contract despite the restrictions.

58. The World Bank's oversight of procurement will be done through increased implementation support, and increased procurement post review based on a 20 percent sample while the Bank's prior review will not apply.

### C. Legal Operational Policies

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

### D. Environmental and Social

59. The Environmental and Social Review Summary (ESRS), Environmental and Social Commitment Plan (ESCP) were prepared. Stakeholder Engagement Plan (SEP) was prepared by the MOES in consultation with the Bank.. The other safeguards instruments will be prepared by the MOES and disclosed within one month after the



project effectiveness date. The 'other' instruments are the Environmental and Social Management Framework (ESMF); Environmental and Social Management Plans (ESMP); Labor Management Plan (LMP); Infection Prevention and Control and Waste Management Plan (IPC&WMP); Communication Strategy; Gender Based Violence (GBV) Action plan; and the final SEP.

## Environment

60. **The project components all aim at minimizing the adverse effects of COVID-19 on students, teachers and the education system.** The activities to be supported by the project generally have low environmental impact and potentially moderate health and safety risks to the communities, students and teachers in view of activities involving mobilization of teachers, communities, students and the reopening of schools. The environmental, health and safety concerns arising from the proposed activities are mainly two: (i) continues risk of disease transmission; and (ii) management of solid waste and wastewater from hand washing facilities in the schools. The 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 students. Thus, as part of the Occupational, Health and Safety (OHS) measures, it is 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 students to ensure safety of the teachers, students and the community. An Infectious control and waste management plan (ICWMP) will be prepared and disseminated to all schools.

61. **The project will be implemented by MOES and the overall accountability of the project will rest with the Permanent Secretary, MOES.** The MOES will be responsible for the preparation and implementation of E&S instruments. Stakeholder Engagement Plan (SEP) and the Environmental and Social Commitment Plan (ESCP) have been drafted by the Environment and Social specialist in the PCU. The MOES is also responsible for overall compliance enforcement of relevant national health and safety regulations and guidelines. The Ministry currently has one Environment and Social specialist supporting the implementation of other World Bank supported projects approved under safeguards policies who can provide support to the project in terms preparation of required instruments. In addition, the Project may also recruit additional environmental and social persons to support the current capacity given the scope of the project.

## Social

62. 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 students in school as well as teachers. Both teachers and students could be rendered inactive for the closure period. Subsequently there is a risk student will 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 students adversely as well as empower the teachers and schools to bridge the gaps. Psycho-social support will be provided for the teachers and students. The project will mitigate against these risks through the stakeholder engagement plan through which information of availability of the psychosocial services and access to learning materials will be communicated.

63. 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 students as well as delivery of the learning programs through the media and the existing practical channels 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 will be given in the engagements to vulnerable students especially girl children (who may be likely to be forced into early marriage for economic reasons) and students with disabilities, refugees, displaced persons, ethnic minorities and vulnerable and marginalised groups who may be more impacted by the COVID – 19 through stigma and segregation. A Vulnerable and Marginalised Groups (VMGs) plan to address the needs of VMGs will be prepared based on the findings of the project social screening.

64. Cognisant 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 students through stakeholder engagements and hygiene trainings and hand washing materials provided at the opening of schools. The provision of contracted services including WASH and psycho-social support as well as delivery of hardcopy scholastic materials will lead to interaction between project workers and the communities. A Labour management Plan will be prepared by the project to manage the working conditions and grievances of workers and provide safety measures for the communities. To achieve the benefits of the project proposed in Component 2, all stakeholders including, Local Governments, Schools, Communities; implementing authorities and personnel must be well coordinated and engaged. Stakeholder engagement will be carried out as prescribed in the Technical Note on public Consultations and Stakeholder Engagement in World Bank-supported operations when there are constraints on conducting public meetings.

65. The project will benchmark the interventions adopted during the implementation of UTSEP, under which the Ethical Code of Conduct and the model Grievance Redress mechanism for the MOES were developed. These tools will guide management of labor and enhance service delivery for project workers. The project activities aim to enhance service delivery of learning programs whilst mitigating against the spread of COVID-19. There is therefore no risk of land acquisition or resettlement as no civil works are envisaged.

### **Gender and Gender-Based Violence (GBV)**

66. School closures due to the spread of COVID-19 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 countries where COVID-19 has spread widely, such as China and the United States, reports of domestic violence have increased. 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**

67. 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.

68. **Citizens' engagement.** The proposed project has prepared a Stakeholder Engagement Plan (SEP) to ensure early, continuous, and inclusive (including vulnerable/disadvantaged groups) stakeholder engagement. The SEP will be disclosed on the World Bank's website.

## V. GRIEVANCE REDRESS SERVICES

69. Communities and individuals who believe that they are adversely affected by a World Bank (WB) supported project may submit complaints to existing project-level grievance redress mechanisms or the WB's Grievance Redress Service (GRS). The GRS ensures that complaints received are promptly reviewed in order to address project-related concerns. Project affected communities and individuals may submit their complaint to the WB's independent Inspection Panel which determines whether harm occurred, or could occur, as a result of WB non-compliance with its policies and procedures. Complaints may be submitted at any time after concerns have been brought directly to the World Bank's attention, and Bank Management has been given an opportunity to respond. For information on how to submit complaints to the World Bank's corporate Grievance Redress Service (GRS), please visit <http://www.worldbank.org/en/projects-operations/products-and-services/grievance-redress-service>. For information on how to submit complaints to the World Bank Inspection Panel, please visit [www.inspectionpanel.org](http://www.inspectionpanel.org).

## VI. KEY RISKS

70. **The overall project risk rating is Moderate.** The preparation risk rating is driven largely by the relatively simple and low-cost project design, which involves no civil works or environmental safeguard issues, and by the fact that the MOES has successfully implemented Teacher and School Effectiveness Project (P133780) recently (closed in March 31, 2020). The implementation risk rating is driven largely by low risk ratings regarding the education sector, social and environmental, sustainability and delivery monitoring.

71. In sum, this is a relatively straightforward project with a clearly defined group of students and teachers in preprimary, primary and lower secondary that require self-learning materials through distance learning methods such as radio, TV and online and preparation for school reopen. The MOES has already developed some of the self-learning curriculum and content and has printed and distributed about four (4) million self-learning packages to students. In addition, teachers and communities' involvement in students' home learning will help morning and ensuring during school closure and preparing for reopening.

72. **There is one substantial risk to the project: *adverse effects on the macroeconomic and fiscal situation***



**of the government of Uganda stemming from COVID-19.** The table below identifies the main risk, proposes mitigation measures, and notes the residual risks.

<b>Main Risk</b>	<b>Mitigation Measures</b>	
<b>Macroeconomic:</b> COVID-19 is expected to negatively impact economic growth. The resulting fiscal constraints could have adverse effects on education service delivery with respect to COVID-19 prevention, mitigation and treatment.	The project would partly mitigate this risk by strengthening capacity in public education, in addition to the COVID-19 response and mitigation efforts. It will also benefit from the Banks ongoing efforts to supporting government in stabilizing the economy and stimulate private sector activity.	S



**VII. RESULTS FRAMEWORK AND MONITORING**

**Results Framework**

**COUNTRY: Uganda**

**Uganda COVID-19 Emergency Education Response (GPE) Project**

**Project Development Objectives(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.

**Project Development Objective Indicators**

<b>Indicator Name</b>	<b>PBC</b>	<b>Baseline</b>	<b>End Target</b>
<b>COVID-19 response for continued learning, recovery, and resilience in education sector</b>			
Students benefiting from direct interventions to enhance learning (CRI, Number)		0.00	14,000,000.00
Students benefiting from direct interventions to enhance learning - Female (CRI, Number)		0.00	7,000,000.00
Number of children supported with distance/home-based learning interventions (Number)		0.00	11,900,000.00
% of children supported with distance/home-based learning interventions (Percentage)		0.00	85.00
Number of children previously enrolled in grant-supported schools who return to school once the school system is reopened. (Number)		0.00	10,200,000.00



Indicator Name	PBC	Baseline	End Target
% children previously enrolled in grant-supported schools who return to school once the school system is reopened (Percentage)		0.00	85.00

**Intermediate Results Indicators by Components**

Indicator Name	PBC	Baseline	End Target
<b>Component 1: Ensure learning during school closure</b>			
IRI 1: Awareness and health safeguarding messages developed and disseminated to students, teachers and communities (Number)		0.00	10,000,000.00
IRI 2: Self-learning materials adapted to large print and braille for students with special needs (yes/no) (Yes/No)		No	Yes
<b>Component 2: Support safe re-opening, student re-entry and capacity building for resilience</b>			
IRI 3. Number public primary and lower secondary of grant-supported schools equipped with minimum hygiene standards for prevention of COVID-19 (Number)		0.00	12,200.00
% public primary and lower secondary of grant-supported schools equipped with minimum hygiene standards for prevention of COVID-19 (Percentage)		0.00	85.00
IRI 4: Guidelines for re-opening of schools developed and disseminated (Yes/No)		No	Yes
IRI 5: A rapid assessment on the effects of Covid-19 on Primary and Secondary Education conducted (Yes/No)		No	Yes
IRI 6. Number of officials and teachers in grant-supported schools who return to school once the school system is reopened. (Number)		0.00	151,858.00



Indicator Name	PBC	Baseline	End Target
% of officials and teachers in grant-supported schools who return to school once the school system is reopened. (Percentage)		0.00	85.00
IRI 7. Number of Headteachers trained on emergency response preparedness and psycho-social support. (Number)		0.00	12,200.00
% of Headteachers trained on emergency response preparedness and psycho-social support. (Percentage)		0.00	85.00
IRI 8. Number of students whose learning was assessed to evaluate loss of learning during school closure. (Number)		0.00	6,000,000.00
IRI 9. % of students provided with access to programs on psycho-social support. (Percentage)		0.00	60.00

### Monitoring & Evaluation Plan: PDO Indicators

Indicator Name	Definition/Description	Frequency	Datasource	Methodology for Data Collection	Responsibility for Data Collection
Students benefiting from direct interventions to enhance learning		Annual	EMIS data	Census of key information collected at school level	Uganda Beareau of Statistics, MoES and PCU
Students benefiting from direct interventions to enhance learning - Female					
Number of children supported with distance/home-based learning interventions	It will be monitored through SMS surveys by MoES	Bi-monthly	SMS surveys	SMS surveys	PCU





% of children supported with distance/home-based learning interventions	% of children supported with distance/home-based learning interventions	once	Project implementation documents	Data will be collected by MoES and District Education Officers.	MoES, PCU
Number of children previously enrolled in grant-supported schools who return to school once the school system is reopened.	Number of children previously enrolled in grant-supported schools who return to school once the school system is reopened	Annual	School reports, Implementation reports, District Education Officers	The enrollment will be monitored through the EMIS data.	MoES
% children previously enrolled in grant-supported schools who return to school once the school system is reopened	% of children previously enrolled in grant-supported schools who return to school once the school system is reopened	Annual	The enrollment will be monitored through the EMIS data.	The enrollment will be monitored through the EMIS data.	MoES/PCU

#### Monitoring & Evaluation Plan: Intermediate Results Indicators

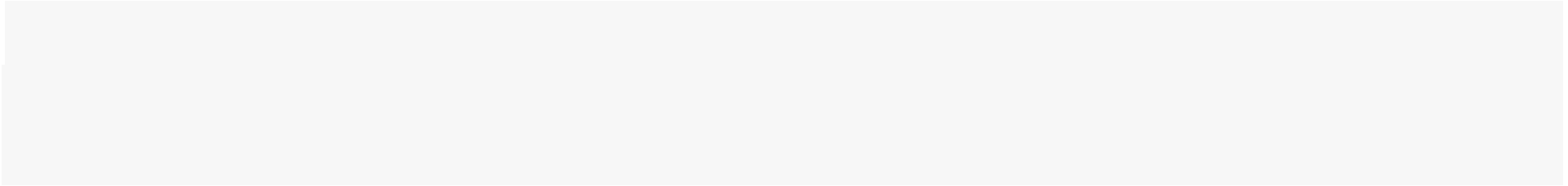
Indicator Name	Definition/Description	Frequency	Datasource	Methodology for Data Collection	Responsibility for Data Collection
IRI 1: Awareness and health safeguarding messages developed and disseminated to students, teachers and communities	Health safeguarding messages are developed, approved and disseminated to students, parents and the community through SMS, text, TV and radio. Messages	Quarterly	Minutes approving the messages and materials.	Review of minutes at MoES	MoES through the Basic and Secondary Education Departments



	verified and approved by Communication & Advocacy working group.				
IRI 2: Self-learning materials adapted to large print and braille for students with special needs (yes/no)	Self-learning materials are printed in large fonts (for students with low vision) and braille (for students who are blind)	Once a year	Delivery records at MoES	Review delivery records at MoES (obtained from DLGs)	NCDC
IRI 3. Number public primary and lower secondary of grant-supported schools equipped with minimum hygiene standards for prevention of COVID-19	Number of public primary and lower secondary of grant-supported schools equipped with minimum hygiene standards for prevention of COVID-19	Once	Project Implementation documents	Project implementation records.	MoES, PCU
% public primary and lower secondary of grant-supported schools equipped with minimum hygiene standards for prevention of COVID-19	% public primary and lower secondary of grant-supported schools equipped with minimum hygiene standards for prevention of COVID-19	Once	Project implementation documents	Project implementation records	MoES, PCU
IRI 4: Guidelines for re-opening of schools developed and disseminated	Develop and disseminate guidelines for re-opening of schools nationwide.	Once	Approved guidelines for school re-opening	Document review at MoES/BE	MoES through the Basic and Secondary Education Departments
IRI 5: A rapid assessment on the effects of Covid-19 on Primary and Secondary Education conducted	Conduct rapid assessment on the effects of Covid-19 on primary and secondary education.	Once	Approved assessment report	Review of final report	MoES through the Basic and Secondary Education Departments
IRI 6. Number of officials and teachers in grant-supported schools who return to school once the school system is	Number of officials and teachers in grant-supported schools who return to	once	MoES Human resource data	MoES Human resource data	MoES



reopened.	school once the school system is reopened.				
% of officials and teachers in grant-supported schools who return to school once the school system is reopened.	% of officials and teachers in grant-supported schools who return to school once the school system is reopened.	once	MoES human resource dagta	MoES to provide data	MoES, PCU
IRI 7. Number of Headteachers trained on emergency response preparedness and psycho-social support.	Number of Headteachers trained on emergency response preparedness and psycho-social support.	once	Project Implementati on documents	Data collection through monitoring.	PCU
% of Headteachers trained on emergency response preparedness and psycho-social support.	% of Headteachers trained on emergency response preparedness and psycho-social support.	once	Project implementati on monitoring data	Project implementation doucments/records	PCU
IRI 8. Number of students whose learning was assessed to evaluate loss of learning during school closure.	Number of students whose learning was assessed to evaluate loss of learning during school closure.	Once	Project Implementati on Records	Data collected by Schools, Dirtrict Educaiton Officers, MoES,	MoES
IRI 9. % of students provided with access to programs on psycho-social support.	% of students provided with access to programs on psycho-social support.	At lease once	Schools, Distict Educaiton Officers, Project Implementati on Reports	Schools and District Education Officers to provide data	MoES, PCU





## **ANNEX 1: Implementation Arrangements and Support Plan**

**COUNTRY: Uganda**

### **Uganda COVID-19 Emergency Education Response Project**

#### **Implementation Arrangements:**

1. 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 aegis of the Department of Education Planning. A Project Coordination Unit (PCU) will be established to support the implementation. The MOES has intended to unitize some staff of Uganda Teacher and School Effectiveness Project (UTSEP) P133780 PCU. UTSEP was closed on March 31, 2020 and its staff have experience and capacity in implementing GPE project. Utilizing some of the key staff of UTSEP will ensure a rapid start-up, which is very important given that the lifespan of the COVID-19 response project is only 18 months. Key staff of the PCU will include Project Coordinator, M&E, Procurement, Financial Management, and Environment and Social Safeguards.
2. 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), other relevant Ministries and, and Ministry of Health.
3. The Project Coordinator will be responsible for day-to-day management, monitoring, and coordination of project implementation, including work planning, project progress reports, procurement, accounting, disbursement, financial management, environment and social safeguards, and other Project-related activities. The Project Coordinator will report to the Permanent Secretary of the MOES, supervise agreed work plans with the technical leads for each subcomponent, and coordinate implementation among MOES departments and District Local Governments (DLGs). In addition, the Project Coordinator will be responsible for preparing/consolidating information for Bi-Monthly and Annual Progress Reports.

#### **Banking, Flow of Funds and Reporting:**

4. The MOES will open and maintain a Designated USD account in Bank of Uganda to implement project activities. Disbursements from the IDA will be deposited into this account and an operating account in local currency will be opened at BOU for day-to-day. There would also be retroactive financing up to 40% of the total project cost as this is an emergency project.
5. Signatories for the MOES are documented in the Public Finance Management Act and Government of Uganda Treasury Accounting Instructions. Upon effectiveness, the MOES will prepare a cash flow forecast for the project based on an approved work plan and budget and thereafter submit a withdrawal application to IDA. IDA will process the withdrawal application and deposit an advance in the project's account in the BoU. Subsequent withdrawal applications will be made quarterly following approval of progress and accountability reports, work plans, and budgets.



**Table 1. Project Financing**

6. There would also be retroactive financing up to 40% of the total project cost as this is an emergency project.
7. The GPE Grant funds will be disbursed against eligible expenditures under the following category subject to the allocated amount and the disbursement percentage as indicated in the table below.

**Table 1. Project Costs by Component**

Project Component	Project Cost (US\$)	GPE	% Financing
		Grant Financing (US\$)	
Component 1: Ensure learning during school closure and prepare for school reopening			
Subcomponent 1.1: Continuity of learning	7,111,437	7,111,437	100
Subcomponent 1.2: Supporting the most vulnerable/disadvantaged group	519,517	519,517	100
<b>Total Component 1</b>	<b>7,630,954</b>	<b>7,630,954</b>	100
Component 2: Supporting safe re-opening, student re-entry and capacity building for resilience			
Subcomponent 2.1: Supporting safe re-opening, student re-entry and sustained progression in schools	5,842,397	5,842,397	100
Subcomponent 2.2: Capacity building for resilience	875,311	875,311	100
<b>Total Component 2</b>	<b>6,717,708</b>	<b>6,717,708</b>	100
<b>Total Component 3: Project Management and Monitoring &amp; Evaluation</b>	351,338	351,338	100
<b>Total Costs</b>	<b>14,700,000</b>	<b>14,700,000</b>	<b>100</b>

**Procurement:**

8. **Systematic Tracking of Exchanges in Procurement (STEP).** The Project will use STEP, a planning and tracking system, which would provide data on procurement activities, establish benchmarks, monitor delays and measure procurement performance.
9. **Record keeping and management.** The of Procurement specialist under the PCU will be responsible for record keeping and shall open a procurement file for each contract processed and upload the same information in the STEP. The file should contain all documents on the procurement process in accordance with the IDA requirements.

**Implementation Support Plan:**



10. Most of the Bank team members will be based in the Kampala country office, including technical, procurement, financial management, and safeguards specialists, which would facilitate timely, efficient, and effective implementation support to the client. Detailed inputs from the Bank team are outlined below:

**Table 3. Summary of Implementation Support**

Time	Focus	Skills Needed	Resource Estimates (US\$)
First 6 months	<p>Project launch: Informing all relevant stakeholders about the project</p> <p>Induction of the project implementation teams - awareness on the PAD, and project results framework</p> <p>Enhancing existing capacity in monitoring, procurement, financial management, and safeguards.</p> <p>Printing and distributing home self-learning materials to students</p>	<ul style="list-style-type: none"> <li>• Project management</li> <li>• Education</li> <li>• Financial Management</li> <li>• Procurement</li> <li>• M&amp;E</li> <li>• Environment and Social safeguards</li> <li>• Education Technology specialist</li> <li>• Psychosocial Support expert</li> </ul>	<p>20,000</p> <p>30,000</p> <p>10,000</p> <p>20,000</p> <p>20,000</p> <p>10,000</p> <p>10,000</p> <p>10,000</p>
6-12 months	<p>All components</p> <p>Implementation support and field visits</p> <p>Monitoring and evaluation, collecting data / results</p> <p>Support MOES to creating a M&amp;E system for remote learning and psychosocial support services</p>	Same as above	Same as above
12-18 months	Preparation of Implementation Completion Report	Same as above	Same as above



## ANNEX 2: Economic Analysis

1. The economic analysis for the UG GPE COVID19 Accelerated Funding for Education Project addresses the expected impacts of the COVID-19 pandemic in the education sector and evaluates the benefits and costs associated with the Project. In Uganda, schools have been closed since March 20, 2020, and under the current level of uncertainty these analyses are based on possible scenarios and evidence from other countries' experiences with the Ebola outbreak.
2. The PDO is to recover and mitigate effects of COVID-19 on pre-primary, primary and lower secondary education students and teachers and create resilience to future shocks in the education system in Uganda.
3. This will be achieved by providing resources to ensure that children are learning during the period of school closures and by preparing schools for a safe reopening, as well as by enhancing the capacity of key education stakeholders to respond to the emerging needs during and after the COVID-19 outbreak. The main objective is to ensure learning continuity and mitigate the negative effects that academic inactivity can have on access and learning, particularly for children from more disadvantaged socioeconomic background.
4. The proposed Project aligns with the MOES' response plan to the COVID-19 pandemic. The purpose of this response plan is to ensure better preparedness and an effective response to the outbreak: (1) minimizing the adverse effects COVID-19 on students, teachers and the education system at large; and (2) enhancing the capacity of the MOES, 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 (distance learning and assessments), financing, and parental involvement.

### *Expected Impacts*

5. Experience from other countries that have faced a wide spread of COVID-19 before Uganda shows that education systems can be significantly impacted. As schools are closed, any gains in terms of access and learning are at risk. School closures can lead to learning losses, increased dropouts, and higher inequality. The economic impact of the pandemic also affects households, with negative impacts on education demand and long-term human capital and wellbeing costs.
6. Experience from the Ebola outbreak, which killed more than 11,000 people in West Africa between 2014 and 2016 showed that school closures, restrictions on gatherings, and loss of family income have impacts beyond the illness itself. For school age children, prolonged school closures increase the risk of dropouts and can contribute to increased rates of sexual abuse and exploitation of children. Particularly for young girls, the social distancing and quarantine recommendations, in addition to increased economic stress and uncertainty, exacerbate GBV risks. Increased numbers of teenage pregnancy would likewise increase girls' likelihood to dropout from school. The current crisis can also exacerbate inequalities, as children and youth from poorer and marginalized households face broader risks linked to limited access to essential services such as water and sanitation, school information, electricity and internet services.
7. 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. There is increased uncertainty, related to the length





of school closures and, also, the economic impact of the pandemic. Thus, this economic analysis evaluates how increased preparedness and mitigation measures can reduce expected education losses related to the COVID-19 crisis.

**Box 1. Sierra Leone experience with Ebola**

In Sierra Leone, schools were closed for 8 months, which represented a lost year of schooling. Among measures to support students and communities, the Government used radio to reach students, invested in the safety and health of the learning environment, and monitored radio/TV programs and school re-opening.

Experience showed that education radio programming was important to keep the link with education. It covered content from the primary and secondary levels, in core subjects, 5 days a week, where listeners could call in with questions.

A safe and secure learning environment was crucial for children’s reenrollment in schools. Schools were cleaned up and maintained, and WASH and hygiene kits were provided. Monitoring of school re-opening was important to increase trust, and data showed students’ enrollment was comparable to pre-crisis levels.

Additional measures included shortened academic years, with accelerated syllabus and psychosocial support to special needs of survivors, orphans, and alternative education for pregnant or mothering girls.

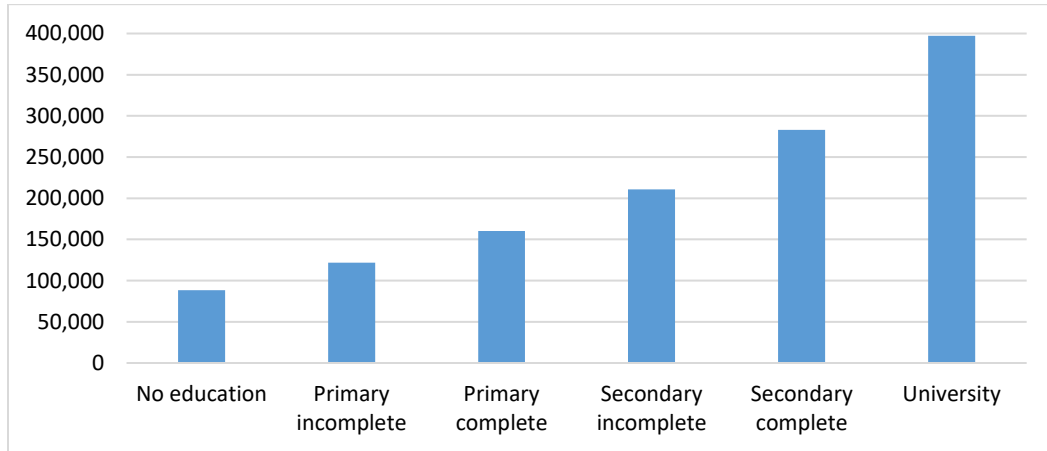
*Cost-Benefit Analysis*

8. This Project will support mitigating the adverse effects the COVID-19 pandemic can have on education outcomes, which are a critical component of human capital. As the nature of work evolves in response to rapid technological change, investing properly in human capital is considered not only desirable but necessary in the pursuit of economic development and wealth. To illustrate this concept, the World Bank developed the Human Capital Index (HCI), which measures the impact of underinvesting in human capital on the productivity of the next generation of workers. It is defined as the amount of human capital that a child born today can expect to achieve in view of the risks of poor health and poor education currently prevailing in the country where that child lives.
9. Education is a major component of the HCI, and Africa is the region of the world with the highest economic returns to education. The key drivers of these returns are the quality of education and the average years of schooling that a child may benefit from. Analyses of HCI indexes among developing countries show that Uganda is underinvesting in the future productivity of its citizens. A child born in Uganda today will be only 38 percent “as productive when she grows up as she could be if she enjoyed complete education and full health.” A child born today in Uganda is expected to complete only 7 years of education combined by age 18, compared to a regional average of 8.1. Because of the low levels of learning achievement in Uganda, this is only equivalent to 4.5 years of learning, with 2.5 years considered as lost due to poor quality. Even though Uganda is ranked among the countries in the lowest quartile of the HCI distribution, with an index slightly lower than the average for the SSA region, the index has increased over time. The current pandemic represents a risk to any gains associated with education and, therefore, the importance of this Project to mitigate those risks.
10. Private returns to education are high in SSA, where one additional year of education represents on average a 12.4 percent increase in expected income, higher than the global average of 9.7 percent. These returns also increase with education level. For higher education the regional average is 21 percent, while the returns to



primary and secondary education are 14.4 and 10.6 percent, respectively. As shown in the figure below, in Uganda, the average expected income also increases according to the highest education level attended.

**Figure 1. Mean monthly wage, 14-64 years old, by highest education level attended, in UGX**



Source: UNHS 2016/17.

Notes: Monthly wage from main job, for those employed as paid employees, employers or self-employed.

11. The direct Project beneficiaries of the proposed project are 14.7 million students in preprimary, primary and lower-secondary students; and 520,000 teachers and school administrators in Uganda. The main goal is to ensure learning continuity. The expected positive outcomes are therefore higher retention rates, as the pandemic might increase dropouts, affecting particularly harder children from poorer households and young girls.
12. Costs are equivalent to the total cost of the Project – which will disburse US\$ 14.7M over a period of 18 months – and additional costs due to the increased number of students enrolled in primary and lower secondary education as a result of the implementation of Project’s activities. These additional students correspond to those who are currently enrolled in either primary or lower secondary education and would drop out in the absence of the Project. These students would not complete primary or secondary education. Due to the current uncertainty regarding treatments/vaccines, duration of the lockdown, economic impacts on households’ income, and students’ dropouts and learning outcomes, a few different scenarios were considered.
13. It was assumed that those households in the bottom quintiles (the poorest 40 percent) would be the most affected by the pandemic. According to the UNHS 2016/17, these households account for 54 and 24 percent of the total children and youth currently enrolled in public primary and lower secondary education, respectively. Three different scenarios were considered as a result of COVID-19 in the absence of the Project, where either 10, 20 or 30 percent of students from primary and lower secondary from the poorest households would drop out as a results of the COVID-19 pandemic. These scenarios were compared to the case where Project activities resulted in no additional dropouts, without changes in the current completion and transition rates.



14. In Uganda, primary education lasts 7 years, from ages 6 to 12, while lower secondary education lasts 4 years, from ages 13 to 17. The transition rate from primary to lower secondary was 59 percent in 2016, and the completion rates were 44 and 26 percent for primary and lower secondary education, respectively. It was also assumed that students would join the labor market the year after graduating, where the overall employment rate was 77 percent, and they would work for 35 years. Finally, the discount rate used to calculate the present value of costs and benefits was 8 percent.<sup>11</sup>
15. The economic analysis confirms the feasibility of the Project, with net present values (NPV) ranging from US\$26 million to US\$ 114 million, and internal rates of return (IRR) between 9 and 9.6 percent. The following table provides the economic evaluation under the three different scenarios considered. It is important to emphasize however that they do not exhaust all the possibilities under the uncertainty of the current COVID-19 pandemic.

**Table 1. Project expected returns**

Scenario	NPV	IRR
10 percent of primary and secondary students drop out	US\$ 26,127,490	9.0%
20 percent of primary and secondary students drop out	US\$ 69,903,300	9.4%
30 percent of primary and secondary students drop out	US\$ 113,679,110	9.6%

*Note:* Students from the poorest 40 percent of households which are enrolled in public primary and lower secondary education.

<sup>11</sup> <https://www.bou.or.ug/bou/bouwebsite/BOU-HOME>.