



Appraisal Environmental and Social Review Summary

Appraisal Stage

(ESRS Appraisal Stage)

Date Prepared/Updated: 11/15/2022 | Report No: ESRSA02391



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	11/14/2022	12/20/2022
Borrower(s)	Implementing Agency(ies)		
United Republic of Tanzania	Ministry of Education and Vocational Training (MoEVT)		

Proposed Development Objective

The proposed project will aim to improve teaching competencies and learning outcomes, and reduce the gender gap in transition rates within basic education.

Financing (in USD Million)	Amount
Total Project Cost	50.00

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 65 percent for boys compared to 83 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, which are administratively divided into 5 regions and 11 districts. The entire coastline of the two islands is threatened by degradation associated with non-sustainable human activities, such as coastal construction, dumping of solid and liquid effluent, including untreated sewage. Zanzibar faces high risks of coastal flooding and wildfire, and medium risks of water scarcity (drought) and extreme temperature due to higher intensity rainfall events, extreme heats with rising temperature, and droughts. 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. Currently the Government has issued a temporary ban on sand mining due to sand shortages in the island and this has caused delays to the construction investments, including the building of the school hub facilities under the the on-going project, ZISP.

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 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. The project aims to be inclusive in its design addressing needs of students with disabilities as well as promoting boys’ retention and girls’ performance, especially in the fields of mathematics and science, in lower secondary.

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.

D. 2. Borrower’s Institutional Capacity

MOEVT 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 MOEVT has no dedicated unit/team for environmental and social risk management, which resulted in ad hoc assignment of E&S tasks to staff during missions. At the local level there was minimal involvement of the LGA Officers in the management of environmental and 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 remains low to non-existent. Although capacity continues to be built through ZISP implementation, the new project will put in place a mechanism to ensure that management of E&S risk are well addressed throughout the project cycle. The mechanism will include preparation of tools such as the ESMF to manage the potential risks and impacts from the project activities, 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 the ZISP and assist in the preparation of ZIQUE, 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 ZIQUE 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 ZIQUE.

II. SUMMARY OF 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 learning environment in the most underserved areas will be improved by reducing class sizes through construction at least 300 classrooms and building schools which are closer to communities. The predicted environmental risks associated with the project include (i) the generation of GHGs and wastes, and energy use, from printing activities and preparation of learning materials from sub component 1.1, (ii) the generation of electronic waste due to purchase, use and disposal of equipment from sub component 2.1. Anticipated construction stage risks and impacts from sub component 3.1 include (i) construction wastes and other related liquid and solid wastes; (ii) noise generation; (iii) indirect impacts/risks due to primary suppliers and (iv) potential air, soil and groundwater pollution owing to the generated wastes; (v) OHS risks/impacts; (v) potential for existing liabilities (e.g., asbestos, lead based paint). 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. Use of water and energy, designs that don't provide for safety of services and emergencies (eg., fires, natural disasters, lack of potable water). Other impacts might include 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 especially in Comp. 3.1 and 1.1 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. The Project impacts and risks shall be addressed through mitigation and monitoring measures and compliance with relevant national laws, WB ESS requirements (Including WB EHS Guidelines General and ESF Life Fire Safety note), good international industry practice, and adherence to the project's ESMF which will serve as an underlying framework to address the EHS risks and impacts.

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 aims 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 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 learning environment in the most underserved areas will be improved by reducing class sizes through construction of at least 300 classrooms and building schools which are closer to communities. The predicted environmental risks associated with the project include (i) the generation of GHGs and wastes, and energy use, from printing activities and preparation of learning materials from sub component 1.1, (ii) the generation of electronic waste due to purchase, use and disposal of equipment from sub component 2.1. Anticipated construction stage risks and impacts from sub component 3.1 include (i) construction wastes and other related liquid and solid wastes; (ii) noise generation; (iii) indirect impacts/risks due to primary suppliers and (iv) potential air, soil and groundwater pollution owing to the generated wastes; (v) OHS risks/impacts; (v) potential for existing liabilities (e.g., asbestos, lead based paint). 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. Use of water and energy, designs that don't provide for safety of services and emergencies (eg., fires, natural disasters, lack of potable water).



Other impacts might include increased 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 especially in Comp. 3.1 and 1.1 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. The Project impacts and risks shall be addressed through mitigation and monitoring measures and compliance with relevant national laws, WB ESS requirements (Including WB EHS Guidelines General and ESF Life Fire Safety note), good international industry practice, and adherence to the project's ESMF which will serve as an underlying framework to address the EHS risks and impacts.

In order to mitigate potential negative risks and impacts the project has prepared an Environmental and Social Management Framework (ESMF), which provides guidance to the project to screen impacts and prepare appropriate ESF instruments, Environmental and Social 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 subproject physical works and will be included in associated subprojects bids and contracts. The ESMF has addressed all risks and impacts associated with the proposed project activities as well as GBV/SEA risks. The ESMF also provides a screening procedure, 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 ESMF has provided guidance on and include a list of subproject eligibility/exclusion. In addition to the ESMF, The following documents have been developed and will be disclosed on the Borrower and WB websites prior to Appraisal: (i) Resettlement Policy Framework (RPF); (ii) Stakeholder Engagement Plan (SEP); and (iii) Environmental and Social Commitment Plan (ESCP). Due to the tight preparation timeline and considering that it will be required after the recruitment of the contractor, Labor Management Procedures (LMP), will be prepared after Appraisal and approved in three months after project effectiveness.

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, 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 has prepared a Stakeholder Engagement Plan (SEP) that identifies the relevant project stakeholders including project-affected parties and other interested parties.

The SEP has outlined 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 SEP, ESMF, and RPF. The project has facilitated meaningful consultations during the project preparation with project stakeholders who expressed their views, feedback, concerns, risks and proposed changes and mitigation measures for the project activities. These consultations have been documented in the SEP and will be 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 labor risks and impacts are relevant to all the project components as the implementation of the project is expected to engage different categories of workers, including: Direct Workers, Contracted workers, Community Workers and Primary Supply Workers. Proposed project activities under Subcomponent 3.1 where the project will conduct construction activities 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 labor and working conditions the project will use both the LMP, WB ESF, ESHS Guidelines, the country's laws and regulations on labor conditions as well as any other local and international agreements.

Construction activities are likely to expose the laborers to bronchial and other respiratory tract diseases. Poor use (or not using at all) of 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 labor risks which may exist within the workforce including exposure to hazardous conditions (e.g. asbestos, lead based paint, etc.); risks due to transportation such as road travel and transportation of construction materials; failure to abide to national legislation in relation to working hours, rest periods, pay, and other benefits. The immediate community mostly, pupils, teachers and the non-teaching staff may be exposed to respiratory, noise pollution from both air and water and accidents from construction site activities if the mitigation measures to avoid the mentioned impacts are not in place. In order to properly manage labor and Health, Safety risks and impacts including transportation and accessibility to active construction sites the ESMF includes mitigation measures, which will be further elaborated in the site-specific ESMPs in line with Good International Industry Practice (GIIP). These management 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 be prepared after Appraisal and will have detailed information on OHS measures in line with WB EHS General Guideline and will elaborate 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. The 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 subproject ESMPs where records of occupational



incidents and accidents as well as diseases and dangerous occurrences are maintained throughout the project lifecycle.

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 masons known as Fundi, construction workers (laborers), contractors, and 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 have been described in the ESMF and have considered the national requirements, the Environmental Health and Safety General 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). The MoEVT will also be incentivized to pilot the construction of at least one school using alternative, environmentally-conscious construction materials. 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. Proposed activities under sub-component 3.1 school works will require a subproject specific ESMP to address all such impacts/risks. The client will be required to define construction disposal sites according to acceptable parameters of ESS3 and to ensure that contractors properly dispose (including at end of construction) all non-hazardous or 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 and in ESMPs. Specific requirement will be developed and provided to schools as part of the ESIA and/or ESMPs preparation. It is anticipated that e-waste will be collected separately and later on taken to the designated registered vendor by the Zanzibar Environmental Management Authority (ZEMA) 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 and mitigation measures to address risks and impacts associated with portable water, waste water discharges, sanitary wastes, hazardous wastes, energy and water use mitigation measure 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. Energy efficiency measures will be



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. Considering the sand shortages due to a temporary ban on sand mining caused some delays to the construction of the school hub facilities, the project will incentivize the MoEVT to pilot the use of an alternative construction material to sand on at least one of the construction sites building on school construction study conducted under ZISP which explored viable cost-effective alternatives.

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 Assessments (ESIAs) and/ or Environmental and Social Management Plans (ESMPs). 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 ESIAs/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 ESIAs and/or ESMPs 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 has prepared a Resettlement Policy Framework (RPF) that spells out the overall principles and objectives of ESS5 and provides 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 has been reviewed, and will be 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 3.1 may involve purchase of 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 as per mechanism described in the ESMF and will be 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. The ESMF provides an exclusion list of activities and areas that will be prohibited for project activities, including biodiversity sensitive areas, coastal ecosystem sensitive areas, protected natural forests and 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. Measures to rehabilitate disturbed areas including quarry sites will be included in the site-specific ESMP as part of the closure and decommissioning phase of the project. 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 and conservation of biodiversity has been described in the ESMF. 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 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 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 addressed.

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 the 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 have been outlined in the ESMF. Impacts to cultural heritage have been addressed through the ESMF and SEP (in particular for boundary demarcation) and will be defined in site specific ESIA and ESMPs 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 and ESMPs will also assess possible risks and impacts on both tangible and intangible cultural heritage.

Impacts to cultural heritage have been addressed through the ESMF and SEP (in particular for boundary demarcation) and will be defined in site specific ESIA and ESMPs 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

B.3. Reliance on Borrower’s policy, legal and institutional framework, relevant to the Project risks and impacts

Is this project being prepared for use of Borrower Framework? No

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 requirement.

Public Disclosure



IV. CONTACT POINTS

World Bank

Contact:	Tanya June Savrimootoo	Title:	Senior Education Economist
Telephone No:	5220+37164	Email:	tsavrimootoo@worldbank.org
Contact:	Nkahiga Mathus Kaboko	Title:	Senior Education Specialist
Telephone No:	5355+3290	Email:	knkahiga@worldbank.org

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

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

VI. APPROVAL

Task Team Leader(s): Tanya June Savrimootoo, Nkahiga Mathus Kaboko
Practice Manager (ENR/Social) Iain G. Shuker Cleared on 14-Nov-2022 at 20:26:55 GMT-05:00