



Project Information Document (PID)

Concept Stage | Date Prepared/Updated: 15-Jul-2019 | Report No: PIDC26541

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

Country Tanzania	Project ID P170480	Parent Project ID (if any)	Project Name Tanzania Secondary Education Quality Improvement Project (SEQUIP) (P170480)
Region AFRICA	Estimated Appraisal Date Jun 28, 2019	Estimated Board Date Oct 08, 2019	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 girls' access to safe, gender-sensitive learning environments and improve completion of quality secondary education of girls and boys.

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

Total Project Cost	400.00
Total Financing	400.00
of which IBRD/IDA	400.00
Financing Gap	0.00

DETAILS**World Bank Group Financing**

International Development Association (IDA)	400.00
IDA Credit	400.00



Environmental and Social Risk Classification

Substantial

Concept Review Decision

Track II-The review did authorize the preparation to continue

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. In 2018, Tanzania’s Human Capital Index (HCI) was a low 0.40 and ranking Tanzania 106 out of 130 countries globally. While the education attainment of the population has grown steadily, only 9 percent of the population age 15 and above completed upper secondary education.¹ The about 800,000 to 1 million youth entering the labor market annually have mostly low levels of education and skills (including low digital skills) and their number is expected to grow to 1.6 million by 2030. Strengthening the education of adolescents is thus vital to enable their contribution to the economy.

2. Access to and completion of quality secondary education, particularly for girls, is associated with many socio-economic benefits. In Tanzania, women with 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.² A one child reduction in the fertility rate by 2050 could lead to a 19 percent improvement in real GDP per capita.³ Well educated girls have substantially higher earnings in adulthood. In 2011, rates of return to secondary education for girls were estimated at 18 percent compared to 13 percent for boys.⁴ Given the high rate of labor force participation among Tanzanian women of 84 percent in 2014, raising their secondary education attainment will have significant impact on productivity, living standards and poverty reduction.

Sectoral and Institutional Context

3. Over the last three years, secondary education outcomes have improved. The number of children in secondary school grew substantially, largely due to the Fee Free Basic Education Policy (FBEP)⁵ introduced in 2016. Inequalities in education access have also narrowed. Overall, the number of graduates entering the labor force with either lower or upper secondary education has increased by 150,000 to 420,000 over the last 10 years adding to the stock of educated workers.

4. However, three main challenges in secondary education remain: (i) improving access to and completion of quality secondary education for girls and boys; (ii) ensuring a safe, supportive learning environment to keep girls in school longer; and (iii) ensuring that girls dropping out of school, especially young mothers, have an established route back into

¹ Tanzania National Bureau of Statistics, 2015, Integrated Labor Force Survey 2014 Analytical Report

² World Bank, 2017, Demographic Challenges and Opportunities in Tanzania.

³ World Bank, 2017, Demographic Challenges and Opportunities in Tanzania.

⁴ Psacharopoulos, G., Patrinos H., 2018, Returns to Investment in Education: A Decennial Review of the Global Literature, Policy Research Working Paper No. 8402, World Bank, Washington.

⁵ The FBEP abolished non-voluntary parental contributions to primary schools and tuition fees in government lower secondary schools.



public schooling; and are adequately supported as they pursue this pathway.

Relationship to CPF

5. SEQUIP will directly contribute to three pillars of the World Bank Group's Country Partnership Framework (CPF) 2018-2022 discussed by the Board of Executive Directors in February 2018: (i) diversify growth and enhanced productivity; (ii) boost human capital and social inclusion; and (iii) make institutions efficient and accountable. SEQUIP will contribute to improving access to and raising girls' and boys' learning outcomes in secondary education, which will promote human capital and inclusion. It will serve as the basis for further skills development and on-the-job training as critical elements for enhanced productivity. Lastly, the project's support to quality assurance and monitoring and evaluation systems will enhance transparency of responsibilities and make public institutions more efficient and accountable.

C. Proposed Development Objective(s)

6. To increase girls' access to safe, gender-responsive learning environments and improve student completion of quality education at the secondary level.

Key Results (From PCN)

7. **Preliminary PDO indicators proposed are as follows and will be refined during further preparation:**
- (i) Girls entering upper secondary school Form 5 (number)
 - (ii) Girls enrolled in Alternative Education Pathways at the secondary level (number)
 - (iii) Schools that have implemented Good Schools Toolkit for a safe, gender-sensitive learning environment (percentage)
 - (iv) Students completing lower secondary Form 4 (Grade 11) (number)
 - (v) Secondary schools with English, math and science teachers deployed in line with national standards (percentage)
 - (vi) Improvement in classroom teaching practices in secondary schools

D. Concept Description

8. **The project will adopt a three-pronged approach to promoting girls' secondary education:**
- (i) Ensuring a safe, supportive learning environment to keep girls in school longer; and strengthening their support by families and communities;
 - (ii) Expanding effective, quality Alternative Education Pathways (AEP) to provide girls who drop out of lower secondary school with a recognized pathway back to public schooling; and
 - (iii) Improving access to and completion of quality secondary education for girls and boys.
9. **SEQUIP will include four components addressing the above issues:**
- (i) Component 1: Empowering Girls Through Secondary Education and Life Skills
 - (ii) Component 2: Digitally-Enabled Secondary Schools and Effective Learning Environments
 - (iii) Component 3: Facilitating Access to Secondary Schools and Reducing Barriers to Girls' Education
 - (iv) Component 4: Technical Assistance, Impact Evaluation and Project Coordination



10. The proposed project will include a Results-based approach for Components 1-3 using Disbursement Linked Indicators (DLIs). The project will use a results-based approach in the first three components and financed through Investment Project Financing (IPF) with Disbursement Linked Indicators with well-defined targets for a five-year period.

11. Firstly, SEQUIP will focus on keeping girls in school longer through:

- (i) **ICT-enabled monitoring system for early identification of and intervention on girls at risk of drop out; and**
- (ii) **Addressing the main reasons for drop out:**
 - a. **Creating a safer school environment for girls** (Component 1)
 - b. **Improving girls' secondary school readiness and learning** through the Kickstarting English orientation program at the beginning of lower secondary school to improve English competencies essential for facilitating the transition in language of instruction between primary (Kiswahili) and lower secondary (English), a significant challenge particularly for girls; and teacher training on gender-sensitive pedagogical approaches and identification of weak student and remedial actions to strengthen girls' learning and performance on the examinations. (Components 1, 2)
 - c. **Expanding access and reducing the physical risks of long-distance travel to school** by bringing schools closer to children's homes through the expansion of the secondary school network. (Component 3)
 - d. **Performance-based school grants to incentivize schools to retain girls and improve student learning performance.**⁶ (Component 3)

12. Secondly, SEQUIP will support the expansion of effective Alternative Education Pathways if girls drop out or have to leave public school:

- (i) **Monitoring and tracking system for girls who drop-out of secondary school** to follow their education pathway. (Component 1)
- (ii) **Incentivizing outreach activities by alternative education centers to out-of-school girls** to encourage them to continue their education. (Component 1)
- (iii) **Expanding provision of affordable secondary Alternative Education Pathways combined with life skills and reproductive health education.** (Component 1)

13. Thirdly, SEQUIP will contribute to improving access to and completion of quality secondary education for girls and boys:

- (i) **Digitally-enhanced teaching of math and sciences program**, which will feature the use of digital technology in teaching, but also increase teacher digital literacy; (Component 2)
- (ii) **Adaptative learning technologies for remedial learning of at-risk students** in 500 schools. (Component 2)
- (iii) **Minimum package of critical learning inputs for all schools:** adequate numbers textbooks; trained teachers for more manageable class sizes; classrooms and WASH facilities; (Component 2)
- (iv) **Student learning assessment** in lower secondary Form 2 (Grade 9). (Component 2)

⁶ Based on the positive experience with performance-based school grants under the ongoing Education Program for Results and Additional Financing (P147486 and P162470).



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 key potential social issues, which can be managed/mitigated are related to (i) labour and working conditions for construction contractors, (ii) potential for resettlement associated with land acquisition for schools and (iii) potential impacts to vulnerable groups as defined under ESS7. Other risks are related to GBV/SEA of students (mainly during operation), transmission of diseases and road traffic accidents. These risks and impacts will generally be site specific and are unlikely to cause serious adverse effects to communities and the environment if appropriate mitigation and management measures are applied.

The main environmental risks and potential impacts that are identified at the concept stage involves at the stages: i) Preparation- lack of experience of the government in the new ESF and per the nature of the sector- experience in managing or supervising environmental issues; lack of personnel with formal training in environmental fields; national complexity and coordination that will require training, staff and conditions for proper supervision (transportation, equipment, coordination);

(ii) Construction Phase- extraction of materials (sand, rock, cement) and transportation to far located areas; potential use of generators (air emissions); noise, wastes (cartons, metal, paint, plastic, others), dust, health and safety issues, effects on public access roads, cutting of trees/vegetation, contamination of soil and water, generation of domestic wastes.

(iii) Operational Phase- project design will need to consider safety aspects to reduce potential impacts from poor soil stability, presence of nearby rivers or streams; fires, earth quakes, flooding, heat waves; poor water provision and storage and lack of water quality monitoring can affect health of students; firewood use can affect local vegetation.

From the preliminary review carried out at this concept stage, it can be concluded that implementing agencies' environmental and social management system and procedures need to be complemented/enhanced to comply with ESF requirements. In particular supervision and reporting capacity is weak and measures and robust budget will need to be included in the ESCP to address these gaps. The Project will address the gaps through the preparation and implementation of an Environmental and Social Commitment Plan (ESCP). The ESCP will be based on the findings of the ESMF and associated management plans/ frameworks which will be developed during project preparation.

Note To view the Environmental and Social Risks and Impacts, please refer to the Concept Stage ESRS Document.

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APPROVAL

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