



Project Information Document (PID)

Concept Stage | Date Prepared/Updated: 15-Sep-2021 | Report No: PIDC31622

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

Country Uganda	Project ID P176263	Parent Project ID (if any)	Project Name Uganda Skills Development in Refugee and Host Communities (P176263)
Region AFRICA EAST	Estimated Appraisal Date Jan 10, 2022	Estimated Board Date Feb 08, 2022	Practice Area (Lead) Education
Financing Instrument Investment Project Financing	Borrower(s) Republic of Uganda	Implementing Agency Ministry of Education and Sports	

Proposed Development Objective(s)

The project development objective is to foster vocational and socio-emotional skills in an inclusive and cost-effective way among youth in Uganda's refugee and host communities (RHC).

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

Total Project Cost	7.85
Total Financing	7.85
of which IBRD/IDA	0.00
Financing Gap	0.00

DETAILS**Non-World Bank Group Financing**

Trust Funds	7.85
Forced Displacement Trust Fund	7.85

Environmental and Social Risk Classification

Concept Review Decision



Moderate

Track II-The review did authorize the preparation to continue

B. Introduction and Context

Country Context

- 1. Uganda has been facing economic slowdown after being one of the top regional performers in terms of growth and poverty reduction over the last decades.** Uganda's real domestic product (GDP) grew at 2.9% in FY20, less than half the 6.8% recorded in FY19, due to the effects of the COVID-19 pandemic. GDP is expected to grow at a similar level in FY21. Economic activities stalled during the latter part of FY20 due to a domestic lockdown that lasted more than four months, border closures for all but essential cargo, and the spillover effects of disruptions to global demand and supply chains. This resulted in a sharp contraction in public investment and deceleration in private consumption, which hit the industrial and service sectors hard, particularly the informal service sector.
- 2. The medium-term outlook for Uganda has worsened considerably due to the impact of COVID-19, and risks are tilted heavily to the downside.** If the impact of COVID-19 lasts longer globally, or the virus spreads more widely in Uganda, this could delay the recovery in Uganda's exports, adversely impact a rebound in foreign direct investment (FDI), tourism and remittances, and further depress productivity and hence the domestic economic recovery. Such developments could lead to more severe social and economic impacts and amplify external and fiscal imbalances. Finally, heightened uncertainty in the post-2021 election period and weather shocks could further exacerbate the aforementioned risks.
- 3. Uganda has faced considerable disruptions in economic activities and the labor market, which have resulted in a reduction in household incomes and heightened risks of those falling into poverty.** Following the shock of COVID-19, there have been widespread firm closures, permanent layoffs in industry and services, a rapid slowdown of activity particularly in the urban informal sector, and a movement of labor back to farming. Household incomes have also fallen, which is concerning given the high levels of vulnerability to poverty, limited social safety nets, and the impact this might have on human capital development and Uganda's capacity to benefit from its demographic transition.
- 4. Uganda has one of the youngest and most rapidly growing populations in the world.** Uganda has a population of 46 million, which is expected to at least double between 2020-60.¹ It is the only country in the region above a 3 percent annual population growth threshold since the year 2000. While the share of the population below the age of 15 is expected to go down from the current level of 46 percent, the share of the working-age population (15-64) is projected to rise from 52 percent (2020) to 67 percent (2060). These trends are reflective of the high total fertility rate (TFR) of 5.0 children per woman (2015), lowering child mortality rate (of children under age 5) which has reached 96 per 1000 live births (2020), and increasing life expectancy which has reached 63 years.
- 5. Uganda needs to create 700,000 jobs per year to keep up with the growing working-age population².** Uganda currently relies heavily on low productivity agriculture, which amounts to about 25% of the economy, 50% of exports and 70% of employment. To keep up with growth in the labor force, the economy needs to create 700,000 jobs per year, which far exceeds the 75,000 jobs that are currently created each year. Raising incomes further will require improving productivity in agriculture and exploring opportunities for absorbing excess labor into more productive employment in industry and services.
- 6. Uganda's labor market is characterized by scarce employment opportunities that are concentrated in the informal sector.** Only half of working-age Ugandans are active in the labor force, and 48 percent are employed. Labor force



participation rates are lower amongst women, at 40 percent, compared with 56 percent of men. Rural areas are characterized by lower rates of labor force participation at 48 percent, compared to 67 percent in urban areas. Nationally, 85 percent of employed are engaged in the informal economy, predominantly in household-based agriculture and informal services. A higher proportion of women than men work in the informal economy, at 91 and 88 percent respectively.³

- 7. A significant proportion of Uganda's youth population is likely to enter the labor market without foundational skills.** Uganda's 2020 Human Capital Index (HCI) is 0.38, a figure that is below the Sub-Saharan African average of 0.40. This implies that a child born in Uganda today is likely to be only 38% as productive when she grows up, as she could be if she enjoyed complete education and full health. The low HCI, in part, reflects the fact that a child who starts schooling at the age of 4 is only expected to complete 6.8 years of school by his/her 18th birthday, compared to the Sub-Saharan average of 8.3 years. This figure goes down to 4.5 years after adjusting for what students learn. As much as 83% of Ugandan 10-year-olds cannot even read and understand a simple text by the end of primary school.⁴ This raises concerns regarding the foundational skills of a large proportion of youths, especially those who have not completed primary education, who will enter the labor market in the next decade.

Sectoral and Institutional Context

- 8. The refugee inflow in recent years has exacerbated challenges in the delivery of essential services.** Uganda is the largest refugee-hosting country in Africa and the third-largest host in the world, with 1.4 million refugees concentrated in 12 out of its 121 districts (as of February 2020).⁵ Children constitute 57 percent of the refugee population and youth constitute 19 percent.⁶ The country is experiencing both protracted and ongoing forced displacement trends. Uganda faced a sharp 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. The majority of refugee-hosting districts are in the West Nile region (North West), which is amongst the most underserved areas in the country with much lower levels of service provision and a high poverty incidence. These new refugee inflows combined with the existing and protracted refugee situation put enormous pressure on the delivery of essential services including education and health care.
- 9. Sources of livelihood and income are limited for refugees and host communities alike, with refugees being much less reliant on employment as the main source of livelihood.** The most common source of livelihood for households in the host communities is self-employment, accounting for 35.5 percent of those households⁷. In contrast, only 11.4 percent of refugee households rely on self-employment as the main source of livelihood. More than half of the refugee households instead rely on rations, gifts and remittances as the main source of livelihood. This figure is compared to a quarter of host communities. Wage employment is similarly much more prevalent amongst host communities than refugees with almost 9 percent of host community households earning their living through wage employment, compared to 5 percent of refugee households.
- 10. Throughout Uganda, refugees earn much lower wages than host communities.** On average, refugees earn around 40 percent less than host communities, even after accounting for the observable characteristics of the workers.⁸ The situation is dominated by high levels of unemployment with as many as 72% refugees being unemployed (ILO). The type of employment available for both refugees and the host community Ugandans is often precarious and associated with poor working conditions⁹. While economic opportunities for refugees vary regionally, employment opportunities are predominantly in subsistence agriculture, characterized by a limited income-generating potential. This is particularly the case in Southwest and West Nile regions, where the majority of refugees are located.
- 11. Poverty incidence is high amongst refugee populations and considerably higher than the host communities.** Nationwide, 46 percent of the refugee population live in poverty, compared to 17 percent amongst host communities.¹⁰ There are regional disparities in poverty rates. Refugees in West Nile are experiencing the highest



rates of poverty at 57 percent, compared to host communities at 29 percent. In Southwest, refugee poverty rates stood at 28 percent, compared to 11 percent for the host population. Poverty estimates for Kampala are low, with host communities experiencing poverty at a higher rate than refugees (2 percent and close to zero respectively).¹¹ A preliminary analysis from a recent high-frequency phone survey administered by the Bank estimated that poverty among refugees increased after lockdown by eight percentage points.¹²

TVET context

12. **Uganda has made considerable efforts to expand the TVET sector during the last decade.** In their efforts to improve youth's livelihood and employment prospects, Uganda has invested in strengthening policies, institutions and programs to foster technical and vocational education and training (TVET) over the last decade. These efforts were, in part, facilitated by the Bank's systemic and programmatic investments in this sector. As a result, the Government of Uganda (GoU) established a comprehensive policy framework for TVET¹³, built stronger governance bodies as well as introduced innovative ways of skilling up youths targeted to strategic sectors (e.g., oil and manufacturing) in both urban and rural areas. Some of the most prominent Bank engagements include the establishment of the BTNET Strategic Plan (called Skilling Uganda) in 2011 as well as the subsequent Uganda Skills Development Project (USDP) which has played an instrumental role in expanding access to skilling as well as improving the quality and relevance of training.
13. **Despite the improvements made in the TVET sector as a whole, the refugee and host communities (RHCs) face severe shortages of vocational training institutions that are accessible, affordable and relevant for their particular needs.** The Education Response Plan for Refugees and Host Communities in Uganda (ERP) reports¹⁴ 92 percent of secondary school-aged children (14-17) are out of school. Yet there is very limited opportunity for them to gain access to vocational training programs that target relevant skills to support their livelihood and enhance employment prospects¹⁵. Not only there is a paucity of vocational training institutions (public and private) in RHCs, there are not enough short-term vocational training programs that address the needs of the predominantly informal sector of the economy¹⁶ in which subsistence agriculture remains one of the most important sources of livelihood. Moreover, training institutions, as well as schools in RHC, face heightened risks of violence and instability, with girls becoming vulnerable to gender-based violence (GBV)¹⁷. Given severe resource constraints in RHCs, youth with special needs are rarely provided with equal opportunities to develop their vocational skills. Lastly, the management of the training institutions cannot deliver programs that are market sensitive, cost-effective and inclusive.

Partnership to Improve Prospects

14. **The Dutch Government launched a multi-donor program to support the livelihoods of refugees and host communities (RHCs) in 2019.** The Dutch Government launched the Multi Annual Country Programming (MACP) of the *Partnership to Improve Prospects* in 2019.¹⁸ Multiple development partners including the UNHCR, UNICEF, ILO, IFC and the World Bank will be engaged in 4 components of the MACP, which include: Component 1. Education and learning, Component 2. Employment and Livelihoods, Component 3. Protection and inclusion, and Component 4. New ways of working. This project will be part of Component 1, which has the medium-term goals of *increasing the number of women, men, girls and boys in RHC with quality education, relevant skills and knowledge for school and life, and transition to decent work*. In particular, this activity will contribute to the Output Area 1.1.3: Support public institutions and industries to improve market relevance of vocational skills offered to women, men, girls and boys in RHC, Output Area 1.1.4: Support life skills and citizenship education, Output Area 1.2.3: Upgrade of vocational facilities, Output Area 1.2.5: Support women, men, girls and boys in RHC to access vocational skills training relevant to selected value chains and market, and Output Area 1.3.1: Gender-inclusive apprenticeship.



15. **This Partnership will capitalize on the comparative advantage and unique expertise of each partner to address specific thematic areas of this program.** It will also provide an opportunity for collaboration, promotes synergies and harmonized joint work towards achieving common outcomes. This Partnership addresses key challenges facing women, men, girls and boys in refugee and host communities in Isingiro, Arua and more broadly across Uganda, including education and skills gaps; limited access to capital and formal financial services; limited market connectivity; poor financial literacy; and few formal or informal employment opportunities.
16. **This activity will be delivered in collaboration with UNHCR, ILO and UNICEF.** This activity will build on the *Partnership to improve Prospects* to collaboratively support government-led efforts to strengthen systems and develop and implement policies that promote inclusion and socio-economic development of refugees and host communities. The Bank team will work closely with UNHCR, ILO, UNICEF as well as national and local authorities, business associations, private companies and beneficiary communities to identify opportunities that can bring maximum economic benefits for the refugees and host communities.

Relationship to CPF

17. **The proposed activity 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 activity is also aligned to the World Bank’s education sector strategy, *Learning for All 2011*, the World Development Report 2018, *Learning to Realize Education’s Promise*, and the regional flagship report 2018, *Facing Forward*, which together call for a renewed emphasis on education reforms and suggest approaches used in the Project design.
18. **This activity also supports Uganda’s Vision 2040, and, more specifically, the Second National Development Plan (NDP II) 2015/16-2019/20, and the NDP III, that prioritize investment in school infrastructure, as well as a specific objective on improving human capital.** Moreover, this activity is designed to support the implementation of the reforms under the Government of Uganda (GoU’s) Education and Sports Sector Strategic Plan 2017/18-2019/20 and newly developed Plan for 2020-2025. This activity is fully aligned with GoU’s refugee policies contributing to the approach outlined in the Comprehensive Refugee Response Framework (CRRF) Roadmap and addresses the specific sectoral priorities outlined in the Education Response Plan for Refugees and Host Communities in Uganda.
19. **This activity will build on the World Bank’s Uganda Skills Development Project (USDP, P145309).** The USDP project, which started in 2016 and expected to end in December 2021, was designed to enhance the capacity of TVET institutions to deliver high quality, demand-driven training program in targeted sectors of agro-processing, manufacturing and construction. The USDP project has already supported (a) the establishment of five Skills Sector Councils (agriculture, construction, manufacturing, oil and gas and tourism and hospitality), (b) the process of setting-up of four Centre of Excellence (tertiary TVET) which offer competency-based training and provide links to the local vocational training institutions (secondary VTIs), and (c) preparation of employer-led short-term training and recognition of prior learning. The proposed Project will build on the frameworks, instruments and evidence generated from the USDP project.
20. **This activity is aligned with the Uganda Secondary Education Expansion Project (USEEP), which includes provision of learning opportunities for secondary school-aged students in refugee and host communities (RHCs).** The USEEP project is designed to enhance girl’s participation in learning by providing safe and inclusive learning environment, which this activity will also follow. The USEEP project is also designed to target the development of life-skills, including entrepreneurship, socio-emotional skills and digital skills, which are also among the skills that this activity will foster.
21. **This activity is also complementary with the Uganda Intergovernmental Fiscal Transfers Project (UgIFT), which supports the GoU to transition the delivery of education services in refugee hosting local governments from being**



run by the humanitarian sector to being mainstreamed into the local government systems. This includes addition of refugee communities to the population variables included in the allocation formulae of Education Conditional Grants to LGs; the transition of approximately 50 NGO-run primary schools to local governments; support to refugee hosting local governments in developing integrated transition plans combining sector financing from wage, non-wage recurrent and developments grants in education with other funding sources.

C. Proposed Development Objective(s)

The project development objective is to foster vocational and socio-emotional skills in an inclusive and cost-effective way among youth in Uganda's refugee and host communities (RHC).

Key Results (From PCN)

22. The project is expected to achieve the following **key results** by June 30, 2024:

- Enhance relevant vocational and socio-emotional skills in an **inclusive manner** among out-of-school youth in RHC, with a focus on girls and youth with special needs; and
- Introduce a **cost-effective model** of vocational and socio-emotional skills development that builds on (a) income-generating activities (IGAs) to improve cost recovery, (b) innovative tools to facilitate learning and assessments, and (c) enhanced management training for the leaderships of vocational training institutions.

D. Concept Description

Introduction

23. Over the last decade, Uganda has made considerable progress in skilling up the youth population to improve their labor market outcomes, livelihood, and wellbeing. Yet there is still an urgency to address this issue, particularly in refugee and host communities (RHCs) where the disadvantages youth face is pronounced. A large proportion of refugees come from areas with a high incidence of civil unrest, extreme poverty and health-related crises. Many of them arrive with limited assets, social connections and language skills, which make it challenging to flourish in their new settlements. Ugandans from the host communities are not necessarily better off. A large proportion of them have similar levels of skills and educational attainment and strive to make a living out of very limited means.

24. While the Government of Uganda (GoU) have ambitions to expand vocational education and training to under-resourced areas of the country, their limited budget for education and training may not allow them to expand the supply of quality vocational training in many of the RHCs (MoFPED, 2019)¹⁹. The GoU recognizes the need to mobilize the private sector to not only render training programs demand-oriented (e.g., through apprenticeship programs), but to also allow for cost-sharing of responsibilities in investing in human capital.

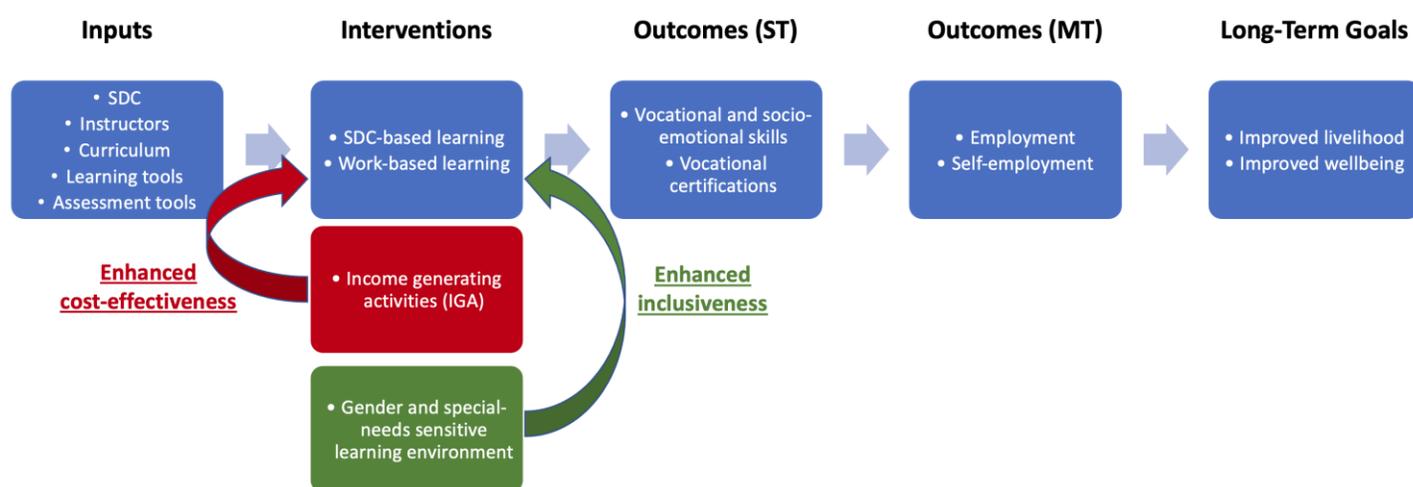
25. The proposed project is based on, and inspired by, their recent efforts to identify the major challenges facing the TVET system, as described in the *Education and Sports Sector Analysis 2020*. The proposed activities are aligned with major TVET-related policy reforms in Uganda, some of which are (a) outlined in the *National Development Plan III (2021/22-2024/25)*, (b) currently being prepared by the MoES (e.g.,



Education and Sports Sector Strategic Plan (ESSP) 2021/22-2024/25, and the TVET Strategic Plan), as well as (c) already in place (e.g., TVET Policy 2019, which builds on the BTVET Strategic Plan 2012/13-2021/22 and the BTVET Act 2008. These policy developments reflect the GoU’s commitment to strengthen the TVET system by improving (a) equity in access to, (b) quality and relevance of, and (c) efficiency and effectiveness of the TVET programs. This project aims to support these efforts by focusing on particular areas of needs in the RHC. They include (a) an increase in the supply of relevant and quality short-term vocational training and informal apprenticeship programs; (b) an increase in participation from disadvantaged youth, including out-of-school youth, girls and those with special needs, and (c) an improvement in the vocational training institution’s capacity to financially sustain and flourish in the longer-term.

26. Moreover, the proposed activities are expected to support the Education Response Plan for Refugees and Host Communities in Uganda (ERP) ²⁰. Given the challenging circumstances that refugees and host communities face in accessing relevant, affordable and safe formal and non-formal vocational training, the ERP proposes (a) expanding access to life-skills and vocational skills opportunities, (b) making the learning environment a safer and accessible place²¹, (c) improving teachers’ capacity to address children’s learning and wellbeing through social and emotional learning (SEL), psycho-social support, and GBV counseling, (d) increasing the supply of teaching and learning materials, and (e) securing salaries for the vocational skills instructors. The Jobs and Livelihoods Integrated Response Plan for Refugees and Host Communities (JLIRP)’s Pillar 4 also highlights the importance of increasing access to market-relevant skills training to enhance employability and job creation. The proposed project will be designed to improve the availability and affordability of vocational training in RHC, identify market-driven training programs for occupations and skills of high demand, and prepare training programs that specifically cater to trainees’ well-being.

Figure 1: Theory of Change



Theory of Change

27. Figure 1 outlines the **Theory of Change**. The project’s proposed key **short-term outcomes** are improved vocational and socio-emotional skills, which translate into the acquisition of vocational certifications. The



proposed **medium-term outcomes** are gainful employment or self-employment, which will subsequently help to achieve the **long-term goals** which are improved livelihood and wellbeing.

28. The learning activities that take place in the vocational training centers (which will be called the **Skills Development Centers (SDCs)**) and workplaces are the core **interventions** to foster vocational and socio-emotional skills. These activities will be designed to ensure cost-effectiveness by preparing financially viable income-generating activities (IGAs), procuring well-equipped training facilities, delivering market-oriented training programs, and mobilizing learning and assessment tools. Ensuring cost-effectiveness is crucial in the refugee context, given most vocational training institutions struggle to cope with severe financial shortages and insecurities, which usually result in high training fees that youth cannot afford to pay (particularly refugee youth). The activities are also designed to enhance inclusiveness by preparing facilities, programs and tools that are particularly useful for young women and youth with special needs. Maximizing inclusiveness is also particularly relevant in the Ugandan refugee context²², where there is a large proportion of out-of-school youth, particularly girls and those with special needs, who face enormous challenges in improving their employability in a safe and motivating learning environment.
29. The main **inputs** for driving the delivery of inclusive and cost-effective learning activities include the (a) construction of SDCs, (b) appointment and training of qualified instructors, (c) identification and preparation of the most relevant curriculum and training packages, (d) identification of workplaces that will host work-based learning, (e) preparation of complementary learning tools, and (f) preparation of assessment tools. These inputs, together with the IGAs will allow the SDCs to deliver training programs that are of value for money.
30. While this activity can be considered as a pilot initiative in selected RHCs, it has a potential for scaling up into RHC-wide operations across Uganda, once the proposed interventions have been validated through this project. Some of the interventions (e.g., learning and assessment tools as well as IGAs) can also be highly relevant for areas outside of the RHC.

Target occupations, skills and qualification levels

31. This project proposes to foster youth's skills and qualifications associated with key occupations in the RHCs and beyond, which include agriculture as well as selected manufacturing and services. The *Jobs and Skills Demand Assessment*, which will be proposed as part of this project, can clarify the areas of short-term skill needs and related occupations in RHC. The results will help to guide the selection of the short-term vocational training programs that could take place in SDCs, as well as sectors and types of enterprises that could potentially host the informal apprenticeship programs. The Jobs and Skills Demand Assessment is expected to identify not only the job-specific skills needs, but also areas of shortages in generic skills such as entrepreneurship, management, socio-emotional, and digital skills which will also be addressed through the SDC-based and Work-based learning programs.
32. The proposed project has the ambition to identify target occupations that go well beyond the traditional or mainstream ones that are observed in RHCs and beyond (e.g., hairdressing, carpentry and tailoring). This activity proposes an extensive market analysis at the beginning of the project designed to identify viable



business opportunities for MSMEs to operate in the RHCs. Such businesses are expected to generate higher profits by benefiting from the comparative advantages of the RHCs (e.g., specific skills that refugees bring from host countries, particularly agricultural products that can be most effectively produced in RHCs, existing zoning arrangement that reduces the operational costs of production, and cheap labor costs). These businesses may in turn bring enormous benefit to the RHCs by directly generating employment and indirectly stimulating the upstream and downstream markets through the value-chains.

33. The proposed vocational training programs will be designed to foster market-oriented skills at the elementary/entry or 1st level of the Ugandan Vocational Qualification Framework (UVQF)²³ that correspond to the above-mentioned occupations.

Project Components

34. The current design of the project is composed of five inter-linked components:

- **Component 1: Skills Development Centre (SDC)-based learning**, which offers short-term community-oriented training programs that are demand-sensitive, inclusive and cost-effective, leading to DIT's modular transcripts and certifications²⁴;
- **Component 2: Work-based learning**, which offers youth trained through SDC-based learning with an opportunity to (a) participate in informal apprenticeship programs to strengthen their practical skills, (b) acquire Worker's PAS²⁵ based on DIT's CBA, and (c) increase their chances of transitioning to gainful employment;
- **Component 3: Income Generating Activities (IGAs)**, which strategizes and delivers a range of IGAs that help to financially sustain SDCs while providing trainees with practical learning experiences;
- **Component 4: Learning and assessment tools**, which makes available innovative tools to facilitate the training process, skills assessment, skills validation and trainees' transitions to the labor market; and
- **Component 5: Project management, monitoring and evaluation**, which supports the establishment and functioning of a Project Coordination Unit (PCU) that will provide support to the project implementation, supervision, monitoring and evaluation, procurement, financial management and auditing.

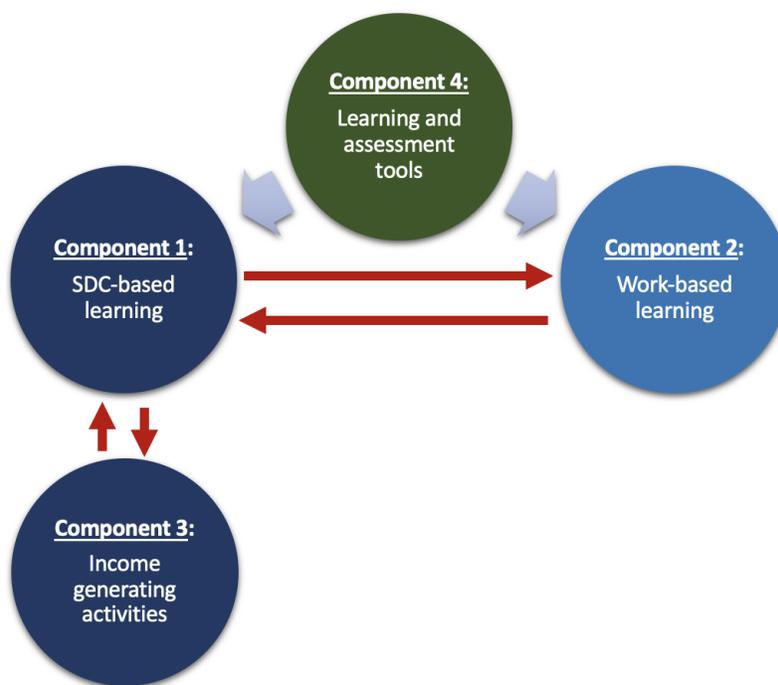
35. The project proposes Components 1, 2, 3 and 4 to be delivered through the **Skills Development Centers (SDCs)** which can act as the (a) local focal points for demand-driven and inclusive short-term skilling that leads to DIT' modular transcripts²⁶ and certifications; (b) business incubation centers to foster innovative IGAs and entrepreneurship; and (c) labor market forum where local employers interact with trainees and training institutions. This way, the SDCs will become hubs for local economic development, providing a combination of short-term skills training, business services to existing MSMEs, and start-up assistance to promising graduates.

36. Complementarities across project components: The proposed project components are highly complementary to each other (see Figure 3). In particular, Component 1 (SDC-based learning) can play a critical role in improving the quality and success of Component 2 (work-based learning) given that informal apprentices can perform the best if they are well prepared. In turn employers providing work-based learning can provide feedbacks to the SDCs on the informal apprentices' skills and work readiness so that the SDCs can adapt their practices and better prepare the informal apprentices in the future. Component



3 (Income Generating Activities (IGA)) can play a key role to ensure financial sustainability of the SDCs and also provide practical means for trainees to gain hands-on training on-the-job. Component 4: “Learning and assessment tools” can play an important role in improving the quality of delivering Component 1 (SDC-based learning) and Component 2 (Work-based learning). All the learning and assessment tools can be applied across a variety of contexts as well as over a longer period of youth’ skills formation.

Figure 3: Complementarities between Project Components



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

Summary of Screening of Environmental and Social Risks and Impacts

37. The potential environmental risks are likely to arise mainly from the implementation of activities under component 1 which will involve civil works i.e. construction of training facilities (with multiple workshops and storage spaces) and refurbishment/renovation of existing vocational training institutions (these are yet to be identified) within which the SDCs will be located to provide short-term vocational training programs for out-of-school youth. The construction of training facilities/rehabilitation of existing vocational training institutions (to serve as SDCs) are likely to result into occupational health and safety risks to site workers and communities, generation of construction waste; nuisances related to air and noise emissions; etc. During the operational phase of the project, the SDCs’ potential environmental risks and impacts are likely to be related to solid waste and wastewater management, among others. The



environmental impacts are expected to be site-specific, local, reversible and mainly temporary and can be mitigated through appropriate and readily available mitigation measures.

38. The main social risks under the project include inadequate stakeholder engagement and insufficient dissemination of project information and exclusion of vulnerable groups. The project may require land acquisition for construction and expansion of the VTIs and SDAs which could result in restrictions on Land use and involuntary Resettlement. The construction activities may result in labor influx, increase risks of GBV/SEA SH and spread of HIV/AIDS. specific risks to workers include poor working conditions and pay. Under the ESMF specific social risks will be addressed through the stakeholder Engagement Plan, Resettlement Policy framework and Labor management plan. Following screening, measures proportionate to the risks of HIV/AIDS spread and GBV VAC/ SEA prevalence will be proposed under the ESMF and resultant plans and mitigation measures operationalized.
39. The other indirect risks may arise from partnership with local enterprises to provide informal apprenticeship opportunities to the youth under component 2 of the project. These local enterprises could have existing environment, health and safety (EHS) risks depending on the nature and size of their operations, for example if the local enterprise is not adhering to the health and safety procedures, or if their operations result into generation of waste that is poorly managed, this would impact negatively on the apprenticeship program. These risks though can be managed by putting in place screening criteria for selection of local enterprises (that includes E&S requirements) to ensure that the participating local enterprises at minimum meet the basic EHS standards requirements. The project will address these risks through the preparation of the ESMF including Health and Safety Plan, Labour Management procedures and site specific ESIA/ESMPs and in compliance with the World Bank Group Environment Health and Safety (EHS) general Guidelines. These plans will include procedures on investigation and reporting of incidences and non-conformances, emergency preparedness and response procedures and continuous training and awareness to workers while cognizant of COVID-19 SOPs.

CONTACT POINT

World Bank

Koji Miyamoto, Julia Liberman
Senior Economist

Borrower/Client/Recipient

Republic of Uganda
Keith Muhakanizi
Permanent Secretary/Secretary to the Treasury
keith.muhakanizi@finance.go.ug

Implementing Agencies



Ministry of Education and Sports
Ketty Lamaro
Permanent Secretary
permasec@education.go.ug

FOR MORE INFORMATION CONTACT

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

APPROVAL

Task Team Leader(s):	Koji Miyamoto, Julia Liberman
----------------------	-------------------------------

Approved By

Country Director:	Rosemary Mukami Kariuki	22-Sep-2021
-------------------	-------------------------	-------------

¹ See “Tackling the Demographic Challenge in Uganda (World Bank, 2020).

² See <https://www.worldbank.org/en/country/uganda/overview>.

³ State of Skills, ILO, 2020 (https://www.ilo.org/skills/pubs/WCMS_736694/lang--en/index.html)

⁴ This figure is higher than the regional average of 80%.

⁵ United Nations Office for Coordination and Human Affairs. <https://www.unocha.org/southern-and-eastern-africa-rosea/uganda#:~:text=Uganda%20is%20currently%20host%20to,refugees%20are%20from%20South%20Sudan>.

⁶ World Bank. 2019. Informing the Refugee Policy Response in Uganda. Results from the Uganda Refugee and Host Communities. 2018 Household Survey.

⁷ REACH household survey for the World Bank, 2019.

⁸ World Bank. 2019. Informing the Refugee Policy Response in Uganda. Results from the Uganda Refugee and Host Communities. 2018 Household Survey.

⁹ Ibid.

¹⁰ World Bank. 2019. Informing the Refugee Policy Response in Uganda. Results from the Uganda Refugee and Host Communities. 2018 Household Survey.

¹¹ Ibid.

¹² Monitoring Social and Economic Impacts of COVID-19 on Refugees in Uganda: Results from the High-Frequency Phone Survey. 2021. World Bank and Uganda Bureau of Statistics (UBOS).

¹³ The GoU’s TVET Policy (2019) presents a policy vision to prepare a “coordinated, labour-market responsive TVET system, producing a skilled, high-quality, competent workforce that is employable and responsive to the national needs and is globally competitive to support Uganda’s sustainable economic, social and environmental development.” In order to achieve these goals, the GoU will mobilize strategies to promote economic relevance of TVET, improve equitable access to TVET and employability of TVET graduates,



improve quality of TVET, promote sustainable TVET financing, and ensure effectiveness of TVET management and organization. The BTNET Strategic Plan (2011) also provides a shift in the approach to employment-led skills development by providing labour market-relevant skills and competencies. The core tenets are to increase internal efficiency and resource available to TVET, as well as to provide more equitable access to skills development which is in line with this project's PDO.

¹⁴ See Table 16 (page 48) of the Education Response Plan for Refugees and Host Communities in Uganda (2018) presents data from RMIS and multiple sources in September 2017.

¹⁵ Only 8 percent of refugees have received some form of formal training. See <http://documents.worldbank.org/curated/en/571081569598919068/Informing-the-Refugee-Policy-Response-in-Uganda-Results-from-the-Uganda-Refugee-and-Host-Communities-2018-Household-Survey>

¹⁶ In 2016, over 50% of GDP and 80% of the labor force can be attributed to the informal sector in Uganda (UBOS, 2014). While there are no official statistics on informal labor market in Uganda's RHC, the UNHCR reports the economy in RHC as a predominantly informal sector.

¹⁷ Violence against children in schools is widespread and has negative lasting impacts on physical and mental health, leading to risk of low levels of educational attainment. A Raising Voices (2017) study identified that 93% of boys and 94% of girls aged 11-14 have experienced physical violence from teachers in school. Sexual violence is likely to be underreported due to associated stigma.

¹⁸ For more details on Prospects, see the Vision Note (https://www.ilo.org/wcmsp5/groups/public/---dgreports/---ddg_p/documents/publication/wcms_740578.pdf).

¹⁹ BMAU Briefing Paper 26/19, June 2019, Ministry of Finance, Planning and Economic Development.

²⁰ The Education Response Plans for Refugees and Host Communities in Uganda (ERP) is a multi-year costed plan for provision of education to 567,500 children and youth in refugee-hosting areas. Launched in September 2018, the ERP is a first sector-specific operationalization of the Comprehensive Refugee Response Framework worldwide and is an addendum to the Education Sector and Sports Strategic Plan (ESSP). The plan builds on Government of Uganda's progressive policy framework for hosting refugees to respond to the learning and protection crisis for children and youth in refugee-hosting areas. The governance and management of the ERP implementation is undertaken by an inter-departmental, interagency ERP Steering Committee, chaired by the Permanent Secretary and ERP Secretariat anchored within the Ministry of Education and Sports.

²¹ The ERP highlights consideration of children with disabilities who have very limited access to education and training.

²² Uganda has been a global leader in following an integrated approach to refugee management in which refugees have the same rights and access to jobs and services as the local population. Since the Office of the Prime Minister (OPM) officially launched the Comprehensive Refugee Response Framework (CRRF) in March 2017, refugees have been an integral part of the Second National Development Plan through the Settlement Transformative Agenda (STA). Given that both refugee and host communities generally face poverty and vulnerability and are considered to be equally disadvantaged, the project will ensure sufficient number of both refugees and Ugandans from the host communities are eligible to participate.

²³ The UVQF was officially introduced through the BTNET Act of 2008 and became the basis for the BTNET Strategic Plan 2012/13 – 2021/22 (Figure III.2). The UVQF is the foundation for the development of occupational standards, the assessment and training packages (ATPs), accreditation of assessment centers and assessors and conducting competency-based assessments.

²⁴ The modular transcripts and certifications, which are based on Competence-Based Assessment (CBA), are delivered by the MoES's Directorate for Industrial Training (DIT). The transcripts are short modular courses which, when combined, can lead to more substantive certification. Trainees may select the total duration of courses depending on the own and labor market needs.

²⁵ Worker's PAS (PAS=Practically Acquired Skills) is a partial qualification offered through DIT's CBA for those undertaking modular assessment in a given occupation, most especially for apprentices in the informal sector including the JUA KALI's Katwe and Kisenyi type of skilled artisans.

²⁶ These short modular courses, when combined, will lead to more substantive training programs for a particular occupation. Trainees may select the total duration of courses depending on the own and labor market needs.