



Appraisal Environmental and Social Review Summary

Appraisal Stage

(ESRS Appraisal Stage)

Date Prepared/Updated: 03/18/2021 | Report No: ESRSA01191



BASIC INFORMATION

A. Basic Project Data

Country	Region	Project ID	Parent Project ID (if any)
Tanzania	AFRICA EAST	P166415	
Project Name	Higher Education for Economic Transformation Project		
Practice Area (Lead)	Financing Instrument	Estimated Appraisal Date	Estimated Board Date
Education	Investment Project Financing	3/18/2021	4/28/2021
Borrower(s)	Implementing Agency(ies)		
United Republic of Tanzania	Ministry of Education, Science and Technology		

Proposed Development Objective

To strengthen the learning environment and labor market alignment of priority programs at beneficiary higher education institutions and improve the management of the higher education system

Financing (in USD Million)	Amount
Total Project Cost	425.00

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]

The Higher Education for Economic Transformation (HEET) project will help strengthen:

- the capacity and quality of select universities and institutes to prepare faculty, researchers, and graduates, and to build a strong and flexible, high skilled workforce that can address Tanzania's development challenges; and
- the capacity of supervising agencies to oversee the entire higher education system (both, public and private) in a fiscally sustainable and quality-oriented manner.

Basic principles:



- HEET will cover universities in Tanzania mainland and Zanzibar, given that higher education is a union matter, and as per agreement with MoEST Mainland.
- A large project focus will be universities in secondary cities, such as Dodoma, Mwanza, Morogoro, Zanzibar City, as businesses in secondary cities appear to have difficulties in getting the needed human resources, in particular higher skilled workers.
- Universities receiving funds will sign performance-based funding agreements, to promote expanded mission- and outcome-oriented funding norms in the higher education sector. Special priority will be given to institutions developing partnerships, driving innovations, and addressing gender gaps.
- The proposed instrument will be Investment Project Financing (IPF).

The proposed project design includes three components: (i) Component 1: Transforming universities with a focus on priority disciplines for economic growth; (ii) Component 2: Strengthening the management of the higher education system; and (iii) Component 3: Support for project coordination and management.

Component 1: Strengthening the Learning Environments and Labor Market Alignment of Priority Programs (US\$ 329 million)

This component will focus on strengthening and building the capacity of 14 public higher education institutions to become high quality centers of learning focusing on priority areas. The Government identified 14 priority areas based on key disciplines required to build an industrial economy and propel forward Tanzania's development agenda. These disciplines are aligned with the priority economic sectors identified in Tanzania's National Skills Development Strategy 2015/16-2025/26, Vision 2025 and the Education and Training Policy 2014, as having the greatest potential for growth over the coming decade and which function as cross-sector enablers.

The 14 priority areas are: (a) engineering and technology; (b) ICT; (c) material sciences; (d) health sciences; (e) urban and environmental engineering and technology; (f) renewable energy; (g) water resources; (h) climate change; (i) agriculture and agribusiness; (j) wildlife conservation; (k) tourism and hospitality; (l) academic industry linkages; (m) humanities; and (n) education.

Under this component, the project will finance the development and implementation of institution-specific University Strategic Investment Plans (USIPs) that detail activities to meet the strategic objectives of improving the learning environment at the institution and enhancing the labor market alignment of priority degree programs. The USIPs will prioritize elements that are core to creating a strong, flexible, and highly skilled workforce that can address Tanzania's development challenges. The USIP activities will be organized into three internally-focused areas to improve teaching and learning and three externally-focused areas to strengthen research and industry linkages. Areas to improve teaching and learning include: (i) curriculum updates and introduction of innovative pedagogy; (ii) construction and/or rehabilitation of infrastructure including gender and disability-friendly lecture halls, laboratories and workshops; and (iii) professional development of academic staff and university leadership. Areas to strengthen research and industry linkages include: (i) industry and private sector partnerships; (ii) promoting applied research and innovation; and (iii) promoting self-generated income through revenue-earning activities. Each higher education institution will prepare a USIP that addresses its unique needs, challenges and context and will receive technical assistance under the project to strengthen their plans and incorporate good practices that have demonstrated success in similar contexts around the world.



The HEET Project will strongly encourage the use of technology by universities to deliver training. There will be an emphasis on strengthening the capacity of universities to deliver online learning in order to build resilience within the institutions to respond to shocks like the COVID-19 pandemic and ensure learning continuity. This online learning infrastructure will also help increase access to higher education for the growing youth population as well as support new blended learning approaches that combine in-person instruction and virtual learning. Activities to strengthen institutions' online teaching and learning capabilities including establishing the required ICT infrastructure, improving connectivity, upgrading digital resources and training staff in pedagogies for virtual teaching will be embedded within the three USIP areas for teaching and learning. Partnerships with private sector providers of online learning resources and platforms will also be leveraged to promote blended learning and distance learning programs.

In order to help engage relevant industry professionals in the design and delivery of priority degree programs and ensure their alignment to market needs, Industry Advisory Committees (IACs) will be set up at each institution. These Committees will support the review and update of program curricula, advise on applied research and innovation activities, and support with outreach to the private sector for partnerships. In addition, internal quality assurance units at each institution will be strengthened to ensure that all priority degree programs are accredited and meet national standards established by the Ministry of Education, Science, and Technology (MoEST).

The USIPs will also include interventions to enhance equitable participation in priority degree programs. Each institution is required to integrate activities to address gender issues and encourage greater participation of women in higher education programs, particularly in STEM disciplines. These activities include but are not limited to: (i) developing outreach programs to sensitize female secondary school students and communities about university programs, especially in STEM areas; (ii) preparing an institutional-level gender strategy to attract and retain women in priority degree programs and monitor progress towards targets; (iii) creating safe environments in the institutions by setting policies and guidelines in addition to promoting practices to safeguard against gender-based violence (GBV) and establishing confidential GBV management processes with linkages to the national policing systems; (iv) introducing mentorship programs for women, especially in STEM areas, (v) constructing hostels/dormitories for women; and (vi) increasing representation of women among academic staff and university leadership. In addition, through establishment of linkages with the Tanzania Social Action Fund (TASAF) beneficiary registry, scholarships will be provided to female students from low-income households who lack qualification for direct admission to access a one-year foundation course at the Open University of Tanzania. This is intended to enable them to join any science degree program of choice upon graduation from the course. Universities will also aim to foster more inclusive and equitable environments for students with disabilities by ensuring that facilities constructed and renovated as well as online learning systems established under the project are accessible to students with special needs.

Each institution will sign performance-based agreements with the MoEST based on their respective final USIPs. These agreements will identify and define performance indicators for the disbursement of funds upon achievement of specified milestones. Such a grant mechanism has been shown to promote effective governance and management, as well as increased autonomy of the institutions, transforming the universities into higher quality institutions. This approach also encourages greater institutional ownership and more buy-in for difficult reforms, such as changing teaching practices. Therefore, the USIPs together with the performance-based agreements will promote an improved culture of management and governance within MoEST and higher education institutions by emphasizing autonomy, accountability, and institutional ownership.



The 14 higher education institutions to be supported under the project are divided into two clusters – 11 competitively selected universities and three priority institutions.

Component 2: Strengthening the Management of the Higher Education System (US\$78 million equivalent)

This component will focus on enhancing the management of the higher education system and creating an enabling environment for excellence among higher education institutions. A first sub-component will aim to strengthen the capacity of key government departments and agencies responsible for the effective oversight and delivery of higher education in Tanzania, including MoEST and many subsidiary departments/agencies and key line ministries. It will target MoEST which comprises two departments responsible for higher education, research and innovation - the Department of Higher Education and the Department of Science, Technology and Innovation. It will also promote reforms and improved operational capacity and delivery at three key Ministerial agencies – the Tanzania Commission for Universities (TCU), the Higher Education Students' Loans Board (HESLB), and the Commission for Science and Technology (COSTECH). In addition, a second sub-component will help to strengthen public-private partnerships in higher education as well as finance quality improvements in select non-university institutions deemed critically important for the strategic management and delivery of quality instruction.

Component 3: Support for Project Coordination and Management (US\$ 8m)

This component will serve to build capacity within the MoEST and its subsidiary agencies to manage the day-to-day implementation of the HEET Project, as well as monitor and evaluate its impact. It will support the establishment of a minimal National Project Implementation Unit (NPIU), including a project manager, relevant component area managers, support staff, environmental and social safeguards staff and monitoring and evaluation (M&E) staff. It would, therefore, finance the salaries, where applicable, and capacity building of NPIU staff, as well as the operational costs of project implementation. This component would also finance the operational and staffing costs of national-level financial management (FM) and procurement support staff. Lastly, this component would provide funds for M&E studies/surveys, and audits of both project financial statements and grants implementation.

D. Environmental and Social Overview

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

Administratively Tanzania is divided into 26 regions, 21 regions in Tanzania Mainland and 5 regions in Zanzibar. The HEET Project will be implemented in higher learning institutions in various key regions of Tanzania Mainland and Zanzibar. While most of the participating institutions have campuses in Zanzibar, Dodoma, Dar es Salaam, Mbeya, Morogoro, Mara, Arusha, Kilimanjaro and Iringa, Open University of Tanzania has campuses in almost all regions of Tanzania. The participating institutions include: University of Dar es Salaam (UDSM), Sokoine University of Agriculture (SUA), Mbeya University of Science and Technology (MUST), Ardhi University (ARU), University of Dodoma (UDOM), Mzumbe University (MU), Nelson Mandela Institute of Science and Technology (NMIST), Open University of Tanzania (OUT), Moshi Cooperative University (MoCU), Dar es Salaam University College of Education (DUCE), Mkwawa



University College of Education (MUCE). Others are Muhimbili University of Health and Allied Sciences (MUHAS), Mloganzila campus, Mwalimu Julius K. Nyerere University of Agriculture and Technology (MJNUAT), Butiama, State University of Zanzibar (SUZA) and Prospective School of Economics at the University of Dar es Salaam (PSE-UDSM).

HEET Project financing under Component 1 will be used to support the construction and/or refurbishment of essential academic infrastructure such as lecture halls, classrooms, staff offices, laboratories, and student hostels; installation of teaching and learning equipment including lab equipment and ICT infrastructure necessary for quality training programs. Specific environmental, geographical and social factors as relevant to the location of each participating institution will be uncovered during the assessment of environmental and social risks and impacts prior to project implementation.

Groups that meet the criteria of ESS7, referred to as Vulnerable Groups, are present in Tanzania. These include, but are not limited to, hunter-gatherers such as Akie and Hadzabe, and agro-hunter-gatherer groups like the Sandawe in Northern Tanzania. The project is not expected to have land-related impacts that affect Vulnerable Groups but it will have activities focused on program and curriculum development.

Also of note is the composition of the university-bound population, which is mostly male but includes women and small percentages of people with disabilities and people living with albinism, both groups subject to social exclusion for socio-cultural reasons.

D. 2. Borrower's Institutional Capacity

At the national level, a National Project Implementation Unit (NPIU) will be established in the MoEST led by the Department of Higher Education in collaboration with the Department of Science, Technology and Innovation. It will be responsible for key project functions including project coordination, procurement, financial management, environmental and social standards, and monitoring and evaluation. Similarly, an Agency Project Implementation Unit (APIU) will be established at each of the MoEST agencies – TCU, HESLB and COSTECH – to manage the project activities for that agency. The NPIU will work with coordinators from the APIUs on day-to-day project implementation and management and will coordinate all TA support geared to provide capacity building to Ministerial agencies and project-supported universities.

At the university level, a University Project implementation Unit (UPIU) will be established at each university supported by the project with similar coordination and management functions. However, an overall assessment of the NPIU, APIU and individual participating institutions (UPIU) indicate that the experience and capacity to manage environmental and social risks and impacts of the proposed project are inadequate. Most of the participating institutions and proposed implementing units (NPIU, APIU and UPIU) have no previous experience in implementing World Bank financed projects and are not conversant with the application of Environmental and Social Standards (ESSs).

To enhance environmental and social risk management, each of the project implementation levels including participating institutions will need to designate and train environmental and social management staff. Responsibilities of the appointed staff will include, coordination, supervision, implementation, monitoring and reporting to ensure that aspects of environmental and social risks management are adequately integrated in the project implementation.



Specific capacity needs assessment on environmental and social management will be undertaken during the project preparation and a capacity building plan will be included in the Environmental and Social Management Framework.

II. SUMMARY OF ENVIRONMENTAL AND SOCIAL (ES) RISKS AND IMPACTS

A. Environmental and Social Risk Classification (ESRC)

Substantial

Environmental Risk Rating

Substantial

The project will support construction of critical university infrastructure and facilities, such as lecture halls, labs, dormitories, staff offices, etc. under Component 1 (Transforming universities with a focus on priority disciplines for industrialization). Construction work is likely to generate environmental impacts such as dust, noise, soil removal and destruction of vegetation, occupational hazards, traffic disruptions, construction wastes, etc. The potential environmental risks include damages to the environment and ecosystems: land degradation, gully formation and siltation of water bodies from material extraction from quarries; waterborne suspended materials, pollution of water bodies and land from wastes such as oil and paint spillages and emissions from trucks and machines, inappropriate disposal of solid waste from construction sites and campsite an electronic waste from the proposed ICT lab equipment and infrastructure; dust and gas emissions due to construction machinery and vehicle movements; vibrations due to site activities; increase in external road traffic due to construction site transport; noise pollution from machinery; exposure of workers to occupational health and safety risks and community health and safety risks including from construction equipment, chemical materials and transportation; risks of accidents associated with sharps and the falls etc due to poor site barricading. Although the implementing Ministry has experience in coordinating and implementing previous World Bank financed projects including STHEP and ACEII, capacity to manage environmental and social risks and impacts needs to be enhanced. The training modality shall follow relevant guidelines to mitigate the potential risk of COVID-19 infection. Awareness on Environmental and Social Framework and specific environmental and social management training will be required for most of the participating institutions, which have no prior experience in implementing the WB financed projects. The first training will be provided to all the members of the project implementation teams, consultants and contractors. Follow up ESF training will be regular and specific to the need and will be provided to the environmental and social staff as well as contractors and consultant's staff throughout the project cycle. Specific training areas for project and contractors' staff have been defined in the ESMF. Environmental and Social staff from each institution will be trained to able to evaluate, mitigate likely environmental and social impacts, monitor and report on the performance. An assessment of the capacity needs of the participating institutions to manage the environmental and social risks during preparation, implementation and operational phases will be conducted. Strengthening of capacities and definition of roles and responsibilities on environmental and social management shall be defined in E&S safeguard documents and other operational manuals.

Social Risk Rating

Substantial



The project interventions will have both positive and negative impacts as it has an explicit focus on reducing the gender gap while increasing access to higher education for both women and men. However, women (who experience the gender gap) as a group are not homogenous as there are sub-groups that include, disabled women, women living with HIV/AIDS (or other long term chronic health issues), women living with albinism, and women from Vulnerable Groups who may face additional barriers to information and benefits for socio-cultural reasons. Barriers to access and retention of female students related to Gender-Based Violence/ Sexual Exploitation and Abuse/Sexual Harassment (GBV/SEA/SH) will also need attention as will barriers to retention of other vulnerable individuals (both male and female). In addition, the Strategic Investment Plans will require inclusionary approaches to ensure nondiscrimination in access to benefits and in the curriculum for all groups in Tanzania regardless of individual characteristics. Information on the role of GBV in higher education will be required to provide information on how to strengthen/enhance equity.

Other risks will include those related to workers as delineated under ESS2. Lack of compliance by contractors/subcontractors and primary suppliers with national labor laws and regulations is an anticipated labor risk in Tanzania, has been observed in relation to other Bank-financed projects, and will be addressed through the measures outlined in the LMP. This will include OHS risks to workers associated with the construction activities as well as issues of contracting, working conditions etc. Child labor, including the worst forms of child labor involving the construction industry and the production of gravel are common problems linked to poverty and lack of enforcement of labor laws in Tanzania. Labor influx including management of worker camps will also lead to risks which need to be addressed through the LMP and camp management measures. The negative social and economic risks to local communities (under ESS4) resulting from the labor influx including the establishment of any worker campsites resulting from the envisioned construction under Component 1 could include increased rates of crime and social conflict, increases in traffic accidents and related violence, increased pressure on accommodations and rents, increased transmission of HIV/STDS, COVID-19 and other communicable diseases, as well as an increase in gender-based violence, in particular, sexual exploitation and abuse, including trafficking in persons for sex work, and sexual harassment (GBV/SEA/SH).

Construction works are expected to be conducted within Universities boundaries thus involuntary land acquisition is not anticipated. However, there might be loss of crops by the people who are farming (formally or informally) within universities land. As such, the project has prepared an RPF which will guide the preparation of RAPs if site specific involuntary resettlement is identified during sub-project preparation.

The project design will address issues of inclusion by ensuring universal access in constructed facilities as well as equal access to digitalized interventions. Other potential social risks related to HEET project interventions include social exclusion of beneficiaries for example due to disabilities (as a result of issues with access, socio-cultural norms, availability of adapted learning materials etc), gender imbalance and due to socio-cultural reasons as result of social bias; as well as exclusion of the CBOs and NGOs representing them from stakeholders' consultations and engagements. The Project ESMF, RPF, and SEP have been prepared during preparation and an LMP and GBV Action Plan will be prepared post effectiveness which require the development of site specific instruments namely the ESMP/C-ESMP and where necessary RAPs during implementation which will indicate various mitigation measures in detail to address

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 project presents a range of risks and impacts, both positive and negative.

SOCIAL. The project has an inclusive focus, with the current project design including explicit focus on improving gender equity in terms of promoting women's access to higher education institutions and in particular sectors including Science, Technology, Engineering, and Mathematics (STEM). These male-female differences in enrolment stem from low female transition rates from lower to upper secondary schools and again from upper secondary to university. While 48 percent of girls passed the O-level exams, only 38 percent passed the A-levels. The World Bank-Supported Secondary Education Quality Improvement Project (SEQUIP), approved in 2020, includes interventions to address this persistent problem including the problem of young mothers who drop out of schools due to pregnancy. As part of the Social Impact Assessment (SIA) to be prepared after effectiveness the project will look at whether sub-groups of women may be subject to barriers to information and benefits for socio-cultural reasons and mitigations measures will be fed into the strategic investment plans. These may include disabled women and women from Vulnerable Groups. Furthermore, it will also ensure inclusion of both men and women living with Albinism and other disabilities in project activities/benefits who suffer from substantial social marginalization and exclusion.

Mainland Tanzania disability prevalence stands at 13.3% while that of Zanzibar is 9.3%: these groups form part of the workforce. There is a risk of exclusion/discrimination of persons with disability in project job opportunities. The project will include the employment of persons with disability and address communication and other barriers (including accessibility and non-discrimination in hiring) related to disability in the construction workplace. The creation of opportunities for individuals from Vulnerable Groups (under ESS7) and other excluded groups to obtain improved access to higher institutions will be assessed during the SIA to be developed after effectiveness and included to the extent that is technically and financially feasible, as part of project design. The project design will address issues of inclusion by ensuring universal access in constructed facilities as well as equal access to digitalized interventions. Other inclusion measures include applying the concept of universal access to new buildings and expanding universal access to existing buildings to ensure robust access for individuals with disabilities.

In addition, ensuring equal access to digitalized interventions will also be designed to reduce the risk of exclusion of individuals with disabilities (including consideration of equipment and virtual learning methodologies). Information on the role of GBV/SEA/SH in higher education and its impact on access to education and equity will be obtained through SEA/SH risks assessments. In addition, the Strategic Investment Plans will require inclusionary approaches to ensure nondiscrimination in access to benefits and gender and socio-culturally sensitive/appropriate curricula. The project design will need to be informed by an understanding of the dimensions of exclusion and therefore what measures need to be in place to manage this risk.

A Social Impact Assessment (SIA) as outlined in the ESCP will be conducted after project approval to determine the extent of the social risks that include risks related to inclusion and discrimination of vulnerable individuals including young mothers. The SIA will target understanding of access barriers and design of measures to avoid discrimination and provide equal access to all potentially disadvantaged groups—framed under the Bank's Directive on Addressing Risks and Impacts on Disadvantaged or Vulnerable Individuals and Groups including those covered by ESS7. The



assessment will be organized to address both overarching (national/sector issues) and subproject specific issues (though subproject specific issues can be addressed in greater detail in the respective ESIA's). The outcomes of the assessment will inform project design and E&S mitigation measures through the development of an action plan.

ENVIRONMENT. The main impacts and risks of the project will emanate from the physical construction activities taking place in the participating institutions. No major land use change is expected as the proposed activities will be implemented within the University premises however there might be loss of crops by the people who are farming within universities land, or other economic displacement impacts involving loss of income or livelihoods (eg informal traders) or temporary changes or interruptions of land use or access (e.g. due to the presence of hoarding or lay-down areas for the construction). Most of the participating institutions have established master plans for their areas and therefore this project will finance implementation of activities which are already predetermined within their areas. Potential risks and impacts envisaged from construction and workers camp sites include (i) construction waste such as metal, wood, paint, diesel and other residues); (ii) E-waste from equipment including lab equipment and ICT infrastructure, (iii) obsolete and hazardous waste such as used oils and paint which will require special disposal (iv) soil erosion; water and air pollution; (v) soil pollution/contamination due to the generated wastes; (vi) dust and noise from machinery and (vi) traffic disruption and accidents; (vii) occupational health and safety incidents; and (viii) community health and safety risks. 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 safeguard instruments, Environmental and Social Environmental Assessments (ESIAs) where required and Environmental and Social Management Plans (ESMPs), for specific subprojects that will involve physical works. The ESMF provides a screening checklist, which will be used to identify potential environmental and social risks and determine the level of assessment and design appropriate mitigation measures depending on the nature, scope and significance of the expected environmental impacts of the project activities. The ESMF has also defined roles and responsibilities of project implementers (including contractors, supervising engineers, NPIU, APIU and UPIU) in management of environmental and social issues. Construction works will adhere to minimum design and construction standards specified in the Project Implementation Manual (PIM), including approved construction and maintenance guidelines for the education sector and the ESF including the WBG ESHS Guidelines.

Overall, the proposed project will benefit the Tanzanian population by providing adequate academic facilities to academic institutions, which will lead to an increase admission of students from high schools and other colleges to universities. However, environmental and social negative impacts and risks are likely to occur from the utilization of the facilities during the operational phase, and these may include the following: increased incidences of diseases and ill Health i.e. COVID 19 and other ailments due to large number of people within the proposed project area; increased pressure on social services and utilities such as electricity and water; pollution of surface water and natural discharge system due to drainage of contaminated impervious surface and indirect ground water pollution due to infiltration of the effluent during disposal.

ESF instruments, which have been prepared and will be disclosed during project preparation prior to appraisal include: ESMF, RPF and SEP. The LMP, SIA and GBV Action Plan will be completed after project approval as outlined in the ESCP. These plans may affect the design of the project, hence the ESMF and SEP will be updated accordingly. In accordance with the ESMF and RPF, the instruments, which will be prepared during project implementation will include site or facility specific ESIA's, ESMPs/C-ESMPs (including labor management measures) and where necessary



RAPs. These instruments will outline detailed mitigation measures for addressing the identified environmental and social risks of the proposed project activities.

ESS10 Stakeholder Engagement and Information Disclosure

The risks related to stakeholder engagement are as follows. Firstly, the risk of exclusion of certain stakeholders or groups of stakeholders from the consultative process. These may include persons with disabilities, persons living with albinism, persons living with HIV/AIDS and other communicable diseases in relation to gender and socio-culturally sensitive issues and Vulnerable Groups. Efforts to ensure that these groups are included in stakeholder engagement processes will be critical. As noted above, those that may suffer multiple disadvantages—such as women with disabilities—should also be included as their concerns, risks, and ways to access benefits may differ. The SEP outlines mechanisms to ensure these groups will be engaged including focus group discussions and engagement with representative CSOs.

Secondly, there are a broad range of stakeholders interested in the education sector in Tanzania. Stakeholders include government institutions at the national and regional level who will be involved in implementing HEET and associated approvals eg NEMC. Direct beneficiaries are located mainly at the institutions where HEET will be implemented and include staff notably academic staff, students including vulnerable students, female students, student unions. Communities in proximity to the institutions who may be impacted by the construction activities including along the transport routes or who may experience benefits including employment opportunities. There are also a range of other interested parties including but not limited to local or national politicians, traditional authorities, religious leaders, civil society organizations including NGOs, community-based organizations, and other businesses and/or private sector. These stakeholders have interests ranging from responses to gender-based violence, access to education for young mothers, inclusion of stakeholders in consultative processes, educational and economic outcomes and project monitoring. The project design will ensure that the stakeholder engagement process is broad enough to include those who may be affected, those who are potential beneficiaries, also those with interests in the project activities. The SEP has identified stakeholders noting that this process will continue throughout implementation and methods for engagement. With meaningful consultations project stakeholders will have meaningful and effective opportunities to express their views, feedback, concerns, risks and proposed changes and mitigation measures for the project activities throughout the project life cycle. These consultations will be documented and disclosed in the format agreed with the Bank. The project information will be disclosed in MoEST, and PORALG 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. The SEP will be disclosed prior to appraisal.

Thirdly, consultation with organizations representing Vulnerable Groups will be critical, in light of the program development activities in which VGs may have an interest (see references in ESS1 and ESS7). There is a risk that their input may not be solicited and the risk that consultations with them are not done in a culturally sensitive/appropriate manner or are not inclusive, or that such groups may be otherwise be excluded from access to consultations. Therefore, mechanisms to ensure input from these groups are included in the SEP and in will be included in the project design. The SEP has a clear strategy on consultations with representatives of vulnerable groups during project preparation as well as implementation.



The project has prepared a Stakeholder Engagement Plan (SEP) and conducted stakeholder analysis that identified the relevant project stakeholders including project-affected parties and other interested parties, as noted above. The SEP covers preparation and implementation of the project, including overall Project Engagement at a national / regional level; and engagement associated with construction activities at the facility/ community level; and engagement requirements associated with other components as needed.

The SEP has also articulated a Grievance Redress Mechanism (GRM) and reviewed existing GRMs and consider their use in project design, with augmentation where necessary. A functional GRM will be strengthened in the Ministry of Education, Science and Technology (MoEST) and all eligible universities, colleges and beneficiary government agencies that will be implementing the project to ensure that grievances emanating from the HEET project are reported and resolved on time. The project will have various mechanisms of handling grievances at the project level such as (i) General complaints and concerns will be collected by the MoEST grievance officers and administered by HEET Coordination Team; (ii) Construction grievances will be administered by the Construction Committee at respective project implementing institutions and will address grievances associated with the construction of new buildings and rehabilitation of existing buildings including grievances related to land and contractor's grievances; (iii) Resettlement grievance will be addressed by the existing land dispute resolution structures established at the village/mtaa level to the Ward and District level, will mediate and resolute involuntary resettlement related grievances. (iv) The GRM will be strengthened to receive Gender Based Violence (GBV) related grievances in a confidential and survival centered approach. These grievances will be handled by the Grievance Handling Committees at the project implementation level and designated Grievance Handling Officers from village, ward and Municipals at the national level.

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

Workers to be employed on the project are expected to be of two main categories: (i) direct workers, including mostly civil servants employed by the higher academic institutions and the government at local and central level as well as consultants employed directly by the client for the project; and (ii) contracted workers employed/engaged by contractors/subcontractors most of whom will be local and who will perform construction-related unskilled/manual labor activities. Some primary suppliers may be involved in providing materials e.g. for construction. No community labor is expected.

Based on past practice in projects in Tanzania, potential ESS2 risks include: child labor; increased incidence of GBV/SEA/SH and increased transmission of HIV/AIDs, COVID-19 and other communicable diseases among project workers and between project workers and local communities; non-compliance by contractors and other employers with national labor laws and regulations, including in relation working hours, rest period, pay and legally mandated benefits; discrimination in recruitment and employment in relation to disability, albinism, gender and other personal characteristics unrelated to inherent job requirements; and occupational, health and safety problems.



The Labor Management Procedures (LMP), and a Health, Safety and Environmental (HSE) Plan in line with Good International Industry Practice (GIIP) will be prepared after effectiveness but prior to any bidding documents being issued to ensure management of project workers in line with the requirements of national law and ESS2 and ESS4, including in relation to the health and safety of workers and of local communities during the construction, operational and maintenance phases of the project. Occupational health and safety monitoring programs will form part of the HSE plan where records of occupational accidents and diseases and dangerous occurrences and accidents are maintained through the project lifecycle. The LMP, will also have detailed information on the work terms and conditions including explicit prohibition and monitoring of child labor and forced labor. The LMP will further ensure that the health and safety of all workers, especially women are given adequate attention with respect to GBV and Sexual Harassment. The LMP will also include requirement of contractors including any requirements (camp management plans) for workers camps if needed. to prepare various tools such as a Code of Ethical Conduct, Labor Influx Management Plan, COVID-19 Prevention and Risk Management plan and HIV/AIDS Awareness and COVID 19 prevention training programs that will be reviewed by the Project Safeguards teams and cleared by the Bank before being implemented. All Contractors' employees and laborers will be required to sign the Code of Ethical conduct and go through trainings on gender, SEA/SH and HIV/AIDS awareness. The project will also strengthen the existing sexual harassment policies at the implementing universities to ensure that it will address the issues of GBV and sexual harassment at institutional level. 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. In line with ESS2, the project will establish and operate a worker grievance mechanism to enable project workers to raise workplace concerns, including work-related sexual harassment.

ESS3 Resource Efficiency and Pollution Prevention and Management

Construction materials such as wood, sand, gravel and water are expected to be supplied by authorized vendors. The ESMF has recommended mitigation measures to be put in place to ensure that methods of extraction of the materials and transportation do not lead to soil erosion, pollution of water bodies, air. The measures will be detailed and elaborated further at project activity level (as part of subproject ESIA's or ESMPs). Site specific environmental and social assessments will determine the significance of the likely impacts and risks and mitigation measures will be included in the ESMPs. Management of waste which will be generated from the construction activities and workers' camps as well as e-waste from ICT activities will also be defined in the site specific ESIA's and the ESMPs. It is anticipated that e-waste will be collected separately and later taken to the designated registered vendor by the National Environmental Management Council (NEMC) for recycling and proper disposal. ESMPs for operations of rehabilitated and expanded facilities, including waste management and biosafety considerations for labs will be prepared as part of the project ESI/ESMPs as applicable.

Potential pollution from on-site sanitation system (Septic tank system) that will be used during project operational stage due to increased number of students with time. Onsite sanitation systems can cause groundwater pollution due to infiltration of the effluent during disposal. Also, surface water could be at risk of pollution due to drainage of contaminated impervious surfaces. The main pollutants may include solid matters, floating and macro waste, heavy metals and organic matters. During the rainy season, the surface waters may drain the pollutants directly towards the natural discharge system and indirectly impact water table if the project does not envisage pre-treatment of



rainwater. The proposed project components may also lead to increased storm water due to presence of pavements, and roofs of buildings. These built structures might compromise the infiltration capacity of the land surface hence rendering water free to the environment. The storm water generated might lead to soil erosion and poor water quality downstream. Detailed assessments of potential risks and impacts will be carried out during ESIA's and the findings will lead into determination of specific and relevance measures to be designed.

ESS4 Community Health and Safety

Construction activities from component 1 may lead to safety concerns for the people within the universities or institutions where the construction will be carried out or for the village/community in the vicinity of the sites. These risks that include road accidents due to increase in vehicle movements or local sourcing of materials will need to be assessed and mitigated through a site-specific Environmental and Social Impact Assessment (ESIA) that will need to include an Environmental and Social Management Plan (ESMP) or only an ESMP, depending on the screening of the activities. Some activities might require environmental licenses and construction permits as well as municipal permits for the construction and water discharge areas.

Social risks to be addressed in the ESIA and/or ESMP include potential impacts on communities from workers (including labor influx) including sexual harassment and GBV, and the possible spread of communicable diseases such as COVID-19 and Sexually Transmitted Diseases (STDs), such as HIV/AIDS. 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.

GBV risks will be associated with the construction activities but may also occur within institutions between those in positions of authority and students as well as between staff members. This can include demanding sexual acts in exchange for employment, grades, transport etc., rape, verbal and physical sexual abuse by peers, managers or those in positions of authority etc. The project will also strengthen the existing sexual harassment policies at the implementing universities to address the issues of GBV and sexual harassment at an institutional level; and strengthen prevention and response in the university context through both project design and complementary actions included in the Project GBV Action Plan that will be prepared after project effectiveness but prior to any bidding documents being issued. 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

Under Component 1, the project will finance the construction or rehabilitation of infrastructure including lecture halls, laboratories and workshops. While most of these works are expected to take place within institutions existing property, there may be loss of crops for informal land users or encroachers due to land use changes within the universities' boundaries. The Universities might need extra land outside their boundaries with potential impact of loss



of crops, business or assets that will be acquired under the principles of ESS5 including any loss of income and associated livelihood restoration measures.

The specific sites for acquisition of extra land outside implementing institutions, restrictions on land use and involuntary resettlement are currently unknown as they will be dependent on the Universities Strategic Investments Plan (USIPs). Therefore, the project has prepared a Resettlement Policy Framework (RPF) to provide guidance to resettlement including the process to develop, approve and implement site specific Resettlement Action Plans (RAPs) that will be disclosed during the appraisal.

ESS6 Biodiversity Conservation and Sustainable Management of Living Natural Resources

The project's physical investments are not expected to be implemented in ecologically 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 as 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 ESIAs will include an evaluation of the systems and verification practices used by the primary suppliers. Impacts on vegetation, water bodies and nearby natural features will also be considered, as will be the use of non-invasive species for revegetation.

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

Project activities will include curriculum and pedagogy development in a few areas where the cultural practices, beliefs and livelihoods of Vulnerable Groups (VGs) may not be impacted negatively but are relevant. This includes natural resources management, climate change, tourism, wildlife management, agriculture, among others. There is a need to design these curricula to avoid undermining language use, cultural practices, institutional arrangements, religious or spiritual beliefs of Vulnerable Groups. There is also an opportunity to incorporate traditional local knowledge from these communities in the curricula development and to design courses of study that address their needs.

It is not expected that civil works and land acquisition envisioned under the project will impact VG communities as all the universities are in urban areas, such as Dar Es Salaam, Dodoma, Mwanza, Morogoro, Arusha and Mbeya. Even in the newly established Mwalimu J.K Nyerere university in Butiama District in Mara region most construction activities are expected to be conducted within university compound/boundaries thus do not require the application of FPIC. Investments will not require new land as the university sits on its legally owned land and major teaching and learning activities will be undertaken within its own land. Extension services, which will be offered by the university to support communities will be serviced by the infrastructure at the university and will not require additional establishments in the communities. These VGs include, but are not limited to, hunter-gatherers such as Akie and Hadzabe; pastoral groups like Maasai and Barbaig in northern Tanzania and agro-hunter-gatherer groups like the Sandawe in central Tanzania.



Deliberate efforts will be required to ensure VGs are incorporated in project-wide consultations (see references under ESS10). Their input on broad project design, including the approach to program development and efforts to increase equitable access to higher education will be documented and reflected in project design, where relevant. In addition, efforts will be needed by the PIUs to ensure the participation of VGs in consultations with respect to the development of University Strategic Investment Plans (USIPs). These efforts will ensure groups representing VGs as identified during stakeholder mapping are included in the stakeholder engagement process for USIPs and soliciting their input on activities with themes related to their economic, social, and cultural status and development. An SIA will be conducted by the client to assess broadly overall inclusion in relation to accessibility, challenges and opportunities, diversity and intersectionality of issues, and curriculum development that considers traditional knowledge. Other avenues that create and extend benefits of higher education to these groups will be explored as part of the SIA to be prepared post effectiveness. The results of the SIA will inform updates to the Project SEP, design, and TA activities with an action plan being developed demonstrating how this will occur. A stand-alone SDP is not expected to be needed but this will be confirmed as part of the SIA and through consultations with VGs under the SEP.

ESS8 Cultural Heritage

The project activities will not be implemented in areas of known physical cultural resources within the premises of existing universities. However, proposed construction activities under Component 1 will involve excavations, which may have impacts on physical cultural resources, mainly through chance finds. Procedure for addressing potential chance finds from construction sites, borrow pits and quarries has been outlined in the ESMF. Site specific environmental and social instruments, ESIs and ESMPs will also assess possible risks and impacts on both tangible and intangible cultural heritage. 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.

ESS9 Financial Intermediaries

The program will not involve any financial intermediaries.

C. Legal Operational Policies that Apply

OP 7.50 Projects on International Waterways	No
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OP 7.60 Projects in Disputed Areas	No
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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
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Areas where “Use of Borrower Framework” is being considered:

The Project will be implemented in accordance with the ESF, no stage or area of the project will apply Borrower Framework.

IV. CONTACT POINTS

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Borrower/Client/Recipient

Borrower: United Republic of Tanzania

Implementing Agency(ies)

Implementing Agency: Ministry of Education, Science and Technology

V. FOR MORE INFORMATION CONTACT

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VI. APPROVAL

Task Team Leader(s):	Roberta Malee Bassett, Nkahiga Mathus Kaboko
Practice Manager (ENR/Social)	Iain G. Shuker Cleared on 18-Mar-2021 at 05:58:0 GMT-04:00
Safeguards Advisor ESSA	Peter Leonard (SAESSA) Concurred on 18-Mar-2021 at 18:58:8 GMT-04:00