



THE REPUBLIC OF UGANDA
MINISTRY OF EDUCATION AND SPORTS

**COVID-19 EDUCATION RESPONSE (GPE) PROJECT
(P174033)**

**VULNERABLE AND MARGINALISED GROUPS (VMGs)
FRAMEWORK**

AUGUST 2021

TABLE OF CONTENTS

1.0	BACKGROUND INFORMATION:	1
1.1	The Context of Vulnerable and Marginalised Groups	6
1.2	Rationale for the Vmgf	7
1.3	Methodology	8
1.3.1	Desk Review	8
1.3.2	Stakeholder Consultations.....	8
2.0	UNDERSTANDING INDIGENOUS PEOPLES IN UGANDA.....	11
2.1	Definition of Key Concepts	11
2.1.1	Indigenous Peoples.....	11
2.1.2	Ethnic Minority Groups	13
2.1.3	Marginalized Groups	13
2.1.4	Vulnerable Groups	13
2.2	Recognising VMGS In Uganda.....	13
2.2.1	The Vulnerable and Marginalized Groups of Uganda.....	14
2.3	Key Concerns and Issues Common to VMGS In Uganda.....	15
2.4	Vulnerable and Marginalised Groups (VMGS) and Education	16
3.0	VULNERABLE AND MARGINALISED GROUPS (VMGS) POLICY FRAMEWORK. 17	
3.1	The Constitution of the Republic of Uganda (1995):.....	17
3.2	Education Act, 2008.....	17
3.3	Equal Opportunities Act 2/2007)	17
3.4	The National Policy for Disaster Preparedness and Management (2010)	18
4.0	POTENTIAL COVID 19 RESPONSE PROJECT (CERP) IMPACT ON VMGS	19
4.1	Potential Positive Impacts	20
4.2	Potential Negative Impacts	22
5.0	SCREENING AND SOCIAL ASSESSMENT (SA).....	24
5.1	Investment Screening	24
5.1.1	Screening Methodology	24
5.1.2	Screening Criteria	24
5.2	Social Assessment.....	25
5.2.1	Methodologies for Social Assessment.....	26
5.3	Process of Conducting Social Assessment	27
5.3.1	Literature Review:	28
5.3.2	Stakeholder Identification.....	28
5.3.3	Stakeholder Consultation	28

5.3.4	Impact Identification Including Long-Term	30
5.3.5	Mitigation Measures.....	30
5.3.6	Strategies for VMGS Participation	31
5.3.7	Strategies for Inclusion of VMGS.....	31
5.3.8	Consultation and Mobilization	31
5.3.9	Working with Stakeholders	32
5.4	Who Conducts The Social Assessment (SA)	32
6.0	CIRCUMSTANCES REQUIRING FREE, PRIOR, AND INFORMED CONSENT (FPIC) 33	
6.1	The Elements of FPIC	33
6.2	FPI Consultation Tools	33
6.3	Strategy for Participation and Consultation with VMGS	33
7.0	VULNERABLE AND MARGINALIZED GROUPS PLAN (VMGP)	36
8.0	GRIEVANCE MECHANISM.....	39
8.1	Over View	39
8.2	Grievance Redress Process.....	39
8.3	Establishment of Grievance Redress Committee	40
8.4	Further Redress-Courts of Law	40
8.5	Grievance Log Documentation and Recording.....	40
8.6	Responding to Complaints.....	41
8.7	Monitoring Complaints	41
9.0	GUIDELINES ON PREPARATION OF THE VULNERABLE AND MARGINALIZED GROUP FRAMEWORK	42
9.1	Institutional and Implementation Arrangements	42
9.2	Roles and Responsibilities of Implementation Stakeholders	42
9.3	A Situational Analysis And Enhancement Of Capacities For	44
	Vmgp Implementers.....	44
10.0	BUDGET	46
11.0	MONITORING AND EVALUATION	47
11.1	Mechanisms For Monitoring, Evaluation And Reporting	47
11.2	Reporting.....	47
	REFERENCES	48
	Annex 1-Social Screening Form	I
	Annex 2: Summary of Stakeholder Views.....	II

ACRONYMS AND ABBREVIATIONS

CRRF	Comprehensive Refugee Response Framework
CERP	Covid-19 Education Response Project
DES	Directorate of Education Standards
DCDO	District Community Development Officer
CDO	Community Development Officer
EA	Environmental Assessment
ESS	Environmental and Social Safeguards
ESF	Environmental and Social Framework
EOC	Equal Opportunities Commission
FPIC	Free Prior Indigenous Consent
GoU	Government of Uganda
GBV	Gender based Violence
GPE	Global Partnership for Education
GMC	Grievance Management Committee
GRM	Grievance Redress Mechanism
LG	Local Government
IP/SSAHUTLC	Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities
IWGIA	International Work Group for Indigenous Affairs
MoES	Ministry of Education and Sports
NCDC	National Curriculum Development Centre
OP	Operational Policy
PCU	Project Coordination Unit
SEA	Sexual Exploitation and Abuse
SDS	Social Development Specialist
SA	Social Assessment
USEEP	Uganda Secondary Education Expansion Project
VMGs	Vulnerable and Marginalized Groups
VMGP	Vulnerable and Marginalized Groups Plan
WHO	World Health Organization

1.0 BACKGROUND INFORMATION

The outbreak of the coronavirus disease (COVID-19) caused by the 2019 novel coronavirus (SARS-CoV-2) has been spreading rapidly across the world since December 2019, following the diagnosis of the initial cases in Wuhan, Hubei Province, China. On March 11, 2020, the World Health Organization (WHO) declared a global pandemic. As of October 28, 2020, the outbreak has resulted in an estimated 44.7 million cases and 1.7 million deaths globally. On March 27, 2020 Uganda reported the first case of COVID-19. As of end April 2020, the number of confirmed cases had risen to 11,767 and 106 deaths confirmed. The Government of Uganda took 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 promoted better hygiene through hand washing and health safety habits, instituted social distancing measures, and prohibited public gatherings.

In response to the danger posed by the pandemic, the Government on March 18, 2020, announced the closure of all schools from March 20, 2020 in a bid to avoid the possible rapid spread of COVID-19 among the school children. School closure subsequently resulted in a learning crisis affecting more than 15,100,000 students and 548,000 teachers. Prolonged school closure would lead to a loss in learning. Households have faced increasing economic difficulties with raising unemployment and income losses. This could impact the likelihood of children staying in school and transitioning to next level of education and 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.

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.

As part of the response to the COVID-19 outbreak, the Government of Uganda (GoU) with funding from Global Partnership for Education (GPE) through the World Bank Group is implementing the Uganda COVID-19 Emergency Education Response (CER) Project-P174033. The project is implemented by Ministry of Education and Sports (MoES). The GPE has allocated US\$14 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.

Project Development Objective (PDO)

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.

Project Components

The Project will 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.

Component 1: Ensure learning during school closure and prepare for school reopening

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). 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.

Subcomponent 1.1: Supporting continuity of learning

This sub-component will support the improvement of existing distance learning channels as well as 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.

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.

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. RDCs with the help of District Education Officers (DEOs), 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 and to the household for the learners to access.

d. Supporting remote self- learning. The remote learning approaches of this project will be radio and TV. Lessons will be recorded and aired by model teachers to guide the students. 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. All the levels will be allocated two hours per day for six days a week.

TV. About 65 percent of the population in Uganda has access to Television. Education lessons will be broadcast on selected Television 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.

Subcomponent 1.2: Supporting vulnerable/disadvantaged groups

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. Equity considerations will be at the center of the design so that students with poor access to broadcasting services are not neglected.

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.

Component 2: Supporting safe re-opening, student re-entry and capacity building for resilience.

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.

Subcomponent 2.1: Supporting safe re-opening, student re-entry and sustained progression in schools. The following activities will be supported under this sub-component:

a) The MoES will carry out back-to-school awareness campaigns 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. 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 psychosocial support, safety and security of students. The grants will also be used for purchasing soaps, hand-washing facilities, cleaning and disinfectants and sanitizing materials that will additionally be adaptive to persons with disabilities in schools. Facemasks 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.

Subcomponent 2.2: Supporting capacity building activities for resilience

Sub component focuses 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 lower 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 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. 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". This campaign and other communication campaigns will 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.

Component 3: Project Management, Monitoring and Evaluation

This component 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.

1.1 THE CONTEXT OF VULNERABLE AND MARGINALISED GROUPS

The Environmental and Social Safeguards (ESS) of World Bank, uses the term “Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities” recognizing that some marginalized groups may be referred to in different countries by different terms. Such terms include “Sub-Saharan African historically underserved traditional local communities,” “indigenous ethnic minorities,” “aboriginals,” “hill tribes,” “vulnerable and marginalized groups,” “minority nationalities,” “scheduled tribes,” “first nations,” or “tribal groups.”

The term “Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities” (or as they may be referred to in the national context using an alternative terminology) is used in a generic sense to refer exclusively to a distinct social and cultural group possessing the following characteristics in varying degrees:

- a) Self-identification as members of a distinct indigenous social and cultural group and recognition of this identity by others;
- b) Collective attachment to geographically distinct habitats, ancestral territories, or areas of seasonal use or occupation, as well as to the natural resources in these areas;
- c) Customary cultural, economic, social, or political institutions that are distinct or separate from those of the mainstream society or culture; and
- d) A distinct language or dialect, often different from the official language or languages of the country or region in which they reside.

It should be noted that Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities have identities and aspirations that are distinct from mainstream groups in national societies and often are disadvantaged by traditional models of development. In many instances, they are among the most economically marginalized and vulnerable segments of the population. Their economic, social, and legal status frequently limits their capacity to defend their rights to, and interests in, social services provision, which, may restrict their ability to participate in and benefit from development projects. In many cases, they do not receive equitable access to project benefits, or benefits are not devised or delivered in a form that is culturally appropriate, and they may not always be adequately consulted about the design or implementation of projects that would profoundly affect their lives or communities. The project recognizes that the roles of men and women in indigenous cultures are often different from those in the mainstream groups, and that women and children have frequently been marginalized both within their own communities and as a result of external developments, and may have specific needs.

The ILO Convention 169 (International Labor Organization), on Indigenous and Tribal Peoples, its identification of indigenous peoples include: (a) tribal peoples whose social, cultural and economic conditions distinguish them from other sections of the national community, and whose status is regulated wholly or partially by their own customs or traditions or by special laws or regulations and (b) peoples who are regarded as

indigenous on account of their descent from the populations which inhabited the country, or a geographical region to which the country belongs, at the time of conquest or colonization or the establishment of present state boundaries and who, irrespective of their legal status, retain some or all of their own social, economic, cultural and political institutions.

Also used to describe these groups of people with the characteristics pointed out is ethnic minority. The UN Human Rights Committee has a working definition as: *“any disempowered group, regardless of its numerical size could be considered a minority.”*

The Covid-19 Education Response Project (CERP) that will be implemented in the whole country will therefore, manage related Environmental and Social risks in compliance with the World Bank Environmental and Social management Framework. This Vulnerable and Marginalized Group Framework (VMGF) therefore has been prepared in line with the requirements of ESS7 paying particular attention to this group of people.

In as much as the World Bank ESS7 considers these groups as indigenous, it should be noted that the Uganda Constitution refers to them as vulnerable and marginalized. Therefore this project will adopt to use “Vulnerable and Marginalized Groups” in place of “Indigenous Peoples”.

1.2 RATIONALE FOR THE VMGF

The ESS1 Assessment and Management of Environmental and Social Risks and Impacts emphasizes the necessity for assessing, managing and monitoring environmental and social risks and impacts associated with each stage of a project supported by the World Bank through Investment Project Financing (IPF), in order to achieve environmental and social outcomes consistent with the Environmental and Social Standards (ESSs). It is also worth noting that the ESS7 Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities ensures that the development process fosters full respect for the human rights, dignity, aspirations, identity, culture, and natural resource-based livelihoods of Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities. ESS7 is also meant to avoid adverse impacts of projects on Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities, or when avoidance is not possible, to minimize, mitigate and/or compensate for such impacts.

It is in consideration of the above that the VMGF is prepared to ensure that the development process fully respects the dignity, human rights, economies and the culture of VMGs and that the project has a broad community support from the affected VMGs.

1.3 METHODOLOGY

1.3.1 Desk Review

The preparation of this VMGF has largely constituted reviewing the Social Assessment (SA) and reports for other similar documents like the USEEP as well as relevant legal and policy documents. Records of laws, policies, plans and reports were reviewed to provide the national and international legal, policy and institutional framework. An examination of the World Bank's ESS7 was undertaken to understand the requirements and scope of VMGF. Additionally, reports documenting the challenges as well as struggles of VMGs for their rights in Uganda including the SA report for GPE/USTEP were reviewed.

1.3.2 Stakeholder Consultations

ESS 10 recognizes the importance of inclusive and meaningful engagement between the Borrower and project stakeholders as an essential element of good international practice. Effective stakeholder engagement can improve the environmental and social sustainability of projects, enhance project acceptance, and make a significant contribution to successful project design and implementation.

In keeping with the requirements of ESS10, the MoES will establish a structured approach to engagement with stakeholders that is based upon meaningful consultation and disclosure of appropriate information, taking into account the specific challenges and limitations associated with community consultations in areas affected by COVID- 19. The MoES has developed a draft SEP which will be completed the course of project implementation.

It is a requirement under ESS10 that a community GRM be constituted by the project. A community GRM will be prepared and operationalized throughout Project implementation. Grievances that arise as a result of the project will be handled at project-level grievance redress mechanism through and accessible grievance arrangements made publicly available to receive and facilitate resolution of concerns and grievances in relation to the Project, consistent with ESS10.

Stakeholder engagement is an inclusive process conducted throughout the project life cycle. Where properly designed and implemented, it supports the development of strong, constructive, and responsive relationships that are important for successful management of a project's environmental and social risks. Stakeholder engagement is most effective when initiated at an early stage of the project development process, and is an integral part of early project decisions and the assessment, management, and monitoring of the project's environmental and social risks and impacts.

As such, a selection of stakeholders both affected and those interested were engaged with the primary objectives: a) To seek their inputs/feedback on how to maximize benefits

accessibility and how to avoid or minimize the potential negative impacts associated with the project activities and **b)** To identify culturally appropriate impact mitigation measures;

Consultations were carried out to ascertain how the VMGs in general perceive the need for undertaking e-learning and gather any inputs/feedback they might offer for better educational outcomes, which would eventually be addressed in VMGPs and implementation of the activities. (see details in annex 1). The following districts were selected with specific reasons for consideration as suggested in the table below.

Table 1: districts reached for stakeholder engagements

Region	District	Reasons for Selection
Western	Kasese	Refugee and marginalised groups (Batwa)
Northern	Adjumani	Refugees effect
Eastern	Sironko	Hard to reach
Northern	Nwoya	Focus on Special Needs Education

In each district, the engagement team reached out to the district administrative stakeholders, 2 schools (1 primary and 1 secondary) and also conducted at least 2 community stakeholder engagements.

Target Respondents

The key respondents targeted included parents, parents of children with special needs, local council representatives, religious leaders, teachers and school administrators, District Education Officer and Inspector of schools, Center coordinating tutors, Community Development Officer, community members, some religious and cultural leaders, Special Needs Officer, Probation Officer, Gender Officer among others. *(Details of the suggestions from the stakeholder engagements are attached in annex 2)*

Project Beneficiaries

The project is estimated to directly benefit 14.6 million students in pre-primary, primary and lower-secondary students; and 406,000 teachers and school administrators in Uganda.

This Project will be implemented nationwide and is expected to benefit three categories of beneficiaries. The primary beneficiaries also referred to as ‘affected parties’ include; (i) People under COVID-19 lock downs with restricted movement, (ii) Learners, Teachers, Parents of pre-primary, primary and lower secondary within the Project Area of Influence (PAI), (iii) Head Teachers and School administrators, (iv) Local government officials i.e. DEOs, (v) People involved in project-supported activities, (vi) Local

community leaders, and (vii) Refugees and vulnerable groups. These will directly be affected by the interventions of the project.

The secondary beneficiaries also referred to as ‘interested parties’ will include individuals, groups or other entities that may have an interest in the Project. Among these include; Electronic and print media, Politicians, School Advocating NGOs, Other national & International NGOs, The general public, Research institutions, Academia among others.

The project will also target the disadvantaged or individuals or groups with a vulnerable status¹ within the communities affected by the project who often do not have a voice to express their concerns or understand the impacts of a project. These could include and are not limited to the following: Refugee learners, learners with disabilities, those living in remote or inaccessible areas, learners from low income families without access to the new means of study (limited access to Internet, Television, Radio or Newspapers), Girl children who are prone to early marriage/ early pregnancy due to economic hardships resulting from the epidemic, all learners prone to child labour abuse exacerbated by the effect of the epidemic on livelihoods, Parents who cannot afford to keep their children in school and redundant teachers made vulnerable due to introduction of alternative learning means². Staff of key ministries particularly in the MoES and all categories of education workers at both national and district level will also benefit from increased capacity resulting from training and education systems strengthening.

¹ *Vulnerable status may stem from an individual's or group's race, national, ethnic or social origin, color, gender, language, religion, political or other opinion, property, age, culture, literacy, sickness, physical or mental disability, poverty or economic disadvantage, and dependence on unique natural resources.*

² *[Examples include: elderly people and veterans of war; persons with disabilities and their caretakers; women-headed households or single mothers with underage children; the unemployed; disadvantaged groups that meet the requirements of ESS 7.]*

2.0 UNDERSTANDING INDIGENOUS PEOPLES IN UGANDA

2.1 DEFINITION OF KEY CONCEPTS

2.1.1 Indigenous Peoples

Reviewed literature indicates that there is no universally acceptable definition of “Indigenous Peoples”. Indigenous Peoples are defined differently from one country to another by such terms as “Indigenous ethnic minorities,” “aboriginals,” “hill tribes,” “minority nationalities,” “scheduled tribes,” “first nations,” or “tribal groups.” In Uganda, the term “ethnic minorities” is used to refer to VMGs. For purposes of this framework, the World Bank’s criterion for identifying VMGs will be used to distinguish them from the 65 ethnic groups in Uganda: that is, *those people who have historically suffered, and continue to suffer disempowerment and discrimination on economic, social and cultural grounds*. The term “Indigenous Peoples” is used in a generic sense to refer to a distinct social and cultural group possessing the following characteristics in varying degrees:

- Self-identification as members of a distinct indigenous cultural group and recognition of this identity by others;
- Collective attachment to geographically distinct habitats or ancestral territories in the project area and to the natural resources in these habitats and territories;
- Customary cultural, economic, social, or political institutions that are separate from those of the mainstream society or culture; or
- A distinct language or dialect, often different from the official language or languages of the country or region in which they reside.

It should be noted that the ESS7 contributes to poverty reduction and sustainable development by ensuring that projects supported by the World Bank enhance opportunities for Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities to participate in, and benefit from, the development process in ways that do not threaten their unique cultural identities and well-being.

The ESS7 further recognizes that Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities have identities and aspirations that are distinct from mainstream groups in national societies and often are disadvantaged by traditional models of development. In many instances, they are among the most economically marginalized and vulnerable segments of the population. Their economic, social, and legal status frequently limits their capacity to defend their rights to, and interests in, social issues at hand and may restrict their ability to participate in and benefit from development projects. In some instances, they do not receive equitable access to project benefits, or benefits are not delivered in a form that is culturally appropriate, and they may not always be adequately consulted about the design or implementation of projects that would profoundly affect their lives or communities. This ESS7 therefore, recognizes that the roles of men and women in indigenous cultures are often different from those in the mainstream groups, and that women and children have frequently

been marginalized both within their own communities and as a result of external developments, and may have specific needs.

It should be noted that the situation of Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities varies from community to community and from region to region. The particular national and regional contexts and the different historical and cultural backgrounds will therefore, form part of the Environmental and Social Assessment of the project. In this way, the assessment will be to support identification of measures to address concerns that project activities may exacerbate tensions between different ethnic or cultural groups. The following are the objectives of the ESS7 that should be taken into consideration during the project development and implementation.

OBJECTIVES OF ESS7

- To ensure that the development process fosters full respect for the human rights, dignity, aspirations, identity, culture, and natural resource-based livelihoods of Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities.
- To avoid adverse impacts of projects on Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities, or when avoidance is not possible, to minimize, mitigate, and/or compensate for such impacts.
- To promote sustainable development benefits and opportunities for Indigenous Peoples/ Sub-Saharan African Historically Underserved Traditional Local Communities in a manner that is accessible, culturally appropriate, and inclusive.
- To improve project design and promote local support by establishing and maintaining an ongoing relationship based on meaningful consultation with the Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities affected by a project throughout the project's life cycle.
- To obtain the Free, Prior, and Informed Consent (FPIC) of affected Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities in the three circumstances described in this ESS.
- To recognize, respect, and preserve the culture, knowledge, and practices of Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities, and to provide them with an opportunity to adapt to changing conditions in a manner and in a time frame acceptable to them.

As such, although the Ugandan Constitution does not expressly recognize indigenous peoples it makes provision for addressing some of the negative effects arising from ethnic imbalances. The Constitution, in the section on National Objectives and Directive Principles of State Policy, provides that every effort shall be made to integrate all peoples

while at the same time recognizing the existence of, amongst others, their ethnic, religious and cultural diversity. In this regard, the Constitution requires that everything necessary be done to promote a culture of co-operation, understanding, appreciation, tolerance and respect for each other's customs, traditions and beliefs.

2.1.2 Ethnic Minority Groups

It is possible to have endlessly argument about the meaning of the term 'minority' in the Ugandan context (and sub-Saharan Africa) and whether a particular group of individuals form a separate minority (MRG, 2001). Similarly, no definition of the term 'minority' has proved universally acceptable. However, the UN Human Rights Committee came up with a working definition as: *"any disempowered group, regardless of its numerical size could be considered a minority"* (Ibid).

2.1.3 Marginalized Groups

The term "Marginalization" generally describes the overt actions or tendencies of human societies whereby those persons perceived as being without desirability or function are removed or excluded (i.e., are "marginalized") from the prevalent systems of protection and integration, so limiting their opportunities and means for survival.

2.1.4 Vulnerable Groups

Vulnerability refers to the conditions determined by physical, social, economic and environmental factors or processes, which increase the susceptibility of a community to the impact of hazards/pandemics. A vulnerable group is therefore a population with specific characteristics that put it at a higher risk of falling into poverty than others living in project areas. Vulnerable groups include the elderly, disabled people, HIV/AIDS infected and affected individuals and households, women, and orphans and vulnerable children (girl child, street children, children from extremely poor households, HIV/AIDS infected and affected children, children with disabilities, children living with elderly or disabled parents, and children in paid employment).

2.2 RECOGNISING VMGS IN UGANDA

Uganda does not have an official definition of VMGs neither does it have a criterion for their identification. According to Uganda's 1995 Constitution, there are 65 ethnic groups referred to as its indigenous communities as from the date of 1st February 1926. Ethnic diversity plays a major role in shaping the behaviours and ways of life of people as their cultural and social life differ from one ethnic group to another. The term 'indigenous' as referred to in the Constitution is used to describe the different ethnic groups that have historically resided within Uganda's borders. This understanding differs markedly from the manner in which the term is used by international and regional organizations and by

experts on VMGs' issues. Uganda uses ethnic minorities, to the exclusion of other factors, as the only method of identifying VMGs.

The African Commission on the 3rd periodic report (concluding observations) on the Republic of Uganda, observed that one of the factors restricting the enjoyment of the rights enshrined in the African Charter on Human and Peoples' Rights (ACHPR, 2009) is the apparent lack of political will to take measures to realize the rights of VMGs especially the *Batwa* as guaranteed under the Charter. The commission recommended that Uganda adopts measures to ensure the effective protection of the rights of VMGs especially of the *Batwa* people as guaranteed under the Charter by establishing laws that protect land rights and natural resources of VMGs (ibid). These groups are not recognized as VMGs by the GoU which, prefers to call them vulnerable and Marginalized groups or Ethnic Minorities.

2.2.1 The Vulnerable and Marginalized Groups of Uganda

A number of ethnic minority groups in Uganda have been identified and they include traditional hunters and gathers' communities of:

- *Batwa*, also known as *Twa* or *Pigmies* who live primarily in south-western Uganda;
- *Ik* who live on the edge of the Karamoja - Turkana region along the Uganda - Kenya border in Kaabong district, Karamoja;
- *Benet*, also known as *Ndorobos*, are 20,000 in number and live in Kween district on the margins of and inaccessible parts on the slopes of Mt. Elgon in the north-eastern part of Uganda, and
- *Tepeth* also referred to as the *Soo*. They live in Mount Moroto and neighbor the Turkana and the Pokot of Kenya. They are also said to have been the original people of Moroto but due to ethnic wars with the Karamojong they were driven up the top of mount Moroto.

The VMGs of Uganda are commonly characterised by:

- Historical and continued suffering, disempowerment and discrimination on economic, social, cultural and political grounds;
- Reliance on their land and environment to sustain themselves both physically (in terms of food, fuel and habitat) and culturally;
- Threatened livelihoods mainly due to dwindling access to land and natural resources on which they depend as hunters and gatherers;
- Their economic systems exist separately from that of the mainstream or dominant community, and tend to have minimal interaction (if any) with the socio-economic and legal systems of national governments;

- Much lower health and education indicators than those of the dominant community, often due to difficult access. This means that they are particularly vulnerable to changes in their socio-economic and physical environments; and
- Social exclusion, deprivation from mainstream government services, lack of participation in development processes that affect them, and in most cases uncertainty of land and natural resource tenure.

2.3 KEY CONCERNS AND ISSUES COMMON TO VMGS IN UGANDA

The non-recognition and identification of VMGs by the GoU is a major cause of their neglect and violation of their rights. According to IWGIA, dispossession of traditional lands and territories is one of the major problems of VMGs in Africa. Dominating development paradigms in Africa perceive VMGs' modes of production (pastoralist, hunting, and gathering), as primitive, non-productive and unaligned with today's modernization aspirations of African States. Therefore, many development policies are either directly or indirectly unfavourable to VMGs' modes of operation. In addition, IWGIA notes that only a few African States recognize and protect the basic collective rights of VMGs in their constitutions or national legislation. Indigenous Peoples suffer from weak political representation, discrimination, and stereotyping from the mainstream society. Some of the major challenges and concerns faced by indigenous groups in Uganda are:

- Uganda's constitution has no express protection for VMGs, though it does provide for affirmative action in favor of marginalized groups (IWGIA, Update 2011);
- The Land Act of 1998 and the National Environment Statute of 1995 protect customary interests in land and traditional uses of forests. However, these laws also authorize the government to exclude human activities in any forest area by declaring it a protected forest, thus nullifying the customary land rights of VMGs. Nevertheless, the National Land Policy 2013 seeks to address the issue of dispossession of VMGs' ancestral lands as will be seen in the next section;
- Political participation of VMGs remains limited and their socio-economic rights are ignored by the State and society; and
- Eviction from their homelands has limited Uganda's VMGs' access to natural forest food, herbal medicine, and shelter leaving some of them plagued by starvation and sickness;
- Frequent attacks from hostile ethnic groups for example, the Tepeth in Moroto are attacked by the Pokot and Turkana from Kenya. The Ik are attacked by other Karamojong ethnic groups.

The International Work Group for Indigenous Affairs (IWGIA) and the Working Group on Indigenous Issues of the Commission have argued that: the issue of VMGs revolves around the assertion that certain marginalized groups are discriminated against in particular ways because of their particular culture, mode of production and subordinate position within the State and that State legal and policy frameworks have been impotent at addressing these challenges. This is a form of discrimination, which other groups within

the country do not suffer from. It is legitimate for the marginalized groups to call for the protection of their rights in order to alleviate this particular form of discrimination.

2.4 VULNERABLE AND MARGINALISED GROUPS (VMGs) AND EDUCATION

The government of Uganda considers education as a basic human right. Participating in education is also viewed as part of the solution to reducing poverty. The government is dedicated to providing equitable access to quality and affordable education to all Ugandans.

The presence of Vulnerable and marginalized learners has been seen in earlier Education projects for example Uganda Secondary Expansion Education Project (USEEP). In the event that the project area of influence includes these groups, consideration has been made to ensure that the VMGs will access the project benefits in a culturally appropriate manner. However, there is a risk of poor access to disaggregated data in a timely manner and monitoring the continuity of these learners from Vulnerable and Marginalized groups.

Indigenous Peoples tend to have less access to and poorer quality of education than other groups. Their education often does not incorporate curricula and teaching methods that recognize their communities' histories, disabilities, cultures, pedagogies, traditional languages and traditional knowledge.

It should be noted that minimal, if any, negative impacts are anticipated as a result of the project. Most of the impacts anticipated will be positive for all learners, including the VMGs. As a result, a key focus of the VMGF and the VMGPs will be to propose proactive steps for such groups to benefit from the project. It is generally known that the vulnerable and marginalized learners do not have easy access to the education in a similar way to other learners.

3.0 VULNERABLE AND MARGINALISED GROUPS (VMGs) POLICY FRAMEWORK

3.1 The Constitution of the Republic of Uganda (1995):

Education is a constitutional right according to the Constitution of the republic of Uganda. Article 30 gives all persons a right to education. Under education objectives, the State is obliged to take appropriate measures to afford every citizen equal opportunity to attain the highest educational standard possible. Article 32 on affirmative action in favour of marginalized groups states that the State shall take affirmative action in favour of groups marginalized on the basis of gender, age, disability or any other reason created by history, tradition or custom, for the purpose of redressing imbalances which exist against them; and that Parliament shall make relevant laws, including laws for the establishment of an equal opportunities commission, for the purpose of giving full effect of clause (1) of article 32. The Ugandan Constitution goes further to provide for the protection of minorities in Article 36 which grants Minorities the right to participate in decision making processes and their views and interests shall be taken into account in the making of national plans and programmes.

3.2 Education Act, 2008

The Act consolidates and streamlines the existing law relating to the development and regulation of education and training and to give full effect to the Universal Post Primary Education and Training Policy of Government. The Act stipulates that, “the provision of education and training for a child shall be the joint responsibility of the state, parent or guardian and other stakeholders and that basic education shall be provided and enjoyed as a right by all persons.”

3.3 Equal Opportunities Act 2/2007)

The Act makes provision in relation to the Equal Opportunities Commission (EOC) pursuant to articles 32 (3) and 32 (4) and other relevant provisions of the Constitution; to provide for the composition and functions of the Commission; to give effect to the States Constitutional mandate to eliminate discrimination and inequalities against any individual or group of persons on the ground of sex, age, race, colour, ethnic origin, tribe, birth, creed or religion, health status, social or economic standing, political opinion or disability, and take affirmative action in favour of groups marginalized on the basis of gender, age, disability or any other reason created by history, tradition or custom for the purpose of redressing imbalances which exist against them; and to provide for other related matters. Regulation 14 2(a) states on the functions of the commission being to investigate or inquire into, on its own initiative or on a complaint made by any person or group of persons, any act, circumstance, conduct, omission, program, activity or practice which seems to amount to or constitute discrimination, marginalization or to otherwise undermine equal opportunities.

The mandate of the Commission is “to eliminate discrimination and inequalities against any individual or group of persons on the ground of sex, age, race, color, ethnic origin, tribe, birth, creed or religion, health status, social or economic standing, political opinion or disability, and take affirmative action in favor of groups marginalized on the basis of gender, age, disability or any other reason created by history, tradition or custom for the purpose of redressing imbalances which exist against them and to provide for other related matters. The EOC also has powers to hear and determine complaints by any person against any action, practice, usage, plan, policy program, tradition, culture or custom which amounts to discrimination, marginalization or undermines equal opportunity.

3.4 The National Policy for Disaster Preparedness and Management (2010)

The policy provides a framework that details mechanisms and structures for the effective and practical management of disasters. The policy covers the broad subjects of vulnerability assessment, mitigation, preparedness, response and recovery, disaster management. It networks all the lead sectors, local governments, international development and humanitarian partners, the private sector and the NGOs under the principle of a multidisciplinary and multi skilled consultative approach. It also presents an institutional framework under which the partners coordinate their operations. It further recognizes the need to place emphasis on the vulnerable groups in drought-prone areas.

4.0 POTENTIAL COVID 19 RESPONSE PROJECT (CERP) IMPACT ON VMGS

The CER Project has a likelihood of bringing about a range of environmental and social issues that are likely to create positive and negative impacts. Particular rights of VMGs are recognized in international agreements and for World Bank-supported projects by the Bank's own policy. Such rights especially access to their social services are recognized in various National Policies. The implementation process of the CERP will have to identify and recognize these rights to ensure that activities do not infringe on the rights of VMGs.

There are no significant and/or irreversible adverse environmental and social issues anticipated from the activities of the Project.

Environmental Risks: The envisaged environmental risks at project implementation include: Poor solid waste management for worn out masks face masks and used up containers for the sanitizers, Contamination of water bodies or sources with water waste from hand washing facilities in schools which can potentially affect the larger community and Air Pollution resulting from open burning and/or incineration of solid wastes like rubbish and/or COVID-19 waste materials e.g. used masks. The project impacts were assessed through a screening process and appropriate mitigation measures were proposed in the Environmental and Social Management Framework (ESMF).

Social Risks: The main social risks are; the Continued or increased spread of COVID-19 in communities, Learners failing to re-enrol when schools open (i.e. drop-out) as a result of numerous reasons like; fear of contracting the novel virus, child employment, Failure of learners, teachers in schools and/or community members to observe the set COVID-19 SOPs and other social safeguards, Social unrest, panic and/or conflicts resulting from false information about COVID-19, Failure to access appropriate and timely COVID-19 emergence services, Gender-Based Violence (GBV) especially against women and girls, Exposure of learners to Sexual Exploitation and Abuse (SEA) and Violence against Children in schools, social stigmatization and segregation of learners among others.

A key principle of the project is inclusion and therefore the VMGF will focus on how to ensure that VMGs are aware of the project and can participate. The VMGF includes: a) Screening to determine presence of Vulnerable and Marginalized Groups and if present, b) Measures to ensure they benefit from the project activities through the preparation of a Vulnerable and Marginalized Group Plan (VMGP).

4.1 POTENTIAL POSITIVE IMPACTS

Table 2: Potential Positive Impacts

Project Components and Subprojects	Potential Positive Impacts on VMGs
<p>Component 1: Ensure learning during school closure and prepare for school reopening: 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.</p>	
<p>Sub-component 1.1 Supporting continuity of learning</p>	<p>Improvement of existing learning channels and creation of new ones to allow VMGs access learning materials will have the following positive impacts:</p> <ul style="list-style-type: none"> • Continuous access to quality education for lower secondary and primary schools • Enhanced chances of parents to monitor, counsel and encourage their children to stay in school since they will be studying within their community and hence a reduction in the dropout rate and increase in completion rates. • Improved primary school completion rates as pupils will be encouraged by the presence and proximity of secondary schools in their community. • Improved VMGs’ attitude towards education, hence making it a priority for many. Parents’ negative attitudes towards education may gradually change when they benefit from the good results of education. • Related to the above, more learners will enrol and complete primary and secondary school which will improve the literacy and numeracy levels of VMGs. • Secondary education empowers for better decision making at village level especially if many girls complete lower secondary education, it is one way of empowering them against gender-based

	<p>violence, SRH, SEA</p> <ul style="list-style-type: none"> • A reduction of beggars among the VMGs since people with secondary school education will find better coping mechanisms than begging.
<p>Sub component 1.2: Supporting vulnerable and marginalized groups.</p>	<p>Increasing support to VMGs will have the following positive impacts:</p> <ul style="list-style-type: none"> • Improved learning and performance for VMGs as a result of the remedial classes provided and provision of appropriate materials that meet their needs/situation. • Better equipped schools to meet the needs of the VMGs arising from the purchase and provision of the equipment • Increased participation of VMGs in schools due to the availability of appropriate materials • The VMGS both at school and community levels will ably access and understand relevant information about Covid-19 pandemic
<p>Component 2: Supporting safe re-opening, student re-entry and capacity building for resilience: 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.</p>	
<p>Sub component 2.1: Supporting safe re-opening, student re-entry and sustained progression in schools.</p>	<p>Consideration of safety of VMGs during reopening of schools will have the following positive impacts;</p> <ul style="list-style-type: none"> • The VMGs will confidently report back to school in big numbers knowing that they have been taken care of. • Teaching and learning for VMGs will have been made easy from the support provided inform of materials and equipment like braille.
<p>Sub component 2.2: Supporting capacity building activities for resilience</p>	<p>If there has been capacity building, there will be the following positive impacts;</p> <ul style="list-style-type: none"> • The different stakeholders will effectively and efficiently attend to the issues of VMGs • The availability of structured systems will make it easy for follow ups of VMGs as well as facilitate proper recordings keeping.

	<ul style="list-style-type: none"> The teachers and school management bodies such as SMCs, BoGs and PTA will benefit capacity building activities. VMGs parents will be encouraged to be part of the schools management bodies.
<p>Component 3: Project Management, Monitoring and Evaluation: This component 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.</p>	
	<p>Appropriate management of the proposed CERP will imply that VMGs will actively and effectively participate and have a fair share of the project benefits in way of increased number of their children who successfully complete lower secondary and primary education.</p> <p>There will be effectively implemented as a result of the supervision and monitoring provided</p>

4.2 POTENTIAL NEGATIVE IMPACTS

The CERP is likely to have the following negative impacts;

The VMGs may lose the most in terms of educational outcomes if the support provided by the project is not sufficiently managed to promote educational equity and inclusion. Such may result into;

- Failure to adapt to the new suggested learning and teaching methodologies by the teachers will lead to infinite loss of educational interest by the VMGs.
- Inability by the parents and guardians to provide supplementary support to the learners in form of materials and psychological and emotional support especially that people's incomes have been affected by the Covid-19 Pandemic that has increased the poverty levels. This is in situations where the project may not be in position to provide all the learning necessities.
- Failure to adequately prepare and reach out to all the VMGs due to inadequate resources
- VMGs may experience early marriages as a result of lack of resources to facilitate continued learning if the project does not reach out to them.
- VMGs' health status as they may be more at risk of exposure to the Covid-19 virus through new interactions with people at school which may lead to an increased in infection. Continuous sensitization prior to and during the project implementation should be emphasized to prevent against VMGs from being more vulnerable.

- VMGs like other learners may face interruptions in classroom set up in a bid to observe social distancing requirements yet the infrastructure may not be sufficient. As such there may arise need to have other shelters to serve as classrooms.

To address the above effects, the CERP will ensure a clear strategy for implementation that puts into consideration these likely negative impacts. There should be purposeful targets accompanied by proper documentation to better manage the needs of the VMGs. The other mitigation measure is for MoES to encourage schools to provide alternative structures for use by the learners. The social other impacts other than those related to social safeguards should be mitigated in line with the Environmental and Social Management Framework (ESMF) prepared for the CERP project.

5.0 SCREENING AND SOCIAL ASSESSMENT (SA)

5.1 INVESTMENT SCREENING

Screening is a necessary requirement prior to implementation to determine if vulnerable and marginalized people are present in the project area or have an attachment to the project activities. In conducting this screening, the technical expertise of qualified social scientists with knowledge on the social behaviours in the project area will be considered. Consultations with the VMGs concerned and the executing agency will be undertaken. The existing administrative structures at district level will be used to inform the vulnerable and marginalized communities about the proposed project and arrange for consultative meetings. Community leaders as well as VMG leaders will also be involved in dissemination of information about the meetings where need arises. Local radio stations may be used to communicate the meeting dates, venues, and purpose.

To ensure inclusive participation:

- a) Consultations should be conducted in indigenous languages
- b) Representatives of the vulnerable and marginalized groups in collaboration with the local administration in the project area will agree on a venue that is considered by way of mutual consensus as appropriate.
- c) Provide adequate notice for the consultation meetings and allow time for consensus building, and the articulation by VMGs of their views and preferences.
- d) Ensure the time chosen for the meetings is appropriate for majority of the VMGs to attend.

5.1.1 Screening Methodology

Screening will be done using a screening check list in a collaborative and consultative approach. The CERP Environmental and Social Specialists will prepare the screening forms for the *Vulnerable and Marginalized Groups Framework (VMGF)*. A sample screening form is shown in **Annex 1**. If the results show that there are VMGs in the project, a Social Assessment (SA)/analysis will be undertaken.

5.1.2 Screening Criteria

The CERP and Consultants responsible for project preparation and implementation will visit all VMGs settlements near the schools. Consultative meetings will be arranged in selected communities with the VMGs and their leaders to provide them information about the educational requirements the project is proposing and take their views on the project. During this visit, the screening team will undertake screening of the VMGs with the help of the community leaders and local authorities. The screening will cover the following aspects:

- a) Name(s) of VMGs in the community area;
- b) Total number of VMGs in the community area that go to school;
- c) Percentage of VMGs to that of total area/locality population
- d) Number and percentage of VM households in the community where the project school is situated.
- e) Any learning materials and equipment already owned by the VMGs suitable for the project?
- f) If no, any suggestions to avoid missing out on effective teaching and learning?

5.2 SOCIAL ASSESSMENT

If, after the screening process the CERP concludes that VMGs are present in, or have collective attachment to, the project area; a social assessment will be undertaken to evaluate the project's potential positive and adverse effects on the VMGs, and to examine project alternatives where adverse effects may be significant. The breadth, depth, and type of analysis required for the social assessment will be proportional to the nature and scale of the proposed project's potential and effects on the Vulnerable and Marginalized Groups present. The CERP will prepare detailed Terms of Reference (ToR) for the social assessment study once it is determined that VMGs are present in the project area. The social assessment will also identify if the proposed teaching and learning methodologies in response to Covid-19 Pandemic will result in any changes that could minimize the educational concentration of the VMGs. The social assessment will ensure free, prior and informed consultation with the VMGs during project planning and implementation. It will ensure that mitigation of potential adverse impacts, derived from project activities, will be based on a participatory and consultative process generally acceptable to the World Bank and the VMGs themselves.

To ascertain the existence of VMGs in the project areas and the impact of the project on these groups, Social Assessment will be undertaken and the findings and recommendations will be shared. The Social Assessment provides an understanding of the socio-economic and cultural characteristics of the VMGs in the project area, so as to make it responsive to social and development needs of VMGs. The Assessment entails: evaluating the legal and institutional frameworks applicable to VMGs; assessment information on socio-economic, cultural, political aspects of VMGs; and assessing the project activities for potential risks/challenges and negative and positive impacts and how to manage them in a manner that is culturally appropriate and gender and inter-generationally inclusive.

To ensure that the development process fosters full respect for the human rights, dignity, aspirations, identity, culture, and natural resource-based livelihoods of Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities.

1. To avoid adverse impacts of projects on Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities, or when avoidance is not

possible, to minimize, mitigate, and/or compensate for such impacts.

2. To promote sustainable development benefits and opportunities for Indigenous Peoples/ Sub-Saharan African Historically Underserved Traditional Local Communities in a manner that is accessible, culturally appropriate, and inclusive.
3. To improve project design and promote local support by establishing and maintaining an ongoing relationship based on meaningful consultation with the Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities affected by a project throughout the project's life cycle.
4. To obtain the Free, Prior, and Informed Consent (FPIC) 3 of affected Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities in the three circumstances described in this ESS.
5. To recognize, respect, and preserve the culture, knowledge, and practices of Indigenous Peoples/ Sub-Saharan African Historically Underserved Traditional Local Communities, and to provide them with an opportunity to adapt to changing conditions in a manner and in a time frame acceptable to them.

The project activities should comply in addition to social screening, with the following namely; -

- a) Mitigate any possible adverse impacts
- b) Be socially and culturally acceptable to the VMGs and economically feasible especially where they have to make contributions towards the teaching and learning processes in response to Covid-19 Pandemic requirements,
- c) Be institutionally feasible: Local school capacity should be adequate to take up project activities
- d) Be environmentally sustainable and avoid detrimental impacts from those activities that cannot be mitigated
- e) Be supported by the VMGs and other communities through participatory consultations
- f) Be supported by training and capacity building if necessary to enhance VMGs and community development.

5.2.1 Methodologies for Social Assessment

a) Combined qualitative and quantitative analysis method

Usually social Assessment (SA) is comprehensive in nature in relation to the project requirements and involves complex social issues. As such quantitative analysis is preferred, such as for population structure, educational level and socioeconomic indicators. These indicators are analyzed arithmetically and evaluated objectively. Qualitative indicators that cannot be quantified should be analyzed and evaluated

through a combination of qualitative and quantitative analysis, but primarily qualitative analysis. However, in this case the impacts are expected to be minimal and the social assessment/analysis will be in line with the scope of impacts identified and indeed will focus more on how to enhance coverage to more VMGs.

b) Comparative analysis method

The comparative analysis method is designed to find out the social profile of a project area in the absence of the project, and the impacts of the project on the area after its completion, thereby identifying the natures and degrees of different benefits and impacts.

c) Stakeholder analysis method

Stakeholders refer to all parties directly or indirectly interested in the Project, and affected by or affecting the success of the Project directly or indirectly. The stakeholder analysis method, identifies different stakeholders involved in the Project and prepares a stakeholder table, detailing expectations for the Project roles and responsibilities for successful project implementation.

d) Participatory assessment

Participatory assessment is a method that involves all stakeholders in SA. The key points include listening to all stakeholders' opinions respecting all participants, showing interests in their knowledge, speeches and behaviours, and encouraging them to share their knowledge and ideas. Through a semi-structured survey and whole-process participation, this method will make compensation and resettlement programs, measures for mitigating social risks, and other programs concerning the affected persons' immediate interests more operable and acceptable.

Other methods

A number of data analysis tools and methods shall be used in undertaking SA, including: a) socioeconomic survey; b) institutional analysis; c) social gender analysis; d) social impact analysis; e) poverty analysis; and f) social risk assessment.

5.3 PROCESS OF CONDUCTING SOCIAL ASSESSMENT

The process of gathering baseline information on educational social, cultural, and political characteristics of the VMGs, will be through a participatory rural appraisal mapping exercise involving the VMGs in the proposed project area. Mapping the community area where the project is targeted will determine the degree on need, how the vulnerable and marginalized communities earn their living and utilize the incomes so as identify how project can enhance their contribution without inflicting more vulnerability. The mapping will provide information on; **(i)** location and distance of the area and the project schools and condition of available infrastructure, **(ii)** primary

beneficiaries of the proposed project, (iii) secondary beneficiaries like parents and community at large, (iv) the effects of these proposed response teaching and learning methodologies on the VMGs, and (v) mitigation measures of adverse impacts if any. The following survey methods could be considered mainly in SA for project investments where a VMGP is required.

5.3.1 Literature Review:

Literature review is intended to learn the history and background of the project, and the social and economic situation of the project area, which is an important basis for in-depth field survey. The SA team should collect feasibility study reports, plans and other documents related to the Project according to the Bank policies of Indigenous Peoples and educational needs, including:

1. Statistics: social and economic statistics of the project area; VMGs census and statistics on social response.
2. Documents: documents on project implementation; provisions of teaching and learning methodologies that accommodate VMGs; documents of the social and environmental requirements during pandemics.
3. Research findings: existing related research findings on educational planning and other findings related to the current Project Design documents of the CERP: project proposals, feasibility study reports and relevant documents
4. Review of Legal Framework: A review, on a scale appropriate to the project, of the legal and institutional framework applicable to VMGs.
5. Focus Group Discussions (FGD): Should be held with officials and technicians of competent authorities aimed to learn their attitude to, ideas and suggestions for the project.

5.3.2 Stakeholder Identification

All the interested and affected stakeholders will be identified with specific focus of the vulnerable and marginalized groups and will include an elaboration of a culturally appropriate process for consulting with the VMGs at each stage of project preparation and implementation. A stakeholder mapping exercise will be conducted where there is a likelihood of VMGs being affected and the stakeholder mapping process will ensure that all the interested and affected stakeholders are identified and included in the social assessment process including impact identification and mitigation.

5.3.3 Stakeholder Consultation

Once screening has been conducted the presence of vulnerable and marginalized groups are confirmed, the existing administrative structures - district leaders through and with

the support of community local leaders will inform the vulnerable and marginalized communities about the proposed response project. In collaboration with CERP, they will facilitate and arrange for consultative meetings with members of the vulnerable and marginalized groups and in these meetings there will be free and prior information about the proposed sub project, the proposed location, and potential adverse impacts of the project on the marginalized and vulnerable groups.

Such consultations will include use of indigenous languages, allowing time for consensus building, and selecting appropriate venues to facilitate the articulation by VMGs of their views and preferences. Representatives of the vulnerable and marginalized groups in collaboration with the local administration in the project area will select a venue that is considered by way of mutual consensus as appropriate.

Engagement will be based on honest and open provision of information, and in a form that is accessible to VMGs. Engagement will begin at the earliest possible stage, prior to substantive on-the-ground activity implementation. Engagement, wherever possible, will be undertaken through traditional authorities and structures within communities and with respect for traditional decision-making structures and processes. However, recognition of the limitation these structures sometimes pose for some groups, such as women and young people will be taken into account.

Inclusion practice for community engagement, in the context of Vulnerable and Marginalized Groups and response projects, will aim to ensure that:

- a) Vulnerable and Marginalized Groups have an understanding of their rights
- b) Vulnerable and Marginalized Groups are informed about, and comprehend the full range (short, medium and long-term) of social and environmental impacts – positive and negative – that can result from the proposed project
- c) Any concerns that Vulnerable and Marginalized Groups have about potentially negative impacts are understood and addressed by the CERP
- d) Traditional knowledge informs the design and implementation of mitigation strategies and is treated respectfully
- e) There is mutual understanding and respect between the CERP and the Vulnerable and Marginalized Groups as well as other stakeholders
- f) Vulnerable and Marginalized People aspirations are taken into account in project planning so that people have ownership of, and participate fully in decisions about, community development programs and initiatives
- g) The project has the broad, on-going support of the Vulnerable and Marginalized Groups
- h) The voices of all in the Vulnerable and Marginalized Groups are heard; that is, engagement processes are inclusive.

5.3.4 Impact Identification Including Long-term

The assessment of the project benefits and impacts will be conducted based on free, prior, and informed consultation, with the affected Vulnerable and Marginalized Groups (VMGs). In a participatory process the determination of potential adverse impacts will entail an analysis of the relative vulnerability of, and risks to, the affected VMGs given their distinct circumstances as well as their lack of access to opportunities relative to other social groups in the communities, regions, or national societies in which they live. Another concern is that while projects may consider short-term positive or negative impacts, they usually fail to consider the long-term impacts that project interventions could have on the social situation of VMGs. Therefore, the identification of impacts should consider any likely long-term impacts as well.

5.3.5 Mitigation Measures

To avoid or minimize adverse impacts and, at the same time, ensure benefits for the VMGs the MoES through the CERP project may apply the following basic principles in the implementation of the project activities;

- Ensure that VMGs in general are not excluded by any means in activities of selection, design, and implementation processes
- Provide relevant materials and equipment to all VMGs' learners and support interventions that will break the barriers to their retention and completion of school;
- Ensure that VMGs in the project areas get a fair share of the CERP project in their ancestral lands so that children of the major tribes are encouraged to attend school within VMGs community to encourage interactions with the wider community. Therefore, the project should be mindful of the potential harm that maybe caused by gaps in service provision;
- Carry out specific assessments of the impact of proposed subprojects on the economic and social development of VMGs as an integral part of the project cycle, through a transparent process with free and informed participation of the affected communities. CERP has to ensure that the interventions do not unnecessarily and unintentionally increase the vulnerability of the VMGs.
- Where alternatives are not feasible and adverse impacts on VMGs are unavoidable, MoES, together with VMGs and others knowledgeable of VMG culture and concerns should immediately make an assessment of the key impact issues; and
- MoES should undertake the necessary tasks in order to adopt appropriate mitigation measures. The most important in this respect is routine consultation with the VMGs communities, leadership and others who have experience in working with VMGs.

5.3.6 Strategies for VMGs participation

VMGs are usually unintentionally excluded from accessing basic services because they are not sufficiently positioned to tap into the available vital opportunities. Below are the suggested strategies to ensure their inclusion and participation in CERP.

5.3.7 Strategies for inclusion of VMGs

- Ensure that the project systems and procedures are clearly laid down to promote their participation.
- Work closely with the district officials for follow up to have all the VMGs reached and attended to.
- The project should have in place determined participatory techniques that can help facilitate the involvement of VMGs.
- Ensure that the capacity of teachers and any other persons responsible for VMGs HAS adequately been enhanced and they have the necessary knowledge and skills and expertise in working with these groups and using participatory techniques.
- Investigate how learners can be made more responsive and inclusive of these groups e.g. inclusion of VMGs/VMGs on school management bodies (BoG/SMC/PTA).
- Include specific indicators related to these groups in monitoring and evaluation systems, and involve all stakeholders in monitoring and evaluation.

5.3.8 Consultation and Mobilization

CERP must be designed in such a way that all key stakeholders have participated in decision-making and management. In order to enhance the positive benefits of the project, there should be adequate consultation and participation of VMGs during project design and implementation to ensure that the project adequately addresses the needs, priorities and preferences of the VMGs. Emphasis should also be put on mobilizing communities to provide support and continuously encourage the VMGs to stay in school and complete the education cycle.

Access to relevant information should be emphasized for all VMGs to enable them know their rights, demand for services and hold the leadership accountable. However, the VMGs should also fulfill their duties and responsibilities as project stakeholders.

The project will involve the training of School management teams that should work together with the respective District leadership and others to mobilize VMGs to participate in the CERP.

5.3.9 Working with Stakeholders

The extent to which the CERP project will be able to collaborate, share information, and synthesize efforts will determine, the success of project interventions. Engaging stakeholders will help the CERP project to:

- i. Identify and prioritize learning and community needs and opportunities for inclusion in design and implementation of CERP activities;
- ii. Identify potential positive or negative impacts that CERP may enable mitigation;
- iii. Encourage VMGs community members are involved in project design, implementation, and monitoring;
- iv. Identify and evaluate potential partners to implement the project; and
- v. Monitor project impacts and ensure that the project meets VMGs' expectations

Experience of already existing like-minded partners in the project areas will be useful to the CERP project. These partners will be approached to make contributions in various ways that help in the promotion of VMGs education through provision of materials and equipment addressing some of the underlying barriers to education. Therefore, MoES through the CERP should consider tapping into this opportunity during project implementation.

5.4 WHO CONDUCTS THE SOCIAL ASSESSMENT (SA)

The social assessment (SA) will be undertaken in the first two months of project implementation, by the social consultants who will be recruited by the CERP as part of developing the Vulnerable and Marginalized Groups Plan (VMGP). The TOR for the work will be shared with World Bank for clearance. The SA consultants will gather relevant information from separate group meetings: Discussions will focus on project impacts, positive and negative; and recommendations for design of project. The social consultants will be responsible for carrying out the SA, analyzing the SA, and for leading the development of the VMGP.

6.0 CIRCUMSTANCES REQUIRING FREE, PRIOR, AND INFORMED CONSENT (FPIC)

Free, Prior, Informed Consultation (FPIC), refers to a process whereby affected vulnerable and marginalized communities, freely have the choice, based on sufficient information concerning the benefits and disadvantages of the project and how these activities occur. The consultation process will ensure that any negative impact on the learners in the VMG area is addressed and they as well share benefits accruing from the project. FPIC of the vulnerable and marginalized learners will be conducted at each stage of the project, and particularly during project preparation, to fully identify their views and ascertain their broad community support for the project.

The World Bank OP 4.10 ‘contributes to the Bank’s mission of poverty reduction and sustainable development by ensuring that the development process fully respects the dignity, human rights, economies, and cultures of Indigenous Peoples (IPs). For all projects that are proposed for World Bank financing and that affect Vulnerable and Marginalized Groups (VMGs), the Bank requires the borrower to engage in a process of Free Prior and Informed Consultation

6.1 The Elements of FPIC

- a. **Free** – VMGs are able to freely make decisions without coercion, intimidation or manipulation
- b. **Prior**–sufficient time is provided for the VMGs to be involved in the decision making process before key project decisions are made and impacts occur
- c. **Informed** – VMGs are fully informed about the project and its potential impacts and benefits, and the various perspectives regarding the project (both positive and negative)
- d. **Consultation** – there are effective uses of consultation methods appropriate to the social and cultural values of the VMGs and their local conditions and in designing these methods, give special attention to the concerns of learners and their access to education materials.

6.2 FPI Consultation Tools

The CERP will utilize an evidenced approach and tools to ensure FPIC is observed throughout the life of project. The proposed FPIC tools will include stakeholders’ attendance lists, photographic evidences and minutes and/or back-to-office reports.

6.3 Strategy for Participation and Consultation with VMGs

Participation of VMGs in selection, design and implementation of the subprojects usually to a great extent determines the extent to which the VMGP objectives would be achieved. To ensure benefits have as wide a reach as possible the CERP undertook prior and informed consultations with the affected VMGs and those who work with and/or

are knowledgeable of these people's educational issues and concerns. To facilitate effective participation, the VMGP will continue to follow a schedule to consult VMGs at different stages of the project program cycle, especially during preparation and implementation of the VMGPs. The primary objectives will be to examine the following:

- a) To seek their inputs/feedback on how to maximize benefits accessibility and how to avoid or minimize the potential adverse impacts associated with the required works;
- b) To identify culturally appropriate impact mitigation measures; and
- c) To assess and adopt economic opportunities, which will be promoted to complement the measures required to mitigate the adverse impacts.

The consultations will be carried out broadly; first, the CERP will consult the VMGs about the need for, and the probable positive and negative impacts associated with the Covid-19 education response planned activities. Second, prior to detailed impact assessment, ascertain how the VMGs in general perceive the need for undertaking the planned response activities and gather any inputs/feedback they might offer for better outcomes, which would eventually be addressed in VMGPs.

The VMGPs communication strategy will therefore:

- Facilitate participation of VMGs with adequate gender and generational representation; customary/traditional VMG organizations; community elders/leaders; and civil society organizations on VMGs development issues and concerns.
- Provide them with relevant information about the project, including that on potential adverse impacts, organize and conduct the consultations in manners to ensure free expression of their views and preferences.
- Document details of all consultation meetings, with VMGs perceptions of the proposed activities and the associated impacts, especially the adverse ones and any inputs/feedbacks offered by VMGs; and an account of the broad community support by VMGs.

The EA will assess the detailed impacts at household, school and community levels, with a particular focus on the adverse impacts perceived by VMGs and the probable (and feasible) mitigation and community development measures. To ensure continuous informed participation and more focused discussions, the communication strategy will provide affected VMGs with the impact details of the proposed project activities. Consultations will cover topics/areas concerning cultural and socioeconomic characteristics, as well as those VMGs consider important. Consultations will continue throughout the preparation and implementation period, with focus on the households directly affected. Consultation stages, probable participants, methods, and expected outcomes are suggested in the VMGs consultation matrix below.

Table 3: Free, Prior and Informed Consent.

Free	Prior	Informed	Consent
No manipulation	None of the following should be undertaken before consent has been obtained: <ul style="list-style-type: none"> • authorization or commencement of activities • Finalization of development plans. Specific time requirements of the consultation/ consensus process.	Information to be provided should: <ul style="list-style-type: none"> • Be accurate/up to-date • Be in an appropriate language with appropriate means of delivery • Include information, on social, environmental and cultural impacts, duration, proposed benefits 	Form may vary for different communities: so may be oral or written but will always involve consultation and participation.
No coercion.			The process should be participatory.
No incentives.			Decision-making should not exclude marginalized individuals due to gender, ethnicity or any other factors.
No intimidation.			

The project will build on and expand the process of meaningful consultations and will ensure good faith negotiation among the affected parties. The project will take the responsibility of documenting: (i) the mutually acceptable process to carry out good faith negotiations as agreed upon and (ii) the outcome of the good faith negotiations including all agreements reached as well as dissenting views;

To avoid or minimize adverse impacts and, at the same time, ensure strengthening of benefits and full participation of the vulnerable groups, CERP will:

- a) Ensure that vulnerable and marginalized groups in general are informed of activities selection, design, and implementation processes to seek input and to provide clarification.
- b) Carry out analysis of socio economic impacts of proposed projects activities on vulnerable groups through a transparent process with the free and informed participation of the affected learners.
- c) Ensure that the interventions do not unnecessarily and unintentionally exacerbate factors outside the scope of planned impacts;
- d) Screen the activities of the project for preliminary understanding of the nature and magnitude of potential impacts, and explore alternatives to avoid or minimize any adverse impacts as detailed in the ESMF;
- e) Be guided by the ESMF, which spells out the principles of mitigation measures to address such negative impacts;
- f) Undertake the necessary tasks in order to adopt appropriate mitigation measures. The most important in this respect is consultation with the VMG parents and learners;
- g) Sustainability is also important aspect

7.0 VULNERABLE AND MARGINALIZED GROUPS PLAN (VMGP)

Based on the social assessment, the project will develop appropriate mitigation measures and activities for vulnerable and marginalized groups. A VMGP addresses the (i) aspirations, needs, and preferred options of the effected VMGs, (ii) local social organization, cultural beliefs, ancestral territory, and resource use patterns among the affected VMGs; (iii) potential positive and negative impacts on VMGs; (iv) measures to avoid, mitigate, or compensate for adverse project effects; (v) measures to ensure project benefits to VMGs; (vi) measures to strengthen the capacity of local authority and relevant government departments to address VMGs issues; (vii) the possibility of involving local organizations and non-governmental organizations with expertise in VMGs issues; (viii) budget allocations; and (ix) monitoring. MoES, the implementing agency will submit the VMGP to the Bank for review and approval prior to commencement of project works.

The Vulnerable and Marginalized Groups Plan should be flexible and pragmatic in nature, and its level of detail varies depending on the specifics of the project and nature of effects to be addressed. The VMGP includes the following elements, as needed:

- a) A summary of the social assessment
- b) A summary of results of the free, prior, and informed consent with the affected VMGs communities that was carried out during project preparation that led to broad community support for the project.
- c) A framework for ensuring free, prior, and informed consent with affected VMGs communities during project implementation.
- d) An action plan of measures to ensure that VMGs receive social and economic benefits that are culturally acceptable.
- e) When potential adverse effects on VMGs are identified, an appropriate action plan which includes measures to avoid, minimize, mitigate, or compensate for these adverse effects.
- f) The cost estimates and financing plan for VMGP.
- g) Accessible procedures appropriate to the project or addressing grievances by the affected VMGs' communities arising from project implementation. When designing the grievance procedures, the borrower (GoU) through MoES will take into account the availability of judicial recourse and customary dispute settlement mechanisms among the VMGs.
- h) Mechanisms and benchmarks appropriate to the subproject for monitoring and evaluating, and reporting on the implementation of the VMGs. The monitoring and evaluating mechanisms should include arrangements for the free, prior, and informed consultation with the affected VMGs.

Table 4: Vulnerable and Marginalized Groups Plan

Issues	Activities	Responsible	Indicators
Screening	Carry out an inventory of VMGs in the proposed project implementation areas	CERP Team MoES	Report
Vulnerable and Marginalized Groups Orientation and Mobilization	Community Meetings	CERP MoES District Officials	Dynamics of VMGs in screened areas well understood by key stakeholders VMGs in all areas identified give broad support for the project
Consultations with Vulnerable and Marginalized Groups	Participatory Rural Appraisals	CERP	Information from consultations verified as correct and a true representation of their needs and priorities
Mapping of community resources critical to VMGs which could benefit from the project	Baseline survey	MoES CERP District Officials	Community reports Information from consultations verified by as correct and a true representation of cultural and social, aspects for their inclusion.
Development of strategies for participation of VMGs and mitigation measures	Social Screening	CERP team MoES District Officials	Activities implemented respect their rights and conditions and do not leave the VMGs worse off than they were.
Capacity Building	Training and Information sharing on Policy requirements for VMGs and VMPOs	CERP team MoES District Officials	VMGs and VMGOs aware of policy and project requirements.
Representation of VMGs in decision making organs	Ensure Representation of VMGs in relevant project	MoES CERP Team	Active participation of VMGs in meetings and activities

Issues	Activities	Responsible	Indicators
	implementation bodies		M&E reports indicate that representation is satisfactory to the VMGs
Participatory M&E with VMGs	Internal M&E	CERP Team MoES	M&E reports accessible for reference Mechanism for feedback into VMGF in place and implemented

8.0 GRIEVANCE MECHANISM

8.1 Over view

Apart from the general project grievance procedures as already indicated in the ESMF, a grievance mechanism specific for VMGs will be put in place. A grievance mechanism is an accessible and inclusive process, or procedure that receives and acts upon complaints and suggestions for improvement in a timely manner, and facilitates resolution of concerns and grievances arising in connection with a project. An effective grievance mechanism provides project-affected parties with redress and helps address issues at an early stage. The concerns and grievances of the VMGs related to the environmental and social performance of the project will be addressed in a timely manner where grievances are received and resolution of such concerns and grievances facilitated. The grievance mechanism will be proportionate to the potential risks and impacts of the project and will be accessible and inclusive. Where feasible and suitable for the VMGs, the grievance mechanism will utilize existing formal or informal grievance mechanisms, supplemented as needed with project-specific arrangements. The grievance mechanism is expected to address concerns promptly and effectively, in a transparent manner that is culturally appropriate and readily accessible to all project-affected parties, at no cost and without retribution. The mechanism, process, or procedure will not prevent access legal or administrative actions.

Actions taken on the grievance or suggestions should be informed and balanced. The time frame for grievance resolution depends on factors such as the urgency of the complaint; need for further investigations, consultations, funding and capacity. The grievance mechanism sets out indicative time frames for acknowledgment, interim responses, and, where possible, final resolution of grievances. Some grievances may require coordination among multiple departments/agencies, often outside the control of the project, or require detailed investigation. Such grievances may take longer to address, and this should be communicated to the parties concerned when acknowledging receipt of the grievances. Supporting documents needed to achieve resolution form part of the files related to the grievance/feedback.

The aspects of confidentiality, impartially, objectively, and timeliness should be highly considered. The project implementers are expected to address allegations of retaliation, abuse, or discrimination and take appropriate remedial measures. It is planned that the project implementers will ensure that there is a functional Grievance Management Committee (GMC) at school level charged with the responsibility of handling grievances that may arise. There will also be another committee at district level that is easily accessible and inclusive receiving and promptly addresses complaints as they may arise.

8.2 Grievance Redress Process

The VMGP will establish a mechanism to receive and facilitate resolution of affected VMGs concerns, complaints, and grievances about the project's safeguards performance.

The community, including those with low levels of literacy, should be able to access the grievances mechanism easily. The CERP should facilitate access by maintaining and publicizing multiple access points to complaint mechanisms, such as at the project schools and in key locations within communities, including remote communities. Making VMGs grievance mechanisms accessible to all stakeholders, is helpful to make the process simple and easy to understand; publicize them broadly via appropriate accessible channels and should be free of charge to stakeholders. Accessibility for marginalized or vulnerable individuals or groups is important, as is documenting grievances received and responses provided. The procedure of grievance redress will be incorporated in the project information pamphlet to be distributed prior to implementation.

8.3 Establishment of Grievance Redress Committee

A Grievance Redress Committee (GRC) will be established at the project area once it has been determined that VMGs are present in that area and that a VMGP is needed. The composition of the Committees will include representatives of the VMGs, school administration, and local leadership. The GRCs are to be formed and activated during the VMGPs implementation process to allow VMGs sufficient time to lodge complaints and safeguard their recognized interests. Assistance to VMGs will be given to document and record the complaint, and if necessary, provide advocate services to address the grievances. As is normal practice under customary law, attempts will be made to ensure that the established grievance management channels at school, community and district levels traditional leaders via the GRC solve all disputes after a thorough investigation of the facts. The traditional dispute resolution structures existing for each of the VMGs should be considered as the first step in resolving grievances.

8.4 Further Redress-Courts of Law

All the grievances that will not be resolved by the GRC or which the VMGs are dissatisfied with in terms of resolution will be channeled to the existing structures in Uganda Courts of Law for management as the last resort.

8.5 Grievance Log Documentation and Recording

Documentation of complaints and grievances is important, including those that are communicated informally and orally. These should be logged, assessed, assigned to individuals for management, tracked and closed out or “signed off” when resolved, ideally with the complainant(s) being consulted, where appropriate, and informed of the resolution. Records provide a way of understanding patterns and trends in complaints, disputes and grievances over time. Transparency should be maintained – for example, through regular reports on issues raised and rates of resolution – provision should also be made for confidentiality of information or anonymity of the complainant(s) whenever necessary. A grievance log will be established by the CERP and executing partner agencies and copies of the records kept with all the relevant authorities at the school, community,

district and will be used in monitoring of complaints and grievances. All complaint should have an individual reference number, and is appropriately tracked and recorded actions are completed. The log contains a record of the person responsible for an individual complaint, and records dates for the following events:

- a) Date the complaint was reported;
- b) Date the grievance log was uploaded onto the project database;
- c) Date information on proposed corrective action sent to complainant (if appropriate);
- d) Date the complaint was closed out; and Date response was sent to complainant.

8.6 Responding to Complaints

Once parties agree on a path forward – such as an apology, compensation or an adjustment to operations – an action plan should be formalized and implemented. Depending on the issue, responses may vary from a single task to a program of work that involves different parts of the operation. Effective responses will also include engagement with parties involved to ensure that the response continues to be appropriate and understood. Communities should also be advised of the closeout of the issue and what has been done to achieve it. This feedback provides an opportunity for the PIU to demonstrate that it has addressed the issue as well as confirming that the community considers the response satisfactory and the matter closed.

8.7 Monitoring Complaints

It is important to collect data on community interactions – from low-level concerns and complaints to ongoing disputes and higher-order grievances – so that patterns can be identified and project management alerted to high-risk issues. Effective monitoring may also help to prevent the escalation of lower-level disputes into more serious conflicts.

Information related to monitoring of the VMGPs will be gathered through various channels, such as formal review, evaluation and analysis or through day-to-day interaction with VMGs. Monitoring will help determine the effectiveness of processes for responding to community concerns; for example, by tracking complaint resolution rates over time. This information can then be used to refine the system and improve the outcomes being achieved. The outcomes of monitoring should be reported formally to the community on a regular basis, in addition to being used for internal management purposes. The VMGs/Project Community Liaison Officer for each sub project investment will be responsible for:

- Providing the project investment reports detailing the number and status of complaints;
- Any outstanding issues to be addressed; and
- Monthly reports, including analysis of the type of complaints, levels of complaints, and actions to reduce complaints.

9.0 GUIDELINES ON PREPARATION OF THE VULNERABLE AND MARGINALIZED GROUP FRAMEWORK

The World Bank policies under the Environmental and Social Framework (ESF) ESS7 requires that a process of free, prior, and informed consultation, with the affected vulnerable and marginalized stakeholders, of the potential adverse and positive effects of the Project be designed and used in consultation. It is likely that some of the proposed investments will result in significant adverse impacts for vulnerable and marginalized communities and as such the VMGs should be informed and consulted prior to Project implementation. The Vulnerable and Marginalized Groups Framework (VMGF) sets out:

- The potential positive and adverse effects of USEEP subprojects on VMGs;
- A plan for carrying out the social assessment for USEEP subprojects;
- A framework for ensuring free, prior, and informed consent with the affected VMGs' communities at each stage of project preparation and implementation;
- Institutional arrangements including capacity building where necessary for screening project-supported activities, evaluating their effects on vulnerable and marginalized groups, preparing VMGF, and addressing any grievances;
- Monitoring and reporting arrangements, including mechanisms and benchmarks appropriate to the project; and
- Disclosure arrangements to the VMGs to be prepared under the VMGF.

9.1 INSTITUTIONAL AND IMPLEMENTATION ARRANGEMENTS

The existing financial management arrangements in MoES as established under the Directorate of Finance and Administration will be used to manage the project financial and other resources. During project implementation, the MoES shall coordinate project implementation and manage: (a) project monitoring, reporting and evaluation; (b) contractual relationships with IDA and other co-financiers; (c) procurement and (d) financial management and record keeping, accounts and disbursements.

9.2 ROLES AND RESPONSIBILITIES OF IMPLEMENTATION STAKEHOLDERS

MoES: The Ministry will take the overall responsibility of implementing CERP through the established Project Coordination (PCU) Unit; including ensuring the effective execution of the VMGF. Coordination of all social issues including on VMGs under the project will lie with the Commissioner, Education Planning Department (EPD) supported by the PCU which will be headed by a Project Coordinator (PC). This will be done in a way similar to how it is done for other projects under the Ministry. The Environment and Social Safeguard Specialist (ESSS) and the Social Development Specialist in the Ministry/PCU will oversee the preparation and implementation of the VMGF. Other roles of the ministry will include:

- Preparation of the VMGF for the Project and ensuring that measures to address adverse impacts where they cannot be avoided are clearly indicated.
- Making consultations with relevant stakeholders, paying special attention to include affected VMGs (and other VMGs) and relevant government agencies in ensuring that VMGs fully benefit in culturally appropriate ways.
- Ensuring that the VMGF/ have adequate resources to enable effective implementation;
- Providing technical assistance and facilitation to LGs/Schools to implement the VMGP.
- Implementing monitoring and reporting activities of the Plan, including arranging and paying for any independent monitoring that might be deemed necessary.
- Notifying the World Bank of any substantial change in the course of the planned implementation.
- Building capacity of the relevant LG staff and VMGs and other vulnerable groups; and
- Reporting both to relevant authorities and WB on project progress and any unexpected and unintended events affecting VMGs.

District Local Governments (LGs): LGs will support the MoES to identify the VMGs learner and also establish their needs and requirements at school level to enable the Ministry provide the appropriate materials and equipment. Districts especially the District Education Department (District Education Officer (DEO) and District Inspector of Schools (DIS) will also support in support supervision of the activities related to the VMGs. The LGs should devise measures during identification, to ensure that sub-counties inhabited by VMGs' communities and/or schools serving VMGs and other ethnic minorities are participating fully in the project.

During CERP implementation, the District Community Development Officer (DCDO) with guidance from the ESSS at PCU/MoES will:

- Undertake social screening of the project to confirm the presence of and enhance the participation of VMG communities and other VMGs in the district;
- Implement the VMGP in their respective districts;
- Mobilize the relevant VMGs' communities and create awareness about the project;
- Monitor mitigation measures intended to enhance the participation of VMGs' communities and vulnerable groups in the CERP; and
- Monitor the implementation of the VMGP on the ground and produce progress reports.

Schools/Communities: Primary and Secondary schools/communities will be the actual implementers of the proposed project, particularly the activities involving preparation for re-opening of schools and continuous learning. Among their roles will be:

- Attend and make contributions during stakeholder meetings;

- Participate in project implementation on ground overseeing the rollout of the activities;
- Participate in the monitoring of VMGP implementation; and
- Safeguard and maintain project materials and equipment as applicable.

Local/Community Organisations: If found necessary, mapping of the key partners will be done after which active local partners maybe reached out for partnership and networking for not only sharing their experiences and knowledge of working with VMGs but also strengthen the project implementation and to consolidate and jointly achieve the CERP project objectives especially around mobilising VMGs to actively participate and benefit from the project.

9.3 A SITUATIONAL ANALYSIS AND ENHANCEMENT OF CAPACITIES FOR VMGP IMPLEMENTERS

The MoES has relatively adequate institutional capacity to implement this VMGF. The MoES has in the past, implemented World Bank supported projects (e.g. USEEP, UTSEP, UPPET) all of which have involved implementing social safeguards measures. Therefore, the Ministry has accumulated considerable capacities in management of vulnerable and marginalized groups. However, considering that this is a special project in response to a Covid-19 Pandemic, the capacity of the MoES to plan and implement the measures outlined in this VMGF requires continuous strengthening for a robust vulnerable and marginalized people management. The MoES has therefore, recruited an Environment and Social Safeguards Specialist (ESSS) under the ARSD&USDP project who is expected to liaise and guide the Social Development Specialist who should be recruited to manage social safeguards and issues for the CERP. The Ministry should plan to undertake relevant training in implementation of the Indigenous Peoples Plan and orientation training on the new World Bank Environment and Social Framework for further capacity enhancement.

The officers in the LGs and target Schools to be trained will include DCDO, CDOs, District Official incharge of Special Needs, BoG/SMC/PTA members, head teachers and teachers. They should be trained on social safeguards including all social issues in addition to being facilitated accordingly by MoES to help implement and monitor the VMGPs on the ground. Specific areas of training will include screening, development of district specific VMGPs, managing social issues, and monitoring and reporting. The SDS will be the responsible focal person for all social matters including safeguards related to the CERP. The SDS in close collaboration with the respective districts (DCDO) will:

- a. Map out VMG communities within the project areas;
- b. Explain the rights of VMGs as enshrined in Uganda's legal framework;
- c. Design appropriate tools to undertake free, prior and informed consultations among the VMGs;
- d. Disseminate the draft VMGP to the VMGs for their consent and input;

- e. Conduct and participate in training matters related to the identification, communication and provision of services to VMGs;
- f. Ensure that appropriate channels are used to communicate with VMG communities; and
- g. Train safeguards personnel at the district levels on project implementation and monitoring.

At school/community level, CERP project hopes to enhance management and accountability through support to school administration and management teams (BoG, SMC and PTA). Training of these teams will ensure improved overseer role and management of the project activities while enhancing their operation and maintenance capacities. The BoG/SMC/PTA should in turn sensitize VMGs' communities on the important role they should play in the project implementation.

10.0 BUDGET

The costs for the implementation of VMGPs will be financed by CERP. At this stage, it is not possible to estimate the exact number of VMGs who may be affected since the technical designs and details of all investments have not yet been finalized. It is therefore not possible to provide a correct budget for the total cost of VMGP that may be associated with the project implementation. The following is an indicative budget for each sub-project, which may be revised once the VMGP is completed.

No.	Activities	Estimated Cost (USD)
1	Preparation of the VMGP	10,000
2	Sensitization/Awareness creation of stakeholders at District and School levels	40,000
3	Capacity building (teachers, None teaching staff, VMGs, etc)	30,000
4	Mitigation measures: Targeted support to the VMG	40,000
5	Stakeholders trainings/ consultation forums on VMGF	30,000
6	Monitoring and evaluation of the implementation of VMGP	30,000
7	Purchase and provision of appropriate learning materials for learners	60,000
		240,000

11.0 MONITORING AND EVALUATION

11.1 Mechanisms for monitoring, evaluation and reporting

All project results indicators will be disaggregated by gender to monitor girls and girl's participation in the CER Project activities. The implementation of VMGPs will be monitored. The Project Implementing Unit (PIU) will establish a monitoring system involving the project staff at different levels (national, District, School) as well as community groups of VMGs to ensure effective implementation of VMGP. A set of monitoring indicators will be determined during VMGP implementation and will be guided by the indicators contained in the VMGF document. The project support consultants will carry out monitoring, as will the World Bank social staff. Appropriate monitoring formats will be prepared for monitoring and reporting requirements such as outcomes and impacts on vulnerable communities

Monitoring for VMGs will include gender and vulnerability specific indicators and reports will present data disaggregated by gender and vulnerability. To effectively monitor project impacts on VMGs, the baseline data for the project will include data on representative VMGs'. The M&E mechanisms adopted for the project will ensure that in addition to process and outcome indicators, appropriate impact indicators are defined related specifically to impacts on vulnerable groups and their livelihoods. These will include for example: how many vulnerable people participated actively and benefitted from project activities and documentation of their opinions on project impacts and if any of their specific concerns were addressed during implementation. In measuring the extent and quality of participation, it will be important to understand and capture how gender differences will affect the participation of girls in CERP activities.

11.2 Reporting

The progress reports will be generated by the implementing partners following a schedule as shall be agreed with the World Bank. The preparation of the progress reports will be supported by the environmental and social safeguards specialists in the project at the national level. The final reports will be submitted to the Bank.

References

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ANNEX 1-SOCIAL SCREENING FORM

SOCIAL SCREENING FORM FOR CERP ACTIVITIES	
A. BACKGROUND INFORMATION	
A1.Type/description/justification of proposed activity	
A2. Location of activity	
A.3 Duration of Activity	
A 4. Focal point and person for activity	
B. BENEFITS	
B1. Benefits for local people	
B2. Benefits to Vulnerable and Marginalized Groups (VMGs)	
B3. Total Number of expected beneficiaries	
B4. Total Number of expected Vulnerable and Marginalized Peoples beneficiaries	
C. POTENTIAL ADVERSE SOCIAL IMPACTS	
C.1 Will activity entail restriction of access of VMP to the project materials and equipment	YES / NO If YES exclude from project
C.2. Will activity entail long distances as a hinderance to VMGs	YES / NO If YES exclude from project
C.3 Will activity affect affective teaching and learning of the VMGs	YES / NO If YES exclude from project
D. CONSULTATION WITH IP	
D1. Has VMP orientation to project been done for this group?	YES / NO
D2. Has PRA/RRA been done in this area?	YES/ NO
D3. Did the VMP give broad support for project	YES/ NO

Prepared by: _____ Verified by: _____ Date: _____
 _____ Date: _____

Note: Attach sketch maps, PRA/RRA results and other relevant documents.

Annex 2: Summary of Stakeholder views

What challenges did vulnerable and marginalized learners face as a result of Covid-19 Pandemic?

1. In Nwoya District, there are plans to convert a school into a special needs school.
2. Children with special needs are rarely reported about and so they are not planned for.
3. There is a challenge of learners with HIV/AIDS fail to take drugs because they fear being looked at by fellow learners
4. Inappropriate infrastructure to accommodate the needs of the vulnerable and marginalized learners
5. Lack of appropriate materials to support the VMG learners during the Covid-19 pandemic e-learning
6. There are no specific teachers trained to handle/care for the learners with disabilities especially during this period of Covid-19 pandemic
7. Students with disabilities had limited access to hospitals as all transport means were closed off during the lock down.

Recommendations

1. Strengthen laws, systems and procedures involving VMGs.
2. Establish ramps for the disabled learners
3. Empower families/households of VMGs with economic support
4. Organize training for teachers and other care takers to manage VMGs especially during this period of Covid-19 Pandemic
5. Provision of essential materials like bicycles for the disabled
6. Government should pay special attention to schools where learners with special needs go and ensure that all aspects related to prevention from Covid-19 spread are addressed.
7. The World Bank policy of “No child should be left behind” should be adhered to.