

**INTEGRATED SAFEGUARDS DATASHEET  
APPRAISAL STAGE**

Report No.: 123416

Date prepared/updated: December 10, 2017

**I. Basic Information**

**1. Basic Project Data**

Country: Tanzania		Project ID: P163439	
		Additional Project ID (if any):	
Project Name: Secondary Education Quality Improvement Program			
Task Team Leader: Samer Al-Samarrai and Cornelia Jesse			
Estimated Appraisal Date: January 15, 2018		Estimated Board Date: March 22, 2018	
Managing Unit: GED01		Lending Instruments: PforR and IPF	
Sector: Education			
Theme: Secondary Education			
IBRD Amount (US\$m.):			
IDA Amount (US\$m.): 300 (10 is allocated to the TA component)			
GEF Amount (US\$m.):			
PCF Amount (US\$m.):			
Other financing amounts by source:			
Environmental Category: C			
Is this a transferred project	Yes [ ]	No [X ]	
Simplified Processing	Simple [ ]	Repeater [ ]	
Is this project processed under OP 8.00 (Rapid Response to Crises and Emergencies)		Yes [ ]	No [X]

**2. Project Objectives:**

Program Development Objective: To enhance equitable access to and improve teaching and learning environments in government secondary schools with a focus on mathematics and sciences.<sup>1</sup>

**3. Project Description:**

The proposed operation consists of two components: (i) a secondary education Program for Results (PforR) component to support the Education Sector Development Plan (ESDP) 2018/19-2022/23, focusing on the lower and upper secondary education components of the ESDP (not already covered by the ongoing Education PforR program; and (ii) a Technical Assistance (TA) component to provide implementation support and build the capacity of MoEST, PO-RALG and National Examination Council of Tanzania to manage the expansion of the sector.

The proposed program will support the lower and upper secondary education components of the ESDP for a five-year period to June 2023. It will only support aspects of the government's program that are not already covered by the ongoing Education Program for Results program.

<sup>1</sup> Science refers to biology, chemistry and physics.

The ISDS pertains to the TA component of the proposed Program which will be supported through an Investment Project Financing (IPF) instrument.

**The scope of the operation will include a capacity building IPF component of US\$ 10 million.** This component is designed to identify critical trade-offs in secondary school expansion, conduct needs assessments in LGAs, analyze the cost-effectiveness and sustainability of proposed approaches in responding to the challenges emerging in the secondary education sector. TA support provided by DFID for the EPforR created an implementation feedback loop encouraging adaptive learning and timely course correction that has proved critical in keeping implementation on track. The Fee-Free Basic Education Policy (FBEP) and the expected increase in lower and upper secondary enrolments creates TA needs beyond current EPforR activities, which will be supported through the operation.

**The purpose of the IPF component is to provide implementation support and build the capacity of MoEST and PO-RALG to manage sector expansion.** In particular, it will provide support to build sustainable capacity for effective policymaking, planning, implementation and monitoring and evaluation. Specific capacity building will focus on MoEST and PO-RALG departments and units that are involved in the planning and management of the secondary education sector. This will include but will not be limited to secondary education departments and will include units responsible for policy and planning and Education Management and Information Systems. It will also include semi-autonomous institutions under MoEST including the National Examinations Council of Tanzania (NECTA) and the Tanzania Institute of Education (TIE). The IPF component will provide resources for the government to develop the strategies and costed plans that are included in the SEQUIP. Support will take the form of consultancy services to support implementation, additional human resources and equipment as well as needs specific training for relevant staff. Attention will be given to the capacity building of staff specifically responsible for the implementation of PforR activities.

**Support will also include capacity building at the central and local implementation levels – region, district, local government authorities, and wards – through the capacity building IPF component.** This will help provide capacity building aimed at: (i) implementation-level stakeholder mapping and identification of implementation bottlenecks; (ii) familiarizing implementation-level actors with Program results, operational manual, and monitoring systems; and (iii) designing mechanisms at the local level to enhance the effectiveness of training of trainers' model, use of data for planning, and effective utilization of capitation grants. This TA will be provided in the first two years of Program implementation.

**A detailed capacity needs assessment will be conducted within 3 months of Program effectiveness to identify specific capacity building needs of MoEST, PO-RALG and associated agencies.** The needs assessment will include a costed action plan. Activities that the IPF component will support include:

- *Leadership training of MoEST, PO-RALG and LGA staff.* This support will build capacity for government officials to negotiate, monitor and focus on key results. It is expected that this training will be implemented by a partnership between local and international institutions.
- *Training and support to MoEST and PO-RALG to develop technical expertise to develop strategies and costed action plans.* Units and agencies responsible for specific strategies and action plans will be supported in their preparation with local and international technical assistance. This assistance will not prepare the strategy or action plan but develop the tools and frameworks for preparing strategies and action plans, training concerned agency staff, and working with them to prepare the strategy and action plans. Key strategies and action plans include:

- *Strategy development.* The IPF component will support the development of a national secondary school teacher deployment strategy and an ICT strategy for teacher professional development. These strategies will require a situational analysis, evaluation of existing policies and initiatives as well as reviews of best practice from other countries. It is expected that implementation plans for these strategies will also be supported under the IPF component.
- *Action plans.* The IPF component will also support the development of costed action plans to implement existing strategies. For example, the component will support an infrastructure needs assessment in each LGA and develop costed LGA plans aligned with the new school construction strategy. It will also support elements of the inclusive education strategy through the development of an action plan to improve girls' secondary school education outcomes.
- *Training and support to MoEST and PO-RALG to design and implement:*
  - *National Form 4 assessment.*
  - *Professional development modules.* The Program will support the development of a series of in-service training modules (e.g. mathematics, science, ICT, identifying and supporting at-risk students). The IPF component will support the production of these in-service training modules and associated monitoring and evaluation tools.
  - *Grievance Redress Mechanism (GRM).*
- *Program monitoring.* Further development of the EMIS system to improve information for education planning in secondary schooling with a focus on improving information on teachers (e.g. subjects taught, trainings needed and received)
- *Training and support for Safeguards Focal Points.*
- *Training at the LGA level to address weaknesses in areas of procurement and contract management.*
- *Training in basic financial management at for school heads and school boards.*
- *Piloting and evaluation of gender and ICT initiatives.* The IPF component will also support appropriate evaluation of existing and new initiatives in key Program areas. For example, it will evaluate existing and future ICT initiatives to support teaching and teacher professional development as well as initiatives to support girls' education.

#### **4. Project Location and salient physical characteristics relevant to the safeguard analysis:**

The operation is expected to be spread nationwide. The TA component primarily consists of consultancy services (for analytic work) and capacity building activities. Therefore, no significant, long term adverse environmental and social impacts are anticipated from the TA activities.

#### **5. Environmental and Social Safeguards Specialists on the Team:**

Jane A. N. Kibbassa (GEN01), Environmental Safeguard Country Coordinator  
 Mary C. K. Bitekerezo (GSU07), Social Safeguard Country Coordinator  
 Qing Wang (GEN03), Sr. Environmental Specialist  
 Nneka Okereke (OPSPF), Operations Officer/Social Specialist  
 Naima Besta, Social Development Specialist, (GSU07)

<b>6. Safeguard Policies Triggered</b> <i>(please explain why)</i>	<b>Yes</b>	<b>No</b>
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<p><b>Environmental Assessment (OP/BP 4.01)</b></p> <p>As the TA activities are the nature of building client capacity and carrying out analytic work related to secondary education, these activities usually do not have potential adverse environmental and social implications or risks. Therefore, this policy is not considered triggered and this operation is categorized as C for the TA component. No further environmental and social actions are needed during program implementation for these TA activities.</p> <p>However, some environmental and social issues should be integrated directly into the TA activities in a manner that commensurate to the level and type of the TA activities. For example, during development of the ICT strategy, action plans for its implementation and piloting ICT initiatives, appropriate measures to support environmentally friendly ICT should be considered and integrated into these activities, including green purchasing, energy efficient operation of ICTs, regular maintenance/ventilation, and avoidance of potential pollution from poorly disposing of ICT equipment. The assessment of school construction needs and LGA’s action plans should include environmental and social management requirements for infrastructure, including compliance with the national school construction guidelines, especially the School Water, Sanitation and Hygiene guidelines, avoidance of hazardous building materials, proper selection of school locations, water and electricity availability, and accessibility for disables.</p> <p>Furthermore, the National Environmental Policy (NEP,1997) requires environmental education and awareness-raising programs to be undertaken in order to promote informed opinion. It encourages environmental education to be introduced into primary and secondary school curricula to inculcate values that support responsible environmental care, and discourage attitudes that are incompatible with sustainable ways of life. These NEP requirements should be considered during the policymaking and planning process in the education sector.</p> <p>Teacher trainings if any under the TA component should include training contents on environmental and social management knowledge, including (but not limited to) sanitation and hygiene education, environmental protection practices (waste recycling and management, water harvesting, energy saving, etc.), avoidance of exposure to toxics, diversity and inclusion, communication and coordination skills with parents and school boards/committees, and emergency response arrangements.</p> <p>This operation also includes a PforR component, an Environmental and Social Systems Assessment (ESSA) has been prepared for the PforR component and it concluded that the overall environmental and social risk rating of the PforR component is considered moderate. The ESSA also proposed environmental and social management actions during implementation of the Program.</p>		X
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<b>Natural Habitats (OP/BP 4.04)</b>		X
<b>Forests (OP/BP 4.36)</b>		X
<b>Pest Management (OP 4.09)</b>		X
<b>Physical Cultural Resources (OP/BP 4.11)</b>		X
<b>Indigenous Peoples (OP/BP 4.10)</b>		X
<b>Involuntary Resettlement (OP/BP 4.12)</b>		X
<b>Safety of Dams (OP/BP 4.37)</b>		X
<b>Projects on International Waterways (OP/BP 7.50)</b>		X
<b>Projects in Disputed Areas (OP/BP 7.60)</b>		X

## **II. Key Safeguard Policy Issues and Their Management**

### ***A. Summary of Key Safeguard Issues***

1. Describe any safeguard issues and impacts associated with the proposed project. Identify and describe any potential large scale, significant and/or irreversible impacts:

These TA activities are not expected to have potential adverse environmental and social implications or risks.

2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area:

The TA activities will cover the entire country, whereby the national and local government agencies and schools will be able to benefit from their implementation. Any indirect and/or long term negative impacts from future activities in project areas are not expected.

However, implementation of these TA activities does provide significant opportunities to integrate environmental and social management objectives/requirements as an integral part of the TA planning process, and build counterpart capacity for integrating environmental and social concerns into their work as described under Section I. 6.

3. Describe any project alternatives (if relevant) considered to help avoid or minimize adverse impacts:

N/A.

4. Describe measures taken by the borrower to address safeguard policy issues. Provide an assessment of borrower capacity to plan and implement the measures described:

As mentioned earlier, the environmental and social safeguard requirements if applicable will be integrated directly into the TA activities in a manner that commensurate to the level and type of the TA activities. The MoEST and PO-RALG will be responsible for implementation of these TA activities. MoEST has been involved in implementation of the Environmental and Social Management Framework (related to school construction) for the Secondary Education Development Program II (closed) and the ongoing EPforR, therefore, has some knowledge on the World Bank safeguard policies. However, MoEST, PO-RALG and other stakeholders'

capacity to integrate environmental and social sustainability into the education sectoral planning and decision-making process need to be further strengthened through implementation of the project. The Bank team will continue to assist in building such capacity as appropriate during project implementation. The National Environmental Management Council (NEMC) will also be coordinated with by MoEST to receive any required technical assistance.

5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people:

Key stakeholders for the TA activities are MoEST, PO-RALG, NECTA, LGAs, secondary schools, teachers, and NEMC as needed. The TORs for the TA activities and capacity building training contents and plans will be consulted by MoEST with relevant stakeholders. This ISDS will be publicly disclosed in the Bank InfoShop.

<b><i>B. Disclosure Requirements Date</i></b>	
<b>Environmental Assessment/Audit/Management Plan/Other:</b>	N/A
Was the document disclosed <i>prior to appraisal?</i>	
Date of receipt by the Bank	
Date of "in-country" disclosure	
Date of submission to InfoShop	
For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors	
<b>Resettlement Action Plan/Framework/Policy Process:</b>	N/A
Was the document disclosed <i>prior to appraisal?</i>	
Date of receipt by the Bank	
Date of "in-country" disclosure	
Date of submission to InfoShop	
<b>Indigenous Peoples Plan/Planning Framework:</b>	N/A
Was the document disclosed <i>prior to appraisal?</i>	
Date of receipt by the Bank	
Date of "in-country" disclosure	
Date of submission to InfoShop	
<b>Pest Management Plan:</b>	N/A
Was the document disclosed <i>prior to appraisal?</i>	
Date of receipt by the Bank	
Date of "in-country" disclosure	
Date of submission to InfoShop	
<b>* If the project triggers the Pest Management and/or Physical Cultural Resources policies, the respective issues are to be addressed and disclosed as part of the Environmental Assessment/Audit/or EMP.</b>	
<b>If in-country disclosure of any of the above documents is not expected, please explain why:</b>	

***C. Compliance Monitoring Indicators at the Corporate Level (to be filled in when the ISDS is finalized by the project decision meeting)***

<b>OP/BP 4.01 - Environment Assessment</b>			
Does the project require a stand-alone EA (including EMP) report?	Yes [ ]	No [ X ]	N/A [ ]
If yes, then did the Regional Environment Unit or Sector Manager (SM) review and approve the EA report?			
Are the cost and the accountabilities for the EMP incorporated in the credit/loan?			
<b>OP/BP 4.04 - Natural Habitats</b>			
Would the project result in any significant conversion or degradation of critical natural habitats?	Yes [ ]	No [ X ]	N/A [ ]
If the project would result in significant conversion or degradation of other (non-critical) natural habitats, does the project include mitigation measures acceptable to the Bank?			
<b>OP 4.09 - Pest Management</b>			
Does the EA adequately address the pest management issues?	Yes [ ]	No [ ]	N/A [ X ]
Is a separate PMP required?	Yes [ ]	No [ ]	N/A [ X ]
If yes, has the PMP been reviewed and approved by a safeguards specialist or Sector Manager? Are PMP requirements included in project design? If yes, does the project team include a Pest Management Specialist?			
<b>OP/BP 4.11 – Physical Cultural Resources</b>			
Does the EA include adequate measures related to cultural property?	Yes [ ]	No [ ]	N/A [ X ]
Does the credit/loan incorporate mechanisms to mitigate the potential adverse impacts on physical cultural resources?			
<b>OP/BP 4.10 - Indigenous Peoples</b>			
Has a separate Indigenous Peoples Plan/Planning Framework (as appropriate) been prepared in consultation with affected Indigenous Peoples?	Yes [ ]	No [ ]	N/A [ X ]
If yes, then did the Regional unit responsible for safeguards or Sector Manager review the plan?			
If the whole project is designed to benefit IP, has the design been reviewed and approved by the Regional Social Development Unit?			
<b>OP/BP 4.12 - Involuntary Resettlement</b>			
Has a resettlement plan/abbreviated plan/policy framework/process framework (as appropriate) been prepared?	Yes [ ]	No [ ]	N/A [ X ]



If yes, then did the Regional unit responsible for safeguards or Sector Manager review and approve the plan/policy framework/process framework?	
<b>OP/BP 4.36 – Forests</b>	
Has the sector-wide analysis of policy and institutional issues and constraints been carried out?	Yes [ ]      No [ ]      N/A [X ]
Does the project design include satisfactory measures to overcome these constraints?	
Does the project finance commercial harvesting, and if so, does it include provisions for certification system?	
<b>OP/BP 4.37 - Safety of Dams</b>	
Have dam safety plans been prepared?	Yes [ ]      No [ ]      N/A [ X ]
Have the TORs as well as composition for the independent Panel of Experts (POE) been reviewed and approved by the Bank?	
Has an Emergency Preparedness Plan (EPP) been prepared and arrangements been made for public awareness and training?	
<b>OP/BP 7.50 - Projects on International Waterways</b>	
Have the other riparians been notified of the project?	Yes [ ]      No [ ]      N/A [X ]
If the project falls under one of the exceptions to the notification requirement, has this been cleared with the Legal Department, and the memo to the RVP prepared and sent?	
What are the reasons for the exception? Please explain:	
Has the RVP approved such an exception?	
<b>OP/BP 7.60 - Projects in Disputed Areas</b>	
Has the memo conveying all pertinent information on the international aspects of the project, including the procedures to be followed, and the recommendations for dealing with the issue, been prepared	Yes [ ]      No [ ]      N/A [X ]
Does the PAD/MOP include the standard disclaimer referred to in the OP?	
<b>The World Bank Policy on Disclosure of Information</b>	
Have relevant safeguard policies documents been sent to the World Bank's Infoshop?	Yes [ X ]      No [ ]      N/A [ ] The ISDS was sent to InfoShop on September 28, 2017
Have relevant documents been disclosed in-country in a public place in a form and language that are understandable and accessible to project-affected groups and local NGOs?	N/A
<b>All Safeguard Policies</b>	
Have satisfactory calendar, budget and clear institutional responsibilities been prepared for the implementation of measures related to safeguard policies?	Yes [ ]      No [ ]      N/A [ X ]

Have costs related to safeguard policy measures been included in the project cost?	Yes
Does the Monitoring and Evaluation system of the project include the monitoring of safeguard impacts and measures related to safeguard policies?	Yes
Have satisfactory implementation arrangements been agreed with the borrower and the same been adequately reflected in the project legal documents?	Yes

***D. Approvals***

<b><i>Signed and submitted by:</i></b>	<b><i>Name</i></b>	<b><i>Date</i></b>
Task Team Leader:	Samer Al-Samarrai and Cornelia Jesse	Dec. 10, 2017
Environmental Specialist:	Qing Wang	Dec. 10, 2017
Social Development Specialist	Nneka Okereke	Dec. 10, 2017
Additional Environmental and/or Social Development Specialist(s):	Jane A. N. Kibbassa Mary C. K. Bitekerezo Naima Besta	
<b><i>Approved by:</i></b>		
Regional Safeguards Coordinator:	Nathalie S. Munzberg	Dec. 19, 2017
Comments:		
Sector Manager:	Sajitha Bashir	Jan, 9, 2018
Comments:		