



# Project Information Document (PID)

Concept Stage | Date Prepared/Updated: 19-Jul-2022 | Report No: PIDC33369

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

Country Tanzania	Project ID P178157	Parent Project ID (if any)	Project Name Zanzibar Improving Quality of Basic Education Project (P178157)
Region EASTERN AND SOUTHERN AFRICA	Estimated Appraisal Date Oct 03, 2022	Estimated Board Date Dec 15, 2022	Practice Area (Lead) Education
Financing Instrument Investment Project Financing	Borrower(s) United Republic of Tanzania	Implementing Agency Ministry of Education and Vocational Training (MoEVT)	

**Proposed Development Objective(s)**

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

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

<b>Total Project Cost</b>	50.00
<b>Total Financing</b>	50.00
<b>of which IBRD/IDA</b>	50.00
<b>Financing Gap</b>	0.00

**DETAILS****World Bank Group Financing**

International Development Association (IDA)	50.00
IDA Credit	50.00

Environmental and Social Risk Classification

Concept Review Decision



Substantial

Track II-The review did authorize the preparation to continue

Other Decision (as needed)

## B. Introduction and Context

### Country Context

- Zanzibar achieved lower-middle income status in 2019 by virtue of its consistently strong macroeconomic performance over the past decade and aspires to reach upper middle-income status by 2050 through sustainable and inclusive human development.** The Revolutionary Government of Zanzibar (RGoZ) has outlined its development objectives in the Zanzibar Development Vision 2050 which centers its development strategy on strengthening its human capital base (Pillar II). The Human Capital Index indicates that a child born in Tanzania today will only be 39 percent as productive as they could be if they enjoyed complete education and full health. In Zanzibar, education attainment averages 7.8 years of schooling and a large share of the young adults have not completed 12 years of education. Many youth are out of school and not engaged in any economic activity. Youth unemployment rates in Zanzibar are high at 33.6 percent in 2020/21, and especially among women (47.5 percent). This is above the average in the world and Africa (17 and 14 percent, respectively)<sup>1</sup>. Moreover, the learning-adjusted years of schooling (LAYS) is approximately 5.1 years<sup>2</sup>, indicating that on average, students lose 2.7 years of schooling when adjusting for the quality of the education.
- Improving the quality of basic education is key to ensure that the students progress through basic education cycle with adequate learning levels and have the foundational socio-emotional and academic skills to fully participate in the labor market and participate in the economic transformation.** The RGoZ is looking to accelerate the structural transformation of Zanzibar's productive capabilities through economic modernization and diversification with a focus on export-oriented and technology-driven development. To do so, while ensuring inclusive growth and poverty reduction goals are met, the RGoZ is seeking to provide youth with the education and skills needed to harness those economic opportunities and fully participate in the economic transformation. This is also a critical moment, as the fertility rate<sup>3</sup> continues to steadily decline in Zanzibar, for the country to reap the benefits of the demographic dividend and achieve its strategic goals.

### Sectoral and Institutional Context

- Over the past few years, basic education outcomes in Zanzibar have improved.** The number of children enrolled in pre-primary government schools has more than doubled since 2017, access to primary education is high across all of Zanzibar, even among poorer and rural households, and access to secondary education levels is increasing. The

<sup>1</sup> The Zanzibar Poverty Assessment (Forthcoming)

<sup>2</sup> Based on Harmonized Learning Outcomes (HLO) estimates from forthcoming Zanzibar Education and Health Public Expenditure Review

<sup>3</sup> The average number of children a woman would have by the end of her childbearing years if she bore children at the current age-specific fertility rates



government abolished school fees in pre-primary and primary schools in 2015 and in secondary schools in 2018, fueled this increase in enrollment in government schools, which, today, accommodates over 467,000 students.

4. **However, four main challenges remain in the basic education sector:** (i) even though more children are enrolling, learning outcomes remain consistently low (and learning outcomes tend to not be consistently measured). The latest learning assessment was conducted in 2017 and showed 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. Zanzibar's performance was below the national average in each dimension of learning assessed; (ii) progression at the lower secondary level, especially for boys, is still low. Boys tend to disengage earlier, especially at the lower secondary level. Dropout rates are higher among boys than girls (15.6 compared to 12.2 percent) and transition rates from Form 2 to 3 are 70.5 percent for boys compared to 88.4 percent for girls; (iii) The schooling infrastructure is inadequate, leading to large class sizes, especially at the primary level, and high incidence of double and triple shifts. Class sizes in some wards can average 86-108 students, and about 44 percent of primary schools operate in double shift. Schools tend to lack adequate inputs such as textbooks and teacher guides; and (iv) teachers tend to have the required qualifications, but pre-service training is not up to date as it has not been aligned with recent changes to the curriculum, and there is a lack of adequate provision of effective in-service training. Training from Teacher Centers (TCs) tend to be limited in reach and content.

#### Relationship to CPF

5. **The proposed project will contribute to the human capital development priorities of the Country Partnership Framework (CPF) for 2018-2022 for Tanzania.** The CPF has three Focus Areas: (1) Enhance Productivity and Accelerate Equitable and Sustainable Growth; (2) Boost Human Capital and Social Inclusion; and (3) Modernize and Improve the Efficiency of Public Institutions. The proposed project directly contributes to Focus Area 2 "Boost Human Capital and Social Inclusion. Specifically, it will contribute to the achievement of the area's Objective 2.3: "Improve the quality of health care and education", 2.4: "Accelerate the Demographic transition" and Objective 2.5: "Promote social inclusion". The proposed project will improve the quality of learning and better prepare students to pursue higher education or enter the labor market. It will also improve the quality of education for students living with disabilities and also encourage girls to complete their secondary education, which may contribute to lower fertility rates. A Performance and Learning Review of the CPF is currently underway which will further lessons learnt will be incorporated during the project preparation phase.



### C. Proposed Development Objective(s)

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

Key Results (From PCN)

- 7. At this concept note stage, the following indicators are proposed to measure progress towards PDO achievement:

Key results	Proposed PDO indicators
Teaching:	1) Percentage of teachers showing improved content-knowledge and pedagogical skills (disaggregated by sex) <sup>4</sup>
Learning:	2) Percentage of schools that have reduced class sizes in targeted areas 3) Share of primary girls and boys meeting minimum proficiency in reading <sup>5</sup> improves
Gender gap	4) Reduce gap in transition rates between boys and girls from grades 9 and 10 (Form 2 and 3)

### D. Concept Description

- 8. **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 World Bank-financed Zanzibar Improving Student Prospects (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.
- 9. The proposed activities under the ZIQUE project are organized in four components:
  - (i) Component 1: Support the effective roll out of the new curriculum in basic education;
  - (ii) Component 2: Strengthen teacher effectiveness;
  - (iii) Component 3: Support conducive learning environments; and
  - (iv) Component 4: Systems strengthening and project management.
- 10. **The proposed instrument is an Investment Project Financing with 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.

#### Component 1: Support the effective roll out of the new curriculum in basic education (US\$12 million)

- 11. The first component of the proposed project aims to provide critically needed, high-quality, instructional teaching and learning materials (TLM) that will be aligned with the new competency-based curriculum and will support

<sup>4</sup> This indicator will utilize assessment data from pre and post assessments on content-knowledge and pedagogy during the delivery of CPD modules in core subjects such as Mathematics, Sciences and Languages (English and Kiswahili) in alignment with new curriculum

<sup>5</sup> This would be based on the National Learning Assessment proficiency benchmarks in reading fluency and comprehension



effective teaching in the classroom. Teachers will be trained on the use of the TLM through school-based and cluster-based Continuous Professional Development (CPD) and additional resources will be made available through the VLE for continued support and learning opportunities (see Component 2 for details on related teacher support activities). The component also aims to support the implementation of a National Learning Assessment (NLA) to track core learning outcomes. Activities under Component 1 are organized into three sub-components:

12. **Sub-component 1.1: Provide adequate, high-quality and well-aligned instructional materials (US\$10 million).** This subcomponent 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<sup>6</sup>. These will be available to students and teachers in print as well as through the VLE. The student textbooks and teacher guides will be aligned with the new competency-based curriculum for primary education and lower secondary instructional materials will be aligned with the new secondary curriculum which is expected to be rolled out by Mainland Tanzania's NECTA in 2025<sup>7</sup>. Both student textbooks and teacher guides<sup>8</sup> will be printed to ensure a textbook-to-pupil ratio of 1:1 and teacher guide-to-teacher ratio of 1:1 in all government schools.<sup>9</sup>
13. Teacher guides will include, *inter alia*, scripted lesson plans, as well as specific guidance and support to effectively prepare, administer and grade formative and summative assessments. Teacher guides will include QR codes linking lessons to additional resources and content for teachers on the VLE which they can use to enhance the classroom experience (see Component 2). Technical Assistance (TA) will be provided to support the development of the TLM and the TA will work closely with the Zanzibar Institute of Education (ZIE) at the various stages of preparation and roll-out<sup>10</sup>. All copyrights will remain with the MoEVT to facilitate future adaptation, revisions and reprints. The possibility of using open license content and developing new instructional materials under open licence will be explored during project preparation. This would contribute to the availability of high-quality materials in Kiswahili and English across the region.
14. Each classroom will be equipped with graded readers, especially in lower and upper primary, to support new reading activities that have been introduced in the new curriculum—a new daily reading period and library hour have been introduced in the school timetable to further strengthen reading practice. Teacher training modules and teacher guides will provide instruction on the effective use of these readers to promote reading.
15. Lastly, this sub-component will also finance TLM for students with disabilities, including adapted textbooks, supplementary materials and graded readers for students with partial or total visual impairment<sup>11</sup>. Teacher training modules and teacher guides will provide instructions on how to address special needs students in their classroom.

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<sup>6</sup> The exact grades and subjects financed under this component will be further defined during project preparation to ensure it is complementing interventions under other projects such as the new Global Partnership for Education (GPE) project which is expected to start preparation in the second half of 2022.

<sup>7</sup> Zanzibar has its own pre-primary and primary curriculum but follows the curriculum for secondary education set by mainland Tanzania's NECTA.

<sup>8</sup> Prioritization of teaching and learning materials may be given to language, mathematics, and sciences subjects in both primary and lower secondary grades.

<sup>9</sup> There are currently 304 government primary schools and 218 government secondary schools

<sup>10</sup> Particular attention will be given to the development process of textbooks and teacher guides, allowing for testing of content and strong quality control prior to finalization and distribution of materials

<sup>11</sup> Visually impaired students represent over half of all documented children with disabilities in the school system, 2021.



16. **Sub-component 1.2: Using National Learning Assessments to improve teaching (US\$2 million).** This subcomponent will be PBC-based and will incentivize the ministry to develop and implement at least two rounds of a large-scale National Learning Assessment (NLA). The aim of this sub-component is to develop capacity to measure learning outcomes at critical nodes within the system and provide comparable data over time. The NLA may be administered in two grades, one in lower primary (potentially standard 3 which marks the end of the lower primary cycle) and one in upper primary (standard 7 which marks the end of the upper primary cycle) and would provide valuable information on core learning outcomes as well as curriculum specific objectives. Importantly, the NLA would allow linking of core test items to the Global Proficiency Framework (GPF) for regional and international comparability<sup>12</sup>. The NLA is critical for the MoEVT to effectively track learning outcomes over time and take necessary policy decisions to help steer the curriculum reform.
17. The foundational PBC in year 1 would incentivize the development and approval of a learning assessment framework which encompasses formative assessment, summative assessment, and national learning assessment as well as participation in international large-scale assessments, if any, and would be an important strategic document to ensure effective, well-integrated learning assessments. The first round of the NLA would be implemented in year 2 of the project as a baseline and the second round of the NLA would be administered in year 5 of the project. TA recruited to implement activities under this sub-component would work under the close supervision and guidance of the ZIE as well as in collaboration with the ZEC.
18. Proposed PBC:
- PBC 1: Developing and implementing a National Learning Assessment
    - Year 1: Develop a Learning Assessment Framework
    - Year 2: Implement round 1 of assessment and carry out dissemination of results
    - Year 5: Implement round 2 of assessment and carry out dissemination of results

## Component 2: Strengthen teacher effectiveness (US\$15 million)

19. Teachers are the most important factor affecting learning in schools, and teacher effectiveness in many cases hinges on: (i) the quality of the pre-service and in-service training programs, (ii) the availability of regular support and coaching opportunities to enhance teaching practices in the classroom, and (iii) the provision of adequate and high-quality instructional materials. This component aims to address the low levels of content-knowledge and pedagogical skills of teachers in Zanzibar and support their readiness to implement the new competency-based curriculum effectively. Activities under component 2 are organized into three sub-components:
20. **Sub-component 2.1: Enhance teacher competencies and skills (US\$7 million).** This sub-component will support the development and/or adaptation of teacher training modules in alignment with the requirements of the new competency-based curriculum and support the implementation of a school-based teacher CPD program. The content

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<sup>12</sup> The GPF articulates a global consensus of the minimum skills and competencies learners should be able to demonstrate at key points along their learning trajectory. The purpose is to provide detailed proficiency expectations that countries and national and regional assessment organizations can use to link existing reading and math assessments to Sustainable Development Goals 4.1.1(a) and (b): Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex



of the teacher training program will be further specified during project preparation<sup>13</sup> and may include modules on the new competency-based curriculum, content refreshers, pedagogical approaches, assessment techniques as well as on cross-cutting issues including teacher ethics and code of conduct, inclusive education, digital skills to enhance teaching, as well as identification of learning disabilities and how to address them. The program may be structured into compulsory modules that must be completed prior to the roll out of the new instructional materials in classrooms and other CPD modules that can be delivered during the academic year based on teacher needs as assessed within that school or a cluster of schools (e.g., positive discipline approaches and teacher ethics). The program will draw on the COACH initiative introduced by the World Bank globally to improve in-service teacher training. It will follow the core COACH principles for effective professional development, by ensuring that the CPD program is *tailored, practical, focused, and ongoing*. Some of the modules may be offered via the Learning Management System (LMS) for teachers which will be developed as part of the VLE (see Subcomponent 2.2 for further details). This subcomponent would also finance the purchase of equipment to facilitate school-based CPD activities.

21. The sub-component will also support the operationalization of the school-based and/or cluster-based CPD model<sup>14</sup>. School-based CPD allows for regular, ongoing and sustained support for teachers throughout the school calendar. It also enables the CPD program to be tailored to the needs of teachers within that school or cluster of schools and more effectively respond to challenges faced in the classroom. Teachers will also be organized into Communities of Practice (CoP) to promote meaningful collaboration. Teacher Centers (TCs) are currently mandated to provide instructional and pedagogical support to teachers, and as such, it is critical to anchor the school-based CPD model within the existing CPD structures to ensure the program's legitimacy<sup>15</sup> and sustainability in the long-run. As such, this sub-component will finance the capacity building for Subject Advisors and Resource Teachers within the 11 Teacher Centers (TCs) to effectively coordinate CPD activities at the school or cluster levels and become effective coaches/facilitators who will provide ongoing support through regular CPD meetings. Inspectors will support the monitoring of the program and provide critical feedback on the effectiveness of the training through classroom observations.

22. **Sub-component 2.2: Provide high-quality digital content to support teaching and learning through the Virtual Learning Environment (US\$6 million).** This sub-component will support the full operationalization of the VLE which is being piloted under the ZISP project. The objective of the VLE is to provide high-quality content and resources to support both teachers and students. The VLE has two main functionalities: (i) a well-organized and user-friendly Open Education Resource (OER) Repository which will be populated with relevant subject area content for teachers and students seeking to learn or strengthen their understanding, particularly in science, mathematics and language subjects; and (ii) a LMS where teachers and potentially students can register and follow structured courses of learning. This sub-component will finance TA to support the curation, adaptation, and content creation and the

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<sup>13</sup> The program will be structured to minimize time away from the classroom, and in cases where this cannot be avoided, measures will be put in place to minimize disruptions to learning. Details will be fleshed out during project preparation.

<sup>14</sup> Other traditional CPD modalities such as zonal, district-level training programs may be relevant for specific trainings. These will be identified during the course of project preparation.

<sup>15</sup> During focus group discussions, teachers indicated that although they value ad-hoc training programs supported by NGOs or DPs, it is not always clear whether the training modules are fully vetted by all instances within MoEVT, especially when training is carried out by structures outside of the ministry. This can lead to hesitation in applying techniques in the classroom for fear that this will not be recognized by inspectors or TC subject advisors as appropriate.





development of both the OER as well as the LMS, as well as support iterative testing to improve the design of the platform, content and courses.

23. **The LMS will serve as a key resource for the teacher CPD program under component 2.1.** This sub-component will also finance the purchase of any necessary equipment to facilitate teachers' access to the VLE platform to support CPD activities at the school level. The technology and connectivity package as well as the targeted schools will be defined during project preparation. Particular attention will be given to ensure offline access to content in case of weak or no internet connectivity so as to minimize disruptions to CPD activities. Further dialogue will also be conducted during project preparation with the relevant entities to assess feasibility of zero-rating<sup>16</sup> access to the platform. This would ensure greater and more equitable access and more widespread use of resources by both teachers and students.
24. **Sub-component 2.3: Strengthening linkages with the pre-service training (US\$2 million).** This sub-component is PBC-based and aims to incentivize the MoEVT to engage in a thorough review and revision of the pre-service curriculum to ensure alignment with the new competency-based curriculum, pedagogical approaches and new instructional materials. This step is critical to ensure that the pre-service training programs administered in Teacher Training Colleges (TTCs) and SUZA adequately prepare student teachers on the requirements of the new competency-based curriculum. The new pre-service program would also emphasize adequate and well-structured practicum in the classroom setting to further strengthen student teachers' readiness. Specifically, the PBC would incentivize: (i) the review of the existing curriculum and (ii) the development and approval of a revised curriculum to be used across both TTCs and SUZA.
25. Proposed PBC:
- PBC 2: Development and adoption of a revised preservice curriculum
    - Year 1: Review of current pre-service curriculum
    - Year 3: Revised pre-service curriculum is developed and approved

### **Component 3: Support conducive learning environments (US\$15 million)**

26. This component aims to improve the learning environment in the most underserved areas by reducing class sizes and building schools which are closer to communities, as well as providing adequate sanitary facilities for girls and boys. The government will be incentivized, through a PBC-based approach, to use inclusive school designs and standards, as well as to address boys' disengagement in education and promote greater girls' participation in mathematics and sciences. The activities are organized into three sub-components:
27. **Sub-component 3.1: Reduce highly congested classrooms, provide adequate sanitary facilities and bring schools closer to the community (US\$ 13 million).** This sub-component will support a targeted construction program which will focus on wards with high pupil-classroom ratios<sup>17</sup> and those where the closest school is more than 3km from the community. By reducing the class size, this sub-component will improve teaching practices in the classroom, facilitating the application of active learning pedagogy promoted under the new curriculum. Smaller class sizes are

<sup>16</sup> This is where internet operators provide access to specific websites and content free of data charges.

<sup>17</sup> The official target class size in Zanzibar is 25 students in pre-primary, 45 in primary and 45 in secondary. The selection criteria and targeting parameters will be further refined during project preparation.



also an important part of improving teaching conditions<sup>18</sup>. Bringing schools closer to the community would reduce barriers to access, especially for girls in lower secondary and especially in districts of Pemba, for instance Micheweni and Chake-Chake, where on average 20 percent of children commute more than 3km to school. The construction program will also target those wards which have high student-toilet ratios for girls at the lower secondary level.

28. **Sub-component 3.2: Develop a school construction strategy and standardized school designs (US\$ 1 million).** This sub-component is PBC-based and would incentivize the MoEVT to develop a school construction strategy and standardized school design plans as foundational documents prior to the start of the construction program. The school construction study under preparation in ZISP will serve as an input into the preparation of the strategy and designs and is expected to help fast-track the process. An inclusive school design approach will be adopted to ensure the design takes into account students living with disabilities and that the classroom design takes into pedagogical requirements for example an area for a classroom library shelf and storage.

29. Proposed PBC:

- PBC 3: Development and adoption of a school construction strategy and school design plans
  - Year 1: School construction and maintenance strategy, and inclusive school design plans are developed and approved

30. **Sub-component 3.3: Boys and Girls Science and Leadership Program (US\$ 1 million).** This sub-component is PBC-based and seeks to incentivize the MoEVT to implement, every year during the school break, a week-long Boys and Girls Science and Leadership Program (BGSLP) targeting boys and girls transitioning from primary to lower secondary. The BGSLP would be a structured program which seeks to improve their socio-emotional readiness for lower secondary and garner their interest in academic studies. It would include activities to introduce boys and girls to the fields of science, applied mathematics and technology (for example introduction to coding and gaming). The BGSLP would also host activities to foster the development of personal strengths such as self-esteem and confidence and interpersonal skills, and will hone leadership skills, including through meeting leading professionals, especially women, working in the Science, Technology, Engineering, Arts and Mathematics (STEAM) fields. This intervention builds on the experience at the Regeza Mwendu School Hub called *Amsha Amsha* or “Awaken” where events are held at the school hubs to encourage students to participate in educational but fun activities such as quizzes and competitions in math, science and reading. This has been very successful in encouraging higher participation in school hub activities. The BGSLP may target areas with higher incidences of dropout in lower secondary.

31. Proposed PBC:

- PBC 4: Development and roll out of Boys and Girls Science and Leadership Program
  - Year 2: BGSLP operational plans are developed for each hub
  - Year 3 and 4: Number of boys and girls participating in the program

**Component 4: Systems strengthening and project management (US\$8 million)**

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<sup>18</sup> Qualitative evidence collected in Zanzibar suggests that teachers who have large class sizes have limited time to provide one-on-one feedback and support to students, may be discouraged from attending class regularly, and may lead them to seek shortcuts in terms of grading continuous assessments



- 32. This component aims to ensure capacity and systems at all levels are in place to achieve project results while adhering to corporate safeguards and requirements, including those pertaining to fiduciary functions and monitoring, reporting and evaluation.
- 33. **Sub-component 4.1: Strengthen capacity at the meso-level and the school-level to roll out school-based CPD and ensure teacher accountability (US\$5 million).** This subcomponent aims to strengthen capacity of inspectors and school administrations to effectively monitor and support the implementation of CPD activities. This will include providing relevant stakeholders the necessary tools (e.g. tablets) to facilitate monitoring and reporting of activities in a timely manner. The inspectors will be trained and supported to carryout classroom observations to strengthen the feedback to teachers and schools will also be incentivized to monitor and track teacher participation in the CPD program and also teacher attendance and punctuality during the school year. Micro-credentialing, certifications earned upon completion of specific modules, could help incentivize teachers to participate in the CPD program, and by conditioning certification, could also improve teacher attendance and punctuality. This subcomponent may also finance technical assistance and related training activities for inspectors and school administrations. During project preparation, the possibility of using the School Information System (SIS) to allow for data on teacher attendance and punctuality to be captured and centrally reported will be explored.
- 34. **Subcomponent 4.2: Support project implementation, evaluation and management capacity (US\$3 million).** This sub-component will 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 the 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. Impact evaluations on key activities will also be financed through this sub-component, including evaluations on the VLE and BGSLP interventions to document the impact and effectiveness of these innovations in the education sector.

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

Summary of Screening of Environmental and Social Risks and Impacts

The project is rated Substantial for Environmental risks, Substantial for Social risks, and Moderate for Sexual Exploitation and Abuse/ Sexual Harassment (SEA/SH) risks. The potential Environmental risks are linked to the implementation of activities under subcomponent 1.1, subcomponent 2.1, subcomponent 2.2 and subcomponent 3.1. Specifically, the predicted environmental risks associated with the project include (i) the generation of Green House Gases (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 2.2, and from sub component 3.1 the anticipated risks and impacts include (iii) construction wastes and other related solid wastes, (iv) occupational safety and health risks linked to construction workers, (v) community health and safety risks from the handling, transport, and disposal of construction wastes and other related solid wastes, (vi) possible soil erosion, land degradation, water source depletion, etc. could also arise in relation to improper construction activities and water extraction activities, (vii) possible soil and groundwater contamination owing to the generated wastes, (viii) construction workers and community exposure to COVID-19, (ix) air and noise emissions, (x) possible road accident resulting from the transportation of materials from source to the construction site, and (xi) biodiversity impacts. 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 Environmental and Social Management Framework (ESMF) which will serve as an underlying framework to address the Environmental and Social (E&S) risks and impacts.

Potential Social issues and risks are linked to activities under component 3 which 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. The project social risks identified include: (i) risks associated with the construction of additional classrooms or new schools which may have potential social impacts that will require mitigation; (ii) the construction 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; (iii) the construction activities may give access to the Project workers/contractors/local Fundi to the school compounds, thus imposing risks of Gender Based Violence (GBV) and sexual exploitation to the young children both boys and girls; and (iv) vulnerable pupils with disabilities and other forms of vulnerability like poverty may be at a higher risk of GBV/SEA compared to their fellow pupils. These risks need to be considered in component 3 to help mitigate the risk of violence against children (GBV and SEA). The risks and impacts will be identified in the Environmental and Social Framework (ESF) instruments that will be prepared at various stages of the project cycle, and these will also propose specific measures to address the risks and impacts in a manner that is commensurate with the risk.



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Practice Manager/Manager:		
Country Director:	Preeti Arora	06-Sep-2022



**The World Bank**

Zanzibar Improving Quality of Basic Education Project (P178157)

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