



Project Information Document (PID)

Appraisal Stage | Date Prepared/Updated: 28-Nov-2019 | Report No: PIDA27004



BASIC INFORMATION

A. Basic Project Data

Country Tanzania	Project ID P170480	Project Name Tanzania Secondary Education Quality Improvement Project (SEQUIP)	Parent Project ID (if any)
Region AFRICA	Estimated Appraisal Date 25-Nov-2019	Estimated Board Date 07-Jan-2020	Practice Area (Lead) Education
Financing Instrument Investment Project Financing	Borrower(s) Ministry of Finance and Planning	Implementing Agency President's Office, Regional; Administration and Local Government, Ministry of Education, Science and Technology	

Proposed Development Objective(s)

To increase access to secondary education, provide responsive learning environments for girls, and improve completion of quality secondary education for girls and boys.

Components

- Component 1: Empowering Girls Through Secondary Education and Life Skills
- Component 2: Digitally-Enabled Effective Teaching and Learning
- Component 3: Reducing Barriers to Girls' Education through Facilitating Access to Secondary Schools
- Component 4: Project Coordination, Monitoring and Evaluation

PROJECT FINANCING DATA (US\$, Millions)

SUMMARY

Total Project Cost	500.00
Total Financing	500.00
of which IBRD/IDA	500.00
Financing Gap	0.00

DETAILS



World Bank Group Financing

International Development Association (IDA)	500.00
IDA Credit	500.00

Environmental and Social Risk Classification

Substantial

Decision

Other Decision (as needed)

B. Introduction and Context



Country Context

- 1. Boosting Tanzania's human capital, especially among women, is critical to accelerating shared economic growth and reducing poverty.** Tanzania's poverty rate declined from 28 to 26 percent between 2012 and 2018 but the absolute number of poor people increased from 12.3 million to 13.3 million over the same period due to population growth. Educational attainment is critical among the factors which affect economic mobility across generations and therefore the ability of poorer households to break the cycle of poverty. Around a third of households with no education or incomplete primary education fall below the poverty line compared with only 6 percent of households with lower secondary education. Only 7 percent of Tanzanian adults, and less than 3 percent of the poor, achieve education beyond primary when the father has no education. In Tanzania, education, particularly secondary education, is the most directly associated with higher living standards and poverty reduction in rural and urban areas, and indirectly through its impact on health gains, and productivity and social mobility.
- 2. Access to and completion of quality secondary education, particularly for girls, is associated with substantially higher earnings in adulthood and many other socio-economic benefits.** In 2011, the rate of return to secondary education for girls was estimated at 18 percent compared to 13 percent for boys. Given the high rate of labor force participation among Tanzanian women of 84 percent in 2014, raising their secondary education attainment will improve productivity, living standards and reduce poverty. In Tanzania, women who completed lower secondary education marry later, are 24 years of age on average at the time of their first pregnancy and have only 3.6 children, compared to 19.6 years and 5.2 children for women with only primary education. A one child reduction in the fertility rate in Tanzania could lead to a 19 percent improvement in real gross domestic product per capita by 2050. Approximately US\$637 million of income is estimated to have been lost for adult women working today due to early marriage and childbearing. Limited education access and early marriage affects girls' life trajectories, as once a girl is married it is difficult to keep her in school due to socio-cultural expectations. Less than one percent of girls aged 15–19 years are married and in school. Girls' education has substantial intergenerational benefits through its positive effects on children's health and education. The mother's education level is among the most important factors shaping children's opportunities in urban areas of Tanzania.



Sectoral and Institutional Context

3. **Over the last three years, secondary education outcomes of girls and boys have seen some improvements.** The number of children in secondary school¹ rose by almost half a million in only three years, from 1.8 million in 2015 to 2.2 million in 2018, largely due to the Fee-Free Basic Education Policy (FBEP)² introduced in 2016. Population growth has meant that over the same period, enrolment rates in lower secondary (Forms 1-4) initially dipped but have started to increase since 2017. In upper secondary enrolment rates have remained relatively stable at 7 per cent since 2015.
4. **However, three main challenges in secondary education remain:**
- a) Improving access to and completion of quality secondary education for girls and boys. Although access to and completion of primary education has improved over the last decade, secondary student enrolment rates of girls and boys are still low in Tanzania compared to other East African countries.
 - b) Ensuring a safe, supportive learning environment to keep girls in school longer. Insufficient school places, long distances between school and home, adolescent pregnancy, early marriage and limited support to at-risk students leads to high rates of student drop-out.
 - c) Expanding recognized, quality Alternative Education Pathways (AEP) to enable girls who drop out of lower secondary school to finish the lower secondary education cycle and enter upper secondary schools. At present there are insufficient AEP centers to provide alternative education opportunities particularly in areas that have high rates of secondary school drop-out and demand is constrained by the relatively high tuition fees charged in these centers. The quality of centers is also limited because of a lack of teaching and learning materials and a lack of alignment between the AEP and secondary school curricula.

C. Proposed Development Objective(s)

Development Objective(s) (From PAD)

To increase access to secondary education, provide responsive learning environments for girls, and improve completion of quality secondary education for girls and boys.

¹ Secondary education consists of two cycles: Four years of lower secondary education (Forms 1-4) and two years of upper secondary education (Forms 5-6). Primary education lasts for seven years (Standards 1-7).

² The FBEP abolished non-voluntary parental contributions to primary schools and tuition fees in government lower secondary schools. The Government is committed to providing 12 years of free and compulsory basic education (1 year of pre-primary education, 7 years of primary and 4 years of lower secondary education).



Key Results

5. **Overall, SEQUIP will contribute to increasing total enrolment in secondary school by 1.8 million students and increase the number of girls graduating from both secondary schools and alternative secondary education pathways.** Over its lifetime, the Project will directly benefit about 6.5 million new and existing secondary school students, including 3.2 million girls. SEQUIP will help more girls transition from lower to upper secondary education, including girls who had to leave lower secondary government schools due to pregnancy.

6. **Achievement of the overall development objective of the Project will be monitored by regular collection of the following indicators:**

Access and responsive learning environments for girls

- (a) Percentage of female secondary school drop-outs completing Alternative Education Pathways Form 4 (Stage 2)
- (b) Percentage of Alternative Education Pathway females enrolling in Form 5 and other post-secondary education
- (c) Number of government schools implementing Safe School Program to support girls

Improved completion

- (a) Form 4 enrolment in government schools (last grade of lower secondary), disaggregated by gender
- (b) Females enrolled in Form 5 in government schools

Improved quality of secondary education

- (a) Teachers demonstrating improved classroom teaching practice in government secondary schools
- (b) Percentage of secondary schools with adequate learning environments



D. Project Description

7. **The Secondary Education Quality Improvement Project (SEQUIP) will focus on enabling young girls to continue their secondary education despite social and economic barriers.** More generally, SEQUIP will improve the completion of quality, learner-friendly secondary education for girls and boys. In 2018, 1,025,629 girls and 965,242 boys attended lower secondary school. However in the same year, a further 134,000 children, half of whom were girls, qualified to continue their schooling but were unable to because of lack of spaces in government secondary schools. Drop-out rates are high for both boys and girls with a quarter of students leaving before they complete their lower secondary schooling. In 2017, about 5,500 girls were not able to continue their secondary education due to adolescent pregnancy and young motherhood. SEQUIP will contribute to addressing these key challenges by:

- (a) *creating a gender sensitive, learner-friendly school environment* through investing in supportive structures in the school and community including trained school guidance counselors, stronger links with the community through Parent Teacher Associations and life skills training.
- (b) *supporting female students to avoid getting pregnant and dropping out of secondary school* through measures that include (a) encouraging community awareness of risks for girls; and (b) supporting safe passage and reducing the distance to schools to reduce the risks of gender-based violence on the way to school.
- (c) *supporting girls who become pregnant* to access recognized, quality Alternative Education Pathways (AEPs) to obtain lower secondary certification and continue with upper secondary education or post-secondary education.
- (d) *improving the quality of secondary school teaching and learning environments* through the hiring of additional qualified teachers in core subjects and providing textbooks in core subjects.
- (e) *increasing the number of secondary school spaces* through the construction of new classrooms that meet minimum infrastructure standards and supporting the expansion of the school network to bring schools closer to communities.
- (f) *using innovative digital technology to facilitate mathematics and science teaching and improve learning.*

8. **These SEQUIP interventions are aligned with the Government's Education Sector Development Plan (ESDP) and related strategies.** SEQUIP design also draws on lessons learned from previous and ongoing World Bank and Development Partner (DP) support to education in Tanzania.

9. **The above key interventions are grouped into the following four Project components:**

Component 1: Empowering girls through secondary education and life skills (US\$180m)

Component 2: Digitally-enabled effective teaching and learning (US\$115m)

Component 3: Reducing barriers to girls' education by facilitating access to secondary schools (US\$185m)

Component 4: Project coordination, monitoring and evaluation (US\$20m)

Component 1: Empowering Girls through Secondary Education and Life Skills (US\$180 million equivalent)

10. **The Project will support a set of results and Disbursement Linked Indicators (DLI) that aim to improve access to safe secondary education opportunities in schools and alternative education centers and support girls to continue and complete their secondary schooling.**

11. *Sub-component 1.1: Creating safe learning environment for students in schools.* To achieve the results under



this Component the Government will undertake a set of activities to build a comprehensive Safe School Program (SSP) to provide gender-sensitive and learner-friendly safe schools. The SSP will be based on the National Strategy for Inclusive Education (NSIE), the Guidance, Counselling and Child Protection Manual and the National Action Plan to End Violence against Women and Children; and will be supporting already ongoing and planned activities in the ESDP. The objective of the SSP is to create a safe learning environment for students by encouraging teachers, students and parents, with the support of the school administration, to improve their schools' operational culture by: (a) increasing understanding of more positive discipline approaches in the teacher-student relationship; (b) creating opportunities for students to participate in and be more involved in their schooling and provide them with leadership skills; and (c) promoting a more transparent and accountable school administration by broadening their understanding of their role as leaders and implement activities which hold everyone accountable. The SSP will strengthen the existing structures and innovations which the Government has introduced in this area in recent years, such as the guidance and counseling teachers.

12. *Subcomponent 1.2: Promoting Girls' Completion of Secondary Education through Quality Alternative Education Pathways (AEP).* The Project will disburse funds on the establishment and functioning of a new system to facilitate effective outreach to girls who already dropped out at national and district levels. It will also support Government efforts to enhance access through the expansion of the network of AEP centers and the provision of tuition fee subsidies for vulnerable girls. It will also support the Government in putting in place a quality package for strengthening student learning in Alternative Education Pathways centers and provide the necessary ancillary life skills and reproductive health education to empower girls to successfully complete their secondary education.

Component 2: Digitally-Enabled Effective Teaching and Learning (US\$115 million equivalent)

13. **The Project will support a set of results and DLIs that aim to improve teaching and learning in secondary education by providing continuous professional development opportunities for teachers, ensuring schools have adequate teachers and teaching and learning materials, rolling out a digital education package and introducing a Form 3 national assessment.**

14. *Sub-component 2.1: Develop effective teaching and learning resources.* The Project will help to ensure the following key quality elements are in place in government secondary schools: (i) minimum package of teaching and learning resources for all schools in core subjects (Mathematics and Sciences); (ii) more equitable, gender-balanced teacher deployment to secondary schools through the development of a teacher deployment strategy for secondary schools and future allocations in line with the strategy; (iii) in-service teacher training/continuous professional development (CPD) to improve classroom teaching practice for secondary Mathematics and Science teachers on subject content knowledge, pedagogical and gender-sensitive approaches; and (iv) assessment of student learning in Form 3 to allow for targeted early interventions to prevent girls from dropping-out due to learning difficulties and inform the recently reformed School Quality Assurance (SQA) system.

15. *Sub-component 2.2: Digitally-enabled Teaching of Math, Sciences and English* includes the development of an ICT in Education Strategy and plan for secondary education and an innovative digital content and connectivity package geared towards facilitating the teaching of Mathematics and Science in schools, based on lessons learned from previous and ongoing pilot programs.

Component 3: Reducing Barriers to Girls' Education through Facilitating Access to Secondary Schools (US\$185 million equivalent)



16. **The Project will support a set of results and DLIs focused on enhancing infrastructure standards in secondary schools and to ensure adequate funding of key inputs as secondary schooling expands.** It will support the expansion of the secondary school network in order to substantially reduce travel distances by bringing secondary schools closer to children’s homes through an expansion of the secondary school network, especially in rural areas. Expansion will be guided by a minimum infrastructure package based on the School Construction and Maintenance Strategy and minimum construction standards aligned with the Projects Environmental and Social Framework.

Component 4: Project Coordination, Monitoring and Evaluation (US\$20 million equivalent)

17. **This component will provide support to reinforce existing capacity, inform education planning and policy decision making and implementation of key Project activities,** such as teachers, school construction, AEPs, safe passage to school and fiduciary and environmental and social aspects (including the GRM), leadership and M&E. In addition to supporting Project implementation, the aim of the capacity building is to further increase the capacity of MoEST and PO-RALG departments (especially planning departments, statistics/M&E and education).

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

Summary of Assessment of Environmental and Social Risks and Impacts

18. **The proposed project will build on the achievements of previous projects in the education sector which have supported quality improvements.** During preparation lessons learned from previous projects will be considered in the final risk assessment and design of the project to strengthen the handling of environmental and social risks.

19. **PROJECT LOCATION:** The Project will be implemented nationwide (in rural and urban areas) and as such the exact locations of the new and rehabilitation schools and Alternative Education Pathway (AEP) facilities to be supported are currently unknown.

20. **PHYSICAL CHARACTERISTICS:** Tanzania is a large country with 21 regions and 184 districts (administrative divisions) which will be responsible for the project at the local level. The country expands through mountainous, plateau and coastal areas. Tanzania holds unique ecosystems (40% forest cover), rich biodiversity and large number of protected and key biodiversity areas.

21. **WATER:** The country is affected by land degradation and increasing water scarcity in both urban and rural areas. Even the most important cities have issues with water supply and water quality. Many existing schools have no water or electricity supply. A major physical characteristic relevant to the project is the uncertainty over



if water will be available for the schools and how to ensure water quality. Some schools use rain water storage as their water source; but this option is not secure in terms of quality and reliability. It is common to see students attending schools (especially in rural areas) carrying a bucket of water due to the lack water supply in the schools. Water supply and sanitation in the schools is challenging and a critical aspect for the success of this project will be to ensure health, sanitation, WASH and wellbeing of the students (in particular girls) and teachers. Water served to children at schools is usually rain-harvested or collected from nearby streams and water quality is not usually monitored.

22. Government School Construction Strategy: The Government of Tanzania is developing a School Construction and Maintenance Strategy outlining the number of classrooms: students, adequate WASH facilities; multi-purpose science labs, electricity, and so on and minimum construction standards. These standards are still under development and are being developed with technical input from the Bank.

23. The ESF instruments that have been prepared for SEQUIP incorporate measures for project site selection and to ensure designs and school construction align with the ESF requirements. It has been agreed that civil works will follow building standards acceptable to the World Bank and required under the ESF; taking into account structural safety, universal access, changes in the standard drawings, water source availability and quality, efficient use of materials (wood) to reduce pressure on natural resources, Water and Sanitation for Health (WASH) and solid waste management at the schools, among other risks identified as part of the due diligence process. Site selection for school construction is very important to avoid possible direct and indirect environmental and social impacts and lack of water sources for construction and during operation.

24. HAZARDS: Floods, droughts, heavy rainfall and earthquakes must be considered in site selection and safety construction parameters for civil works. In previous construction activities schools have shown technical deficiencies due to the lack of beams, vertical columns and lack of application of security factors in the design, associated with weaknesses in supervision of construction. Tanzania has also experienced earthquakes before which caused the collapsed of public infrastructure, including schools. It has been agreed that construction will consider structural safety to ensure the safety of students and long life of the buildings. The Bank has agreed with the Ministry of Education that the civil works for SEQUIP will follow building /construction standards and standard drawings acceptable to the World Bank and the requirements are described in the Environmental and Social Management Framework (ESMF) (Annex 14) and will be further detailed in the Project Operation Manual (POM).

25. LABOR AND WORKING CONDITIONS: Tanzanian labor laws include provisions to protect workers' rights, including Occupational Health and Safety (OHS). However, implementation especially for individuals or small local contractors (independent builders) in rural areas is weak. Frequently these contractors work without adequate protections in place including risk assessments, the use of Personal Protective Equipment (PPE) and medical insurances. Management of these issues is covered in the ESMF and Labor Management Procedures that have been prepared. However, implementation will need to be closely monitored throughout the project.

26. PROJECT STRUCTURE: A national team formed by staff from Ministry of Education Science and Technology (MoEST) and Presidents Office- Regional Affairs and Local Government (PO-RALG) will lead the overall project but there is limited experience in environmental and social management. The Local Government Authorities (districts) will play the main role in the planning and construction of schools under SEQUIP together with ward representatives and village committees. These three levels of government will play an important role in the planning, implementation and monitoring of sub-projects (individual schools or rehabilitation projects).



Community relations with schools has been considered in the engagement approaches during implementation as well as part of community monitoring.

27. Primary and secondary schools are generally seen as community assets, with an associated School Board. This School Boards will create School Construction Committees (SCC) which will be responsible for coordinating with the community in requesting the need for a school needs to the District; if approved, the SCC will be responsible of managing the funds, hiring and supervising of builders. The level of literacy is low in rural areas. The contractors for the proposed infrastructure of the project will be local builders "mafundi" who are informal workers and lack OHS equipment and culture for basic safety measures. In addition, many of these workers do not implement national law or the requirements of Environmental and Social Standard (ESS) 2 in relation to working conditions (provisions of contracts, working hours, payment etc.). Child labor is also common in the construction industry in Tanzania and children sometimes provide the 'community contributions' such as collecting water for the construction activities. The complexity of institutional arrangements and the lack of experience in the ESF and environmental and social issues by the implementing agencies were addressed through the preparation of the ESF instruments agreed for this operation.

28. VULNERABLE GROUPS: In Tanzania there are a number of pastoralists and hunter-gatherers who are living traditional lifestyles. These groups include the Maasai, Hadzabe, Akie, Sandawe and Barbaig who generally live in the North of the country. The Akie, Sandawe and Hadzabe are predominantly hunter-gathers while the Maasai and Barbaig are traditionally pastoralists. Within these groups the sense of ownership of schools and the perceived importance of education may be lower. In addition, access to education for children is influenced by the groups economic/ livelihood activities. These groups' relationships with schools have been taken into account in both the engagement approaches as well as ensuring equitable access to benefits. Site selection for schools will be very important to avoid encroachment onto these groups' traditional lands as well as conflict over natural resources such as water.

29. According to the 2008 Disability Survey in Tanzania 7.8% of the population aged over 7 have a disability. Data on enrollment rates for children with disabilities is very variable but may be as low as 0.1-0.5% (CCBRT Education Study) with most children with disabilities traditionally attending special schools. Other vulnerable groups are present in society who may be less able to access Project include people living with albinism, the poorest children, those with limited English language skills, those that are marginalized because of social bias, etc. Measures under Components 1 and 2 aim to address these issues. Secondary schools are often several miles walk from pupils' homes, generating challenges in accessing schools safely; this is especially true for girls who can be subject to Gender Based Violence (GBV) or Sexual Exploitation and Abuse (SEA), potentially resulting in girls dropping out of the education system. Girls who are also subject to other forms of vulnerability (poverty, disability etc.) may be at a higher risk of GBV/SEA compared to their fellow students. Measures have been incorporated into the project design and environmental and social instruments to address these risks including decreasing the distance to schools and establishing 'walking buses' to provide safe passage.

30. LAND: Land is public property and rights to the land are issued in the form of residential leases and certificates of rights to occupancy. However, many land owners do not have documented rights. The construction of new schools and the extension of existing schools may require the acquisition of land on which people are currently living or using to support their livelihoods (including vulnerable groups). Site selection will be important in minimizing the extent of resettlement including of informal land owners and or users who were present in an area prior to the selection of a site for a school.



Borrower's Institutional Capacity

31. **There are multiple actors at the national, regional, and district levels who will have responsibilities for the environmental and social risk management in the project.** These risks lie in all project components and include the management of risks related to inclusion of Vulnerable Groups, management of GBV complaints, management of environmental and social risks related to construction, among others. The overall capacity of all these levels to manage environmental and social risks and impacts in line with the ESF is limited and there are additional capacity constraints that will limit efficient supervision (staff and mobilization – time availability, logistical support, etc.). In order to strengthen capacity, the project will undertake an assessment of the capacity for engineering, environment and social management in the project districts. This capacity assessment will be undertaken at the same time as the evaluation of the schools needs that will be performed across the country. The assessment would then guide targeted supervision support and hands-on training for the districts. The capacity assessment, supervision support, and hands-on training will be provided by a supervision support firm which will be procured early in project preparation for an initial two-year contract and financed from Component 4. In addition, the project will include staff focused on environmental and social risk management including a GBV specialist at the national level, and environmental and social focal points at the regional level.

E. Implementation

Institutional and Implementation Arrangements

32. **SEQUIP will be jointly implemented by the Ministry of Education, Science and Technology (MoEST) and the President's Office, Regional Administration and Local Government (PO-RALG).** MoEST will be responsible for overall implementation, setting of standards and strategies. MoEST agencies such as the Institute for Adult Education will be responsible for the implementation of specific activities. PO-RALG, through the districts, will be responsible for day-to-day implementation of school-level activities.

33. **As part of the institutional coordination structure of the education sector, SEQUIP performance and implementation monitoring will be part of the Annual Joint Education Sector Review (AJESR).** The AJESR brings together government, development partners and NGOs representatives to discuss key issues and approaches in the education sector. In preparation of the Annual Joint Education Sector Reviews a series of joint field visits are organized, in which all partners, i.e. government, NGOs and DPs participate, to jointly monitor project performance and provide feedback. This well-established mechanism for monitoring sector performance and policy dialogue covers WB education projects, as well as other DP projects.

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