



# Concept Environmental and Social Review Summary

## Concept Stage

### **(ESRS Concept Stage)**

Date Prepared/Updated: 09/02/2022 | Report No: ESRSC02950



**BASIC INFORMATION**

**A. Basic Project Data**

Country	Region	Project ID	Parent Project ID (if any)
Tanzania	EASTERN AND SOUTHERN AFRICA	P178157	
Project Name	Zanzibar Improving Quality of Basic Education Project		
Practice Area (Lead)	Financing Instrument	Estimated Appraisal Date	Estimated Board Date
Education	Investment Project Financing	10/3/2022	12/15/2022
Borrower(s)	Implementing Agency(ies)		
United Republic of Tanzania	Ministry of Education and Vocational Training (MoEVT)		

Proposed Development Objective

To improve teaching competencies, strengthen learning outcomes, and reduce the gender gap in transition rates within basic education.

Financing (in USD Million)	Amount
<b>Total Project Cost</b>	<b>50.00</b>

**B. Is the project being prepared in a Situation of Urgent Need of Assistance or Capacity Constraints, as per Bank IPF Policy, para. 12?**

No

**C. Summary Description of Proposed Project [including overview of Country, Sectoral & Institutional Contexts and Relationship to CPF]**

Despite significant progress in terms of improving access to basic education in Zanzibar over the past decade, additional concerted efforts are needed to ensure that these gains also translate to improvements in learning outcomes. The most recent Early Grade Readiness Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) in 2017 for grade 3 students, indicate that only 1 percent of students met the oral fluency benchmark (50 correct words per minute) and only 4 percent met the reading comprehension benchmark, whereas 0.9 percent were able to carry out the addition/subtraction and 5.9 percent were able to accurately complete the missing number subtask. The low learning outcomes are indicative of the lack of proper acquisition of foundational skills, affecting the



ability of students to progress through basic education with adequate learning levels and impacting their readiness in lower and upper secondary. Moreover, the availability of data on learning outcomes is scarce. The country does not have a national learning assessment and large-scale learning assessments, such as the EGRA/EGMA, or SACMEQ, have not been systematic, as it is usually donor-funded and based on project needs. These assessments also tend to use different measures of learning outcomes and are not comparable.

The learning environment can also be challenging and an impediment to effective teaching and learning. For example, some districts have average class sizes of over 75 students, and some even as high as 104 (e.g. Magharibi district). This prevents teachers from effectively applying student-centered pedagogies which require smaller classroom settings, and also creates challenges in terms of rolling out effective continuous assessments. This limits the teacher's ability to provide individual feedback and support to pupils. Moreover, some schools also lack adequate sanitary facilities, especially for lower secondary girls.

Although access to primary and lower secondary education has increased over time, boys tend to disengage early, especially at the lower secondary level and girls tend to underperform on Form 4 examinations. Boys tend to repeat classes more frequently and dropout, especially at the lower secondary level. The transition rate from Form 2 to Form 3 in 2021 was 70.5 percent for boys compared to 88.4 percent for girls. In addition, girls tend to underperform on their end of cycle examination (Form 4) despite being over-represented in the cohort of Form 4 students.

The Zanzibar Improving Quality of Basic Education Project (ZIQUE) seeks to strengthen teaching and learning in basic education and promote higher completion rates by: (i) supporting the roll out of the new competency-based curriculum and related teaching and learning materials; (ii) improve the capacity to monitor learning levels through the national learning assessment; (iii) support school-based teacher training program; (iv) support the use of educational technologies to enhance teaching and learning; (v) carry out strategic construction to improve learning conditions, (vi) implement a Boys and Girls Science and Leadership Program to enhance socio-emotional readiness of students; and (vii) support system strengthening. By focusing on high quality teaching and learning materials, improving the learning environment, and providing regular, targeted and effective support to teachers, the Project aims to improve learning outcomes and support student progression through the cycle. The proposed Project will be implemented over a six-year period and aims to address some of the most critical challenges to achieving quality basic education in Zanzibar. The proposed design builds on: (i) global evidence regarding factors which impact learning, in particular those that address what happens within the classroom; (ii) achievements and lessons learned from the implementation of the current ZISP project; (iii) sector priorities identified within the Zanzibar Education Development Plan (ZEDP II); and (iv) contextual evidence based on past and ongoing analytical work carried out in Zanzibar.

The proposed instrument is an Investment Project Financing with the strategic use of Performance-Based Conditions (PBCs) to incentivize critical changes in the system. The proposed PBCs are designed to be closely aligned and integrated within project activities to ensure efforts are contributing to the overall development objective of the project. The proposed activities are organized in four components: (i) Support the effective roll out of the new curriculum in basic education; (ii) Strengthen teacher effectiveness; (iii) Support conducive learning environments; and (iv) Systems strengthening and project management.



#### **D. Environmental and Social Overview**

D.1. Detailed project location(s) and salient physical characteristics relevant to the E&S assessment [geographic, environmental, social]

The proposed project will be implemented on Unguja and Pemba Islands, where the entire coastline is threatened by degradation associated with non-sustainable human activities, such as coastal construction, dumping of solid and liquid effluent, including untreated sewage. Land degradation, which is partly driven by an economy that is largely dependent on exploitation of primary resources, is one of the main ecological concerns in Zanzibar today. The proposed Project will, however, be implemented within the confines of the existing schools and aims to address some of the most critical challenges to achieving quality basic education in Zanzibar. Although construction activities will take place in existing schools however there might be a need to require the acquisition of additional land in areas where the school land is not enough, or even removal of encroachers from the school land. In other cases, there might be acquisition of new areas for the construction of classrooms especially in rural settings where schools are located more than 3km. With land scarcity in Zanzibar, all land related matters in the project will be guided by ESS5. The 2006 Persons with Disabilities (Rights and Privileges) Act (Zanzibar) that is supposed to cater for the need of the people with the disability, however, children with disabilities attend special schools, special units in mainstream schools or “inclusive places” in mainstream schools, rather than inclusive education with minimal entrance to Secondary Schools. All Project activities including the design of e-learning systems will need to consider the needs of disabled people as well other vulnerable groups that will be identified during the project design. The project design also needs to consider social cultural issues that might affect the implementation of the activities if not addressed properly.

Zanzibar labor laws include provisions to prohibit child labor as well as protect workers’ rights, including Occupational Health and Safety (OHS). However, compliance with the labor laws and regulations for individuals or small local contractors/independent builders is weak in both urban and rural areas and will need to be monitored closely.

The project builds on the achievements and lessons learned during the implementation of the Zanzibar Improving Student Prospects (ZISP- P153277) which became effective January 2017 and was implemented in Unguja and Pemba and expected to close January 2023.

#### **D. 2. Borrower’s Institutional Capacity**

Observed environmental and social challenges during implementation of ZISP in Zanzibar indicated capacity concerns that can be readily and deliberately addressed through focused capacity building and technical support as part of sub component 4 which aims to develop the capacity of key officials and staff with MoEVT to effectively deliver results for this Project, support related project implementation costs and carry out impact evaluations. A capacity development plan will be prepared during project preparation to identify specific areas for capacity development. This may include but is not limited to: development of capacity of ZIE and ZEC staff on national learning assessments, development of capacity of staff on procurement processes including contract management, develop capacity of engineers to carry out effective monitoring during construction and development of capacity to effectively support environmental and social safeguards activities. Generally, the borrower has inadequate experience in managing environmental and social risks and impacts. The capacity of the borrower was assessed at two levels, namely the Ministry level, the main recipient, and the LGA or the school level, where the project will be executed. Experience during the implementation of the previous project (ZISP) which used old safeguards policies indicates that there was no dedicated Safeguards Unit/team for social risk management at the MOEVT, resulting in ad hoc assignment of staff during missions. At the LGA level there was minimal involvement of the LGA Officers responsible for Environment and



Social in the management of social risks at the school level where the project was implemented. Awareness, participation and capacity to monitor and manage E&S risks at the school level is low to non-existent. Although the capacity continues to be built through ZISP implementation, which will close in January 2023, the proposed project will put in place a mechanism to ensure that management of E&S risk are well addressed throughout project implementation. The mechanism will include preparation of tools to manage the potential risks and impacts as a result of the implementation of project activities such as the ESMF and the deployment of staff dedicated for the management of E&S risks and impacts at the Ministry level. The MOEVT has recently deployed Environmental and Social (E&S) staff to finalize the E&S safeguard issues during closing of ZISP and assist in the preparation of ZIQUEP, but their capacity on environmental and social risk management needs to be strengthened. It is expected that the Ministry will continue to use the capacity already built through ZISP to manage the E&S risks emanating from the ZEQUE project. The Ministry has also indicated a need for more capacity and resources to be added to E&S risk management given the breadth of the proposed physical activities and geographical coverage under ZIQUEP.

## II. SCREENING OF POTENTIAL ENVIRONMENTAL AND SOCIAL (ES) RISKS AND IMPACTS

### A. Environmental and Social Risk Classification (ESRC)

Substantial

#### Environmental Risk Rating

Substantial

The potential environmental risks and impacts of the project are primarily associated with subproject activities under Component 1, Sub component 1.1 which will finance the development and/or adaptation, printing and distribution of student textbooks, teacher guides, supplementary materials, and graded readers for primary and lower secondary grades, Component 2, Sub Component 2.1 which will finance the purchase of necessary equipment to facilitate access to the Virtual Learning Environment (VLE) platform to support Continuous Professional Development (CPD) activities at the school level, and Component 3, Sub component 3.1 which will support a targeted construction program and will focus on wards with high pupil-classroom ratios and those where the closest school is more than 3 km from the community. The predicted environmental risks associated with the project include (i) the generation of GHGs from printing activities and preparation of learning materials from sub component 1.1, (ii) the generation of electronic waste due to purchasing of equipment from sub component 2.1, and from sub component 3.1 the anticipated risks and impacts include (iii) construction wastes and other related liquid and solid wastes and (iv) potential air, soil and groundwater pollution owing to the generated wastes. Potential risks and impacts during operation of classrooms will include pollution of land and water caused by the generation of e-waste from purchasing of e-equipment, printing of materials and the use of classrooms. Hence e-waste management planning will be necessary. Printing of materials will also lead to GHG emissions. Solid and liquid wastes from the students and other users of the facilities may lead to pollution of water, air, land and poor sanitation and health issues if not properly managed. Other impacts might include conflicts with the community due to increased number of students increased pressure on social services and utilities, increased and noise levels and safety and health risks due to fire hazards or spread of infectious diseases such as COVID-19 pandemic. Based on the type and extent of the aforesaid and other envisioned environmental related impacts from the printing activities and construction program and given the low capacity of the Ministry to manage the associated risks, the potential environmental risk of the project is rated to be Substantial. These impacts can be addressed through standard mitigation measures and compliance with relevant national laws and good international industry practice, and guidance from adherence the project’s ESMF which will serve as an underlying framework to address the E&S risks and impacts.

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## Social Risk Rating

Substantial

ZIQUE will support Zanzibar government's initiatives to finance critical school infrastructure and to make the students' learning environment conducive. Under component 3, ZIQUE will support a targeted construction program that will focus on wards with high pupil-classroom ratios thus resulting into smaller class sizes and reducing distance to schools in area where closest school is more than 3km from the community thus reducing barriers to access, especially for girls in lower secondary schools. These interventions will have positive impacts in terms of ensuring access to school for children in rural Zanzibar. Part of subcomponent 3 is to develop a school construction strategy and standardized school design that will adopt an inclusive approach to ensure the design considers students living with disabilities. The design also needs to consider the needs of the lower secondary school girls by designing spaces that will cater for their monthly needs. The project social risk rating (SRR) is substantial at this stage because construction of additional classrooms or new schools are likely to result into the potential social impacts that will require mitigation. The constructions of extra classrooms might require additional land in urban areas, thus resulting in loss of land or loss of livelihood in school owned land and other related impacts to the affected households. The constructions activities may give access to the Project workers/contractors/local Fundi to the school compounds, thus imposing risks of GBV and Sexual exploitation to the young children both boys and girls.

## B. Environment and Social Standards (ESSs) that Apply to the Activities Being Considered

### B.1. General Assessment

#### ESS1 Assessment and Management of Environmental and Social Risks and Impacts

##### **Overview of the relevance of the Standard for the Project:**

The E&S risks and impacts assessment and management will be needed for the entire project duration given its proposed activities which include preparation of learning materials, purchase of electronic and other equipment and construction of classrooms and other buildings. The risks and impacts caused by the proposed activities under subcomponents 1.1 and 2.1 will likely to occur during operation stage of the project while those caused by sub component 3.1 will likely to occur during pre-construction, construction and operation stage of the project implementation. Sub component 3.1 will support a targeted construction program and will focus on wards with high pupil-classroom ratios and those where the closest school is more than 3km from the community. The risks and impacts at the pre-construction stage that are envisaged to arise as a result of the proposed project activities under sub component 3.1 are those related to land acquisition, land, water and air pollution caused by mobilization and loss of economic opportunities. Risks and impacts likely to occur during construction stage include construction wastes and other related solid wastes, occupational safety and health risks linked to construction workers, community health and safety risks from the handling, transport, and disposal of construction wastes and other related solid wastes, possible soil erosion, land degradation, water source depletion, etc. could also arise in relation to improper construction activities and water extraction activities. Others are possible soil and groundwater contamination owing to the generated wastes, construction workers and community exposure to COVID-19, air and noise emissions, possible road accident resulting from the transportation of materials from source to the construction site and biodiversity impacts. Risks and impacts at the operation phase will include those from sub components 1.1 and 2.1 such as the generation of GHGs from printing activities and preparation of learning materials and the generation of electronic waste. Risks and impacts from sub components 3.1 are those related to waste generation such as water, air and land pollution, increased pressure on social services and utilities, increased dust and noise levels and safety and health risks due to fire hazards.



In order to mitigate potential negative risks and impacts the project will prepare an Environmental and Social Management Framework (ESMF), which will provide guidance to the project to screen impacts and prepare appropriate safeguard instruments, Environmental and Social Environmental Assessment (ESIAs) where required and Environmental and Social Management Plans (ESMPs), for specific subprojects that will involve significant physical works. These site or activity specific instruments will be prepared and approved prior to commencement of physical works. The ESMF which will cover all risks and impacts associated with the proposed project activities as well as GBV/SEA risks. The ESMF will also provide a screening checklist, which will be used to identify potential environmental and social risks and determine the level of assessment and design appropriate mitigation measures depending on the location, nature, scope and significance of the expected environmental impacts of the project activities. The following documents will be developed and disclosed on the borrower and WB websites prior to Board approval: (i) Resettlement Policy Framework (RPF); (ii) Stakeholder Engagement Plan (SEP) will be prepared prior to Appraisal; (iii) Environmental and Social Commitment Plan (ESCP) prior to appraisal; and (iv) Labour Management Procedures, will be prepared after Appraisal. The ESMF will have guidance on and include a list of subproject eligibility/exclusion.

**Areas where “Use of Borrower Framework” is being considered:**

Since the proposed financing is IPF, the operation will not rely upon the Borrower’s E&S Framework. The team will support the client in the preparation of the environmental and social assessment and of the screening and monitoring tools according to the mitigation hierarchy. The proposed project activities will be conducted under ESF and the Ministry team will be capacitated to prepare all the relevant E&S risks and impacts management tools as per the ESF such as the Environmental and Social Management Framework (ESMF), the Resettlement Policy Framework (RPF), the Stakeholder Engagement Plan (SEP), Labor Management Plan (LMP) and the Environmental and Social Commitment Plan (ESCP). Apart from using the WB ESF, the preparation of E&S risks and impacts assessment and management tool will also incorporate Zanzibar E&S, ESIA, Labor, Occupational Health and Safety, legal and regulatory.

**ESS10 Stakeholder Engagement and Information Disclosure**

The project will be implemented in Zanzibar covering Unguja and Pemba. Therefore stakeholders include national and local authorities such as the Ministry of Education and other educational bodies (Registrar Office in Zanzibar), Regional Administrative Authorities, District Authorities, Shehia Councils, school committees, Parents committees, Pupils committees, and local communities local NGOs and CBOs. Other key stakeholders include development partners who will be actively involved in the design and implementation of the program where possible, and international NGOs that have interest in educational matters. The project will prepare a Stakeholder Engagement Plan (SEP) that will identify the relevant project stakeholders including project-affected parties and other interested parties.

The SEP will outline the characteristics and interests of the relevant stakeholder groups and timing and methods of engagement throughout the life of the project. The application of ESS10 stakeholder engagement and disclosure of information is a central part of the proposed project that will be closely monitored through the implementation of the Stakeholder Engagement Framework (SEF), the ESMF, and RPF. The project will facilitate meaningful





consultations through the project preparation with project stakeholders so they can express their views, feedback, concerns, risks and proposed changes and mitigation measures for the project activities. These consultations will be documented and disclosed in the format agreed with the Bank. The project information will be disclosed on the Ministry webpages and in other ways that can reach the local communities where the project will be implemented in relevant local languages and a culturally sensitive manner. Enhancement of the existing Project level and community-based Grievance Redress Mechanisms (GRMs) will be undertaken to address any complaints that may arise as a result of the implementation of the project.

## **B.2. Specific Risks and Impacts**

**A brief description of the potential environmental and social risks and impacts relevant to the Project.**

### **ESS2 Labor and Working Conditions**

The labour risks and impacts are likely to occur due to the proposed project activities under Component 3 Subcomponent 3.1 where the project will conduct construction activities. Sub-component 3.1 will support a targeted construction program and will focus on wards with high pupil-classroom ratios and those where the closest school is more than 3km from the community. In managing risks and impacts associated with labour and working conditions the project will use both the WB ESF, ESHS Guidelines, the country's laws and regulations on labour conditions as well as any other local and international agreements.

Construction activities will expose the laborers and the public to bronchial and other respiratory tract diseases. Poor use (or not using at all) of the safety gear during construction phase could result in loss of life or injuries during construction. The incidence rate of water borne diseases such as cholera and diarrhea will increase if there are no proper sanitation practices at the construction site. Other labour risks which may exist within the workforce including failure to abide to national legislation in relation to working hours, rest periods, pay, and other benefits. In order to properly manage labour the project is expected to prepare management tools such as Labor Management Procedures, and include Health, Safety and Environmental (HSE) measures in ESMF and ESMPs in line with Good International Industry Practice (GIIP). These tools will focus on and ensure health and safety of workers, the local communities, as well as Primary Suppliers, during the construction, operational and maintenance phases of the project are well addressed. The Labor Management Procedures (LMP) will have detailed information on work terms of conditions including explicit prohibition of child labor. The LMP will also include measures to ensure that labor is provided on a voluntary basis and will further ensure the health and safety of workers, especially women are given adequate attention.. The construction activities might also lead to the influx of workers in the communities thus resulting into the potential risk of sexual harassment and GBV/SEA and the possible spread of communicable diseases such as COVID-19 and Sexually Transmitted Diseases (STDs). These risks will be mitigated through tools such as Codes of Ethical Conduct that will be signed by contractor's workers and through trainings on gender, GBV HIV/AIDS and COVID-19 awareness that will be well elaborated in the LMP. LMP will also include details of the grievance redress mechanism for workers and the roles and responsibilities for monitoring workers and will be attentive to GBV/SEA/SH grievances in order to address them appropriately. The project will also prepare occupational health and safety monitoring programs which will form part of the ESMPs where records of occupational incidents and accidents as well as diseases and dangerous occurrences are maintained throughout the project lifecycle.

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During construction the project is expected to use two types of workers, namely, direct workers, mostly civil servants employed by the Government at the Ministry and school levels, while the second type is contracted workers including local fundis, (masons), construction workers (labourers), contractors, supervision consultants (where necessary) for the construction of classrooms. In order to manage risks and impacts to workers, the Ministry will include OHS measures that address: i) potential hazards for workers (materials, activities, substances); ii) protective and prevention measures; iii) provision of training; iv) first aid; and v) hygiene facilities. The arrangements to respond to the requirements of ESS2 will be described in the ESMF and will consider the national requirements, the Environmental Health and Safety Guidelines on Occupational Health and Safety and GIIP.

### **ESS3 Resource Efficiency and Pollution Prevention and Management**

Risks associated with application of the ESS3 may comprise client's focus on reducing cost or estimated value for maintenance of a school, that might lead to the use of the cheap materials, without considering resource efficiency, user's wellbeing, and safety. This might lead to negative impacts to local natural resources, workers, and pupils. Subproject designs will be reviewed by the project and incorporated construction materials in relation to ESS3 to mitigate the potential environmental impacts and ensure the use of the most durable and efficient materials to reduce impact and increase local benefits and make maintenance easier (in addition to reducing costs). During construction, the contractors will be required to protect the environment (soil and nearby streams) from hazardous materials that could come from machine cleaning and other construction related wastes. The client will be required to define construction disposal sites according to acceptable parameters of ESS3 and to ensure that contractors do not leave hazardous wastes in the construction sites (paint containers, cement bags, diesel/oil containers, batteries, etc.). Appropriate disposal arrangement of electronic waste from old or unused learning materials and ICT activities will need to be clearly defined in site specific ESIA's and in ESMPs. It is anticipated that e-waste will be collected separately and later on taken to the designated registered vendor by the National Environmental Management Council (NEMC) for recycling and proper disposal. Specific assessment of potential risks and impacts of GHG emissions from printing activities will be undertaken as part of ESIA's and mitigation measures will be outlined in the ESMPs to be prepared prior to the commencement of the relevant project activity.

Efficiency use of water that will be needed for the construction of the classrooms and sanitary facilities as part of the component 3 of the project is important during construction and operation of the project. The client needs to incorporate rainwater harvesting facilities in schools to harvest rainwater that could be used during operation as part of resource efficiency initiatives.

The sourcing of building materials such as timber and sand will also follow country's regulations and guidelines on the management of such resources which among other things provide guidance on the harvesting of such resources from authorized areas in a sustainable manner. Any possible project risks linked to forest landscapes and community forest based will need to be underlined during the environmental and social screening and assessment stages and mitigation proposed through best practices.

### **ESS4 Community Health and Safety**



Civil works during construction of classrooms under sub component 3.1 may result in impacts to community health and safety which will need to be assessed and mitigated through an Environmental and Social Impact Assessment (ESIA) and/ or an Environmental and Social Management Plan (ESMP). Potential impacts to community health and safety include increased risk of Gender Based Violence associated with the presence of the construction workforce, road traffic accidents and the transmission of communicable and/ or vector borne diseases including COVID 19. Impacts and risks to community health and safety will need to be addressed in the ESMF and the subsequent ESIA/ESMPs. Community health and safety, including requirements for PPE, hygiene standards and distancing will also need to be considered during stakeholder engagement in line with the evolving COVID-19 situation.

Social risks to be addressed in the ESIA and/or ESMP include potential impacts on communities from workers (including labor influx) including sexual harassment and GBV, and the possible spread of communicable diseases such as COVID-19 and Sexually Transmitted Diseases (STDs). These risks will be mitigated through tools such as Codes of Ethical Conduct that will be signed by contractor’s workers and through trainings on gender, GBV HIV/AIDS and COVID-19 awareness. The project will also strengthen the existing sexual harassment policy at the Inclusive Unit under MOEVT to address the issues of GBV and sexual harassment at an institutional level and strengthen prevention and response in the school context through both project design and complementary actions included in the Project GBV Action Plan that will be prepared after Board approval. Further a project GRM that is attentive to GBV/SEA will be in place to manage project-related grievances from project affected people and other stakeholders in order to address them appropriately. The project design will consider existing GRMs to explore their adoption into project design.

### **ESS5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement**

The proposed project activities under Sub-component 3.1 will support a targeted construction program and will focus on wards with high pupil-classroom ratios and those where the closest school is more than 3km from the community. The construction of classrooms might require the acquisition of additional land in areas where the school land is not enough, or even removal of encroachers from the school land. In other cases there might be acquisition of the completely new area for the construction of classrooms especially in areas where schools are located more than 3km and therefore a nearer area might be acquired for that purpose. In order to manage risks associated with the land acquisition as the project locations are not known the project will prepare a Resettlement Policy Framework (RPF) that will spell out the overall principles and objectives of ESS5 and provide guidance on how to manage land acquisition during project implementation, including the preparation of site specific RAPs or potential restriction of access and the process to be followed in the case of voluntary land donation as well as preventing forced eviction in school lands. The RPF will be reviewed, cleared by the Bank and publicly disclosed prior to appraisal.

### **ESS6 Biodiversity Conservation and Sustainable Management of Living Natural Resources**

The proposed construction of classrooms under sub component 3.a may involve purchase of the construction material from natural resource areas. In case the project will purchase natural resources commodities such as timber, it will be important to establish the source (through a mechanism which will be described in the ESMF and narrated in the ESIA / ESMP) to ensure that such resources do not originate from areas where there is a risk of significant conversion or significant degradation of natural or critical habitats; and to have a mechanism in place to ensure that



the Primary Suppliers are not significantly impacting ecosystem or degrading natural habitats. Other impacts caused by the construction activities will include excavation, movement of machinery and increased movement of people, which might also likely to cause minor disturbance to the flora and fauna habitats within the project site and its vicinity. Some potential impacts might be related to the presence of workers in the area and cutting of trees or natural vegetation as source of materials for the construction of classrooms. Management of labour and biodiversity conservation will be described in the LMP and the ESMF respectively. In case an ESIA is prepared (as will be decided during screening) the same will address challenges related to the selection of areas to be used as the sources of materials (borrow pits).

The project's physical investments are not expected to be implemented in ecosystem sensitive areas or natural habitats. The applicability of this ESS will be ascertained during implementation as part of the site or activity specific environmental and social screening and impact assessment in line with the requirements under ESS1 and screening provisions to be included in the ESMF. The ESIA process shall screen for potential direct and indirect impacts on natural habitats both in site selection, and, particularly the possibility of purchase of natural resource commodities (such as timber from natural forests, or sand from riverbeds), which might originate from ecosystem sensitive areas. The ESIA's will include an evaluation of the systems and verification practices used by the primary suppliers. Impacts on vegetation, water bodies and nearby natural features will also be considered, as will be the use of non-invasive species for revegetation.

#### **ESS7 Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities**

Not relevant as this project will be implemented in Unguja and Pemba, the islands of Zanzibar where few people from SSAHUTLC from Tanzania Mainland such as Maasai, Sandawe and Barbaig who live in these two Islands do not qualify for ESS7.

#### **ESS8 Cultural Heritage**

The project activities will not be implemented in areas of known physical cultural resources within the premises of existing schools. However, proposed construction of classrooms may have an impact on cultural heritage including disruption to/loss of locally important sites or as a result of previously unknown archaeological or historical sites, or community sacred / cultural sites. Procedure for addressing potential chance finds from construction sites, borrow pits and quarries will be outlined in the ESMF. In addition, impacts on access to such sites will need to be considered during any boundary demarcation or regularization process. Impacts to cultural heritage will need to be addressed through the ESMF, SEP (in particular for boundary demarcation) and site specific ESIA's and ESMP's including provisions for a chance finds procedure. Requirements of adoption and implementation of chance find procedures will form part of the bidding documents and be part of contractual obligation of the contractor. Site specific environmental and social instruments, ESIA's and ESMP's will also assess possible risks and impacts on both tangible and intangible cultural heritage.

In addition, impacts on access to such sites will need to be considered during any boundary demarcation or regularization process. Impacts to cultural heritage will need to be addressed through the ESMF, SEP (in particular for boundary demarcation) and site specific ESIA's and ESMP's including provisions for a chance finds procedure.



**ESS9 Financial Intermediaries**

The Project will not involve the use of financial intermediaries. Under the IPF financing the recipient will be the Ministry on behalf of the RGoZ.

**C. Legal Operational Policies that Apply**

**OP 7.50 Projects on International Waterways** No

**OP 7.60 Projects in Disputed Areas** No

**III. WORLD BANK ENVIRONMENTAL AND SOCIAL DUE DILIGENCE**

**A. Is a common approach being considered?** No

**Financing Partners**

No financing partners are being considered.

**B. Proposed Measures, Actions and Timing (Borrower’s commitments)**

**Actions to be completed prior to Bank Board Approval:**

The following documents will need to be developed and disclosed including presenting the plans in a number of stakeholder engagement meetings, and disclosing the plans on the borrower and WB websites for comment including in the national language. The following documents will need to be prepared before Board approval:

- i) Environmental and Social Management Framework (ESMF) which will need to cover all risks and impacts associated with the proposed project activities as well as health and safety and GBV/SEA risks. The ESMF will also provide guidance for the preparation of one before commencement of the construction activities.
- (ii) Resettlement Policy Framework (RPF) Prior to Appraisal
- (iii) Stakeholder Engagement Plan (SEP) Prior to Appraisal
- (iv) Environmental and Social Commitment Plan (ESCP) Prior to appraisal
- (v) Labour Management Procedures – To be prepared after Appraisal
- (vi) GBV/SEA Action Plan – To be prepared after Board Approval

These documents will form the basis for appraisal and later for board approval. Other E&S tools will be prepared as will be directed in the ESMF.

**Possible issues to be addressed in the Borrower Environmental and Social Commitment Plan (ESCP):**

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The following issues will need to be addressed in the ESCP:

- (i) The need for site specific ESIA's and/or ESMPs for the construction of classrooms under sub component 3 as well as any associated permits and environmental licenses as described in detail in the ESMF and as per the Zanzibar environmental laws and regulations.
- (ii) The development of Resettlement Action Plans, Stakeholder Engagement Plans, Grievance Redress Mechanisms and Emergency Response Plans as required.
- (iii) Monitoring and reporting requirements on environmental and social risk management, grievances and accidents and incidences.
- (iv) Assignment of a budget to cover cost of environmental and social specialists in the project team at the national and regional level and provide training to build capacity for implementation/ management of environmental and social risk at the local level.
- (v) Development and implementation of a GBV/SEA Action Plan during the construction and operational phase.

**C. Timing**

**Tentative target date for preparing the Appraisal Stage ESRS**

30-Nov-2022

**IV. CONTACT POINTS**

**World Bank**

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**Borrower/Client/Recipient**

Borrower: United Republic of Tanzania

**Implementing Agency(ies)**

Implementing Agency: Ministry of Education and Vocational Training (MoEVT)

**V. FOR MORE INFORMATION CONTACT**

Public Disclosure



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Web: <http://www.worldbank.org/projects>

## VI. APPROVAL

Task Team Leader(s):	Tanya June Savrimootoo, Nkahiga Mathus Kaboko
Practice Manager (ENR/Social)	Helene Monika Carlsson Rex Recommended on 25-Aug-2022 at 23:35:55 GMT-04:00
Safeguards Advisor ESSA	Peter Leonard (SAESSA) Cleared on 02-Sept-2022 at 10:05:30 GMT-04:00