



**THE REVOLUTIONARY GOVERNMENT OF ZANZIBAR
MINISTRY OF EDUCATION AND VOCATIONAL TRAINING**

Draft

ENVIRONMENTAL AND SOCIAL MANAGEMENT FRAMEWORK (ESMF)

FOR

ZANZIBAR IMPROVING QUALITY OF BASIC EDUCATION (ZIQUE) PROJECT

15th November 2022

EXECUTIVE SUMMARY

INTRODUCTION

The Zanzibar education sector faces various challenges but not limited to the poor academic performance of students in lower secondary; low skills in reading and numeracy at the primary level; lack of school infrastructure to accommodate large class sizes as well as a high incidence of double and triple shifts, especially at the primary level; lack of adequate sanitary facilities on school premises; insufficient student textbooks or teacher guides; and lack of up-to-date and sustained provision of effective in-service training to teachers. Also, accessibility to schools remains an issue in some areas, especially at the secondary level. These have been impacting the learning environment, reducing the quantity and quality of the contact time between teachers and students.

To address the existing challenges, The Revolutionary Government of Zanzibar (RGoZ), through the Ministry of Education and Vocational Training (MoEVT), has initiated the Zanzibar Improving Quality of Basic Education (ZIQUE) project. The Project aims at improving learning outcomes and support student progression through the learning cycle. The proposed ZIQUE project has four components to be implemented during six years from 2023/24 to the 2028/2029 financial year. The four main components of the project include: (i) Supporting the effective roll-out of the new curriculum in basic education (US\$12 million); (ii) Strengthening teacher effectiveness (US\$15 million); (iii) Supporting conducive learning environments (US\$15 million); and (iv) Systems strengthening and project management (US\$8 million). Performance Based Conditions (PBC) activities are integrated within the components but are specified in separate sub-components.

The Zanzibar Improving Quality of Basic Education Project (ZIQUE) seeks to strengthen teaching and learning in basic education by supporting the roll-out of the new competency-based curriculum by focusing on high-quality teaching and learning materials; improving the learning environment; and providing regular, targeted and effective support to teachers; the Project aims to improve learning outcomes and support student progression through the learning cycle. The proposed project aims at addressing some of the most critical challenges to achieving quality basic education (primary and lower secondary) in Zanzibar.

ENVIRONMENTAL AND SOCIAL MANAGEMENT FRAMEWORK (ESMF)

Risks and impacts of the proposed project cannot be determined until subproject details in terms of exact location and design have been identified. In this situation, an Environmental and Social Management Framework (ESMF) has been prepared. The ESMF provides guidelines, screening procedures and the level of assessment of environmental and social impacts for each project component to meet National and World Bank ESF requirements. This ESMF will guide ZIQUE project implementers to identify and mitigate potential risks and negative environmental and social impacts during all stages of project implementation, i.e., planning, designing, implementation, operation as well decommissioning stages of the project components.

ASSESSMENT OF POLICY, LEGAL AND INSTITUTIONAL FRAMEWORK TO COMPLY WITH WORLD BANK ENVIRONMENTAL AND SOCIAL STANDARDS

Baseline studies conducted in August 2022 and the review of the proposed project activities/components have revealed that seven (7) World Bank Environmental and Social Standards (ESS1 on the assessment and management of environmental and social risks and impacts, ESS2 on labour and working conditions, ESS3 on the on Resource Efficiency and Pollution Prevention and Management, ESS4 on Community Health and Safety, ESS5 on Land Acquisition, Restrictions on Land use and Involuntary Resettlement, ESS6 on Biodiversity Conservation and Sustainable Management of Living Natural Resources, and ESS10 on Stakeholder Engagement and Information Disclosure), as stipulated in the Environmental and Social Framework (ESF), are likely to apply to ZIQUE project. The assessment of the capacity of Zanzibar's regulatory and institutional framework and MoEVT system to comply with seven Environmental and Social Standards generally revealed that Zanzibar has the prior capacity to ensure consistency with the requirement of the World Bank due to previous implementation of the World Bank-financed project, namely the Zanzibar Improving Students Prospects (ZISP). Although ZISP was using the old policies (OPs/BPs), and not the ESF, the MoEVT has a general understanding of the importance of environmental and social risks and impacts of components in World Bank-financed projects. The capacity and effectiveness of MoEVT in the areas of Environmental and Social Management Plan (ESMP) implementation, field supervision, monitoring and enforcement; and stakeholder engagement will further be assessed and strengthened as stipulated in this ESMF.

According to the Environmental and Social Framework (ESF), the Bank classifies all projects into one of four classifications: High Risk, Substantial Risk, Moderate Risk or Low Risk. In determining the appropriate risk classification, the Bank takes into account relevant issues, such as the type, location, sensitivity, and scale of the project; the nature and magnitude of the potential environmental and social risks and impacts; and the capacity and commitment of the Borrower (including any other entity responsible for the implementation of the project) to manage the environmental and social risks and impacts in a manner consistent with the ESSs as described in the ESF. Given the proposed activities and the capacity of MoEVT to implement the project under the ESF the project is classified to have a SUBSTANTIAL risk given that the prior knowledge on E&S risk management sufficient capacity does not presently exist. . Nevertheless, ZISP has already built capacity for a few E&S staff.

Since this is the first World Bank-financed project being undertaken under the new ESF at MoEVT and other sector agencies, substantial capacity building shall be built into project design and implementation. Necessary mitigation of environmental and social risks and impacts as well as any assessed gaps in implementation capacity will be included as a part of project support through a combination of training, capacity building, and hiring of embedded project staff/consultants. To ensure timely implementation of E&S risks and impacts mitigation measures, an Environmental and Social Commitment Plan (ESCP) will be prepared, which will set out measures and actions that the Project would institute to meet ESSs requirements before approval.

Parallel to the ESF, the project will apply relevant national laws on the protection and conservation of the environment, natural resources, and cultural heritage while ensuring the safety and health of participants at workplaces. For reference, the main legislation includes: The Environmental Management Act No. 3 of 2015; The Environment Impact Assessment (procedures) Regulations, 2002; the Zanzibar Water Act; Land Tenure Act, 1992; the Establishment of Zanzibar Nature

Conservation Areas Management Unit Act, 1999; District and Town Councils Act of 1994; The Occupational Safety and Health Act No.8, 2005; and The Zanzibar Institute of Education Act, 2016. Similarly, sector policies, legislation and programs are relevant for addressing social and environmental issues related to project activities.

ENVIRONMENTAL AND SOCIAL RISKS AND IMPACTS MITIGATION

The environmental and social impacts associated with project components localized in scope require site-specific mitigation measures. Nearly all of the identified environmental impacts and risks can be easily managed through the development of project-specific and robust ESMPs, best practice Occupational Health and Safety mitigation measures, and application of good design and construction practices. The key to managing workplace health and safety risks is supervision and enforcement of adherence to rules and procedures. All construction contracts must include workplace health and safety requirements and compliance monitoring and reporting. The following are indicative impacts/risks and their corresponding mitigation measures which are also consistency with the World Bank environmental and social framework;

Impacts/Risks	Mitigation Measure	Project Phase
Occupational Safety and Health impacts	<ul style="list-style-type: none"> • Appropriate working gear (such as nose, ear and mouth masks and clothing) and good construction site management shall be provided. • During construction, the contractor shall ensure that the construction site is fenced and hygienically kept with adequate provision of facilities including waste disposal receptacles, sewage, firefighting and clean and safe water supply. • A well-stocked First Aid kit (administered by medical personnel) shall be maintained at the construction site. The medical personnel shall also be responsible for the primary treatment of ailments and other minor medical cases as well as providing health education to the workforce. • Reporting mechanisms for the public to register concerns or complaints regarding perceived risks to their health and safety due to the construction operation shall be put in place. • Emergency contact details in the event of an accident shall be provided. • Training all contractor staff in emergency planning and spill response. • Developing a detailed health and safety plan and training all contractor staff on the plan. 	Construction phase
Community health, safety risks and security from the handling, transport, and disposal of construction wastes	<ul style="list-style-type: none"> • Institute good site practices including preventing public access to the construction site by securing equipment and demarcating project boundaries using warning signs with appropriate text (local language) and graphic displays. • Institute traffic management and safety programme including, training and testing of heavy vehicles operators and drivers, enforcement of speed limits, maximum loading restrictions and compliance with all Tanzania transportation laws and standards. and • Awareness campaigns /Education on HIV and STDs shall be provided to workers and the community • Low-skilled workers will be hired around the project jurisdiction if necessary, to reduce the population of foreigners • Protect stockpiles of friable material subject to wind through wetting. • Cover loads with friable material during transportation. Procedures in the workplace. 	Construction phase
Increased incidences of diseases and ill health	<ul style="list-style-type: none"> • A safety, health and environment induction course shall be conducted for all students and teachers, putting more emphasis on HIV/AIDS, which has become a national disaster as well as other emerging pandemics such as COVID-19 and dengue fever. 	Construction phase

Impacts/Risks	Mitigation Measure	Project Phase
	<ul style="list-style-type: none"> • The project shall include an information education and communication component (IEC) in its budget. This will help to raise more awareness of HIV/AIDS, and means to suppress its incidence. • Environmental sanitation systems shall be improved. • First Aid Kits shall be provided in schools to enhance health care. 	
Increased pressure on social services/facilities and utilities	Measures on conservative use of water, introduction of rainwater harvesting systems, and extraction of groundwater resources shall be explored.	Construction and operation phase
Gender-based violence	The project will prepare a GBV Action Plan that ensures project awareness-raising strategy, stakeholder engagement shall be implemented throughout project cycle (for workers and community members), a list of GBV service Providers to which GBV survivors will be referred, revisions to the GRM to ensure it can address GBV complaints, and information on GBV allegation procedures in the workplace. The government of Zanzibar has a regulation that governs gender violence which this project will adhere to it during its implementation.	Construction and operation phase
Gender discrimination	<ul style="list-style-type: none"> • This project will ensure that there is the involvement of women in project activities. • The Grievance Redress Mechanism shall be implemented throughout the project cycle. 	Construction and operation phase
Child labour	<ul style="list-style-type: none"> • MoEVT will conduct regular monitoring of project workers concerning health, working conditions, hours of work, minimum age, and the other requirement of national law. • Work with local authorities and schools in the area to control school dropout. • Cooperate with relevant authorities like the Ministry of Labour to control child labour. • Create awareness raising to the communities on the importance of education for the children. • The local authorities should develop bylaws to control the engagement of children in petty business or work in project-related activities. 	Construction phase
Increased level of crimes	<ul style="list-style-type: none"> • Establish community-based security in collaboration with shehias. • The contractor shall establish his/her security to protect his properties and should establish community policing to support insufficient police force. 	Construction phase

Impacts/Risks	Mitigation Measure	Project Phase
	<ul style="list-style-type: none"> • The community shall be encouraged to participate in security matters by providing information on suspects. • The cooperation of local people shall be instilled to lessen criminal incidents and maintain the security of people and their properties. 	
The exploitation of borrow pits/quarries and other natural resources	<ul style="list-style-type: none"> • The exploitation of construction materials will take place from authorized sources only • Restoration of the borrow pits/quarries after use constituting of levelling the area and seeding or planting of trees and/or grasses will be done in association with local government (the department responsible for natural resources) and local environmental NGOs. If appropriate, the levelled area will be left for natural re-vegetation. 	Preparatory phase and Construction phase
Road Traffic Impact Management	<ul style="list-style-type: none"> • Develop and implement a road traffic and community safety management plan as part of each work package contract before the commencement of the works under project component 2. 	Construction phase
Contamination and /impaired quality of receiving body – land and water	<ul style="list-style-type: none"> • An efficient collection and disposal system based on the principles of reduction, re-use and recycling of materials, shall be instituted at project areas. • Introduction of waste disposal bins, and warning notices, posted at strategic points. • No, on-site burial or open burning of solid waste shall be permitted. • Wastes not suitable for incineration and general municipal waste dumping (e.g., plastics, rubbers, tires, etc.) shall be removed for recycling, treatment, and/or disposal by a licensed contractor as appropriate. • Instructions to a contractor to put on his/her methodologies for handling hazardous waste such as oils, lubricants and non-combustible waste during the bidding process. 	Construction phase
Increased Solid waste management problem in project areas	<ul style="list-style-type: none"> • All materials which can be reused shall be reused. • Materials that cannot be reused shall be sent to an authorised dumpsite. • The contractor shall have adequate facilities for handling the construction waste. • Topsoil shall be stock piled and used for reclamation or re-vegetation at the site during landscaping. 	Construction and operation phase
Increase of Wastewater Management problems	<ul style="list-style-type: none"> • Wastewater shall be properly treated in the Septic Tank Before disposal into the Soak Away Pit within the site. • The contractor shall be instructed to put in place an acceptable procedures for handling hazardous waste such as oils, lubricants and non-combustible waste. 	Construction and operation phase

Impacts/Risks	Mitigation Measure	Project Phase
	<ul style="list-style-type: none"> • Training on waste management shall be done for all personnel, operators and service providers. 	
Dust	<ul style="list-style-type: none"> • Protect stockpiles of friable material subject to wind through wetting. • Cover loads with friable material during transportation. • Restrict speed on loose surface roads to 30 km/hr during dry or dusty conditions. • Douse with water work sites with loose open soil to reduce dust generation when necessary. 	Construction phase
Impairment of air quality due to emissions	<ul style="list-style-type: none"> • Equipment shall be maintained in good running condition and equipment, which generates excessive black smoke shall not be used. • Enforce vehicle road restrictions to avoid excessive emissions from engine overloading, where practical switching off engines will be done when machines are not in use. • There will be a routine inspection of equipment. • Trucks transporting materials shall be fully covered. • Turn off engines to reduce idling. 	Construction phase
Contribution to climate change impacts	<ul style="list-style-type: none"> • Equipment shall be maintained in good running condition and equipment, which generates excessive black smoke shall not be used. • Enforce vehicle road restrictions to avoid excessive emissions from engine overloading, where practical switching off engines will be done when machines are not in use. • There will be a routine inspection of equipment. • Turn off engines to reduce idling. 	Construction and operation phase
Increase noise level	<ul style="list-style-type: none"> • Vehicles carrying construction materials shall be restricted to work during night time only. • Machine operators in various sections with significant noise levels shall be provided with noise protective gear. • MoEVT shall include in tenders, employment contracts, subcontractor agreements and work method statements clauses that assure the minimization of noise and compliance with directions from management to minimize noise. • Ensure that site managers periodically check the site, nearby residences and other sensitive receptors for noise problems so that solutions can be quickly applied. 	Construction phase

Impacts/Risks	Mitigation Measure	Project Phase
	<ul style="list-style-type: none"> • Avoiding the use of radios and stereos outdoors and the overuse of public address systems where students/teachers and dwellers can be affected. • Avoid shouting, and minimize talking loudly and slamming vehicle doors. 	
Erosion and land degradation of Exposed Surfaces	<ul style="list-style-type: none"> • Construction will be done as per engineering design and procedure of which a maximum requirement of compaction strength is achieved during the construction. That is the maximum dry density (MDD) specified in the design manual by the consultant. • Maintain gravel fill and/or re-vegetate around the structures. • Unnecessary ground clearance and sensitive re-alignments shall be avoided. • Directing flow to properly designated channels. • All excavation works shall be properly backfilled and compacted. • Most of the construction activities will be done during dry weather. 	Construction and operation phase
Groundwater Water pollution	<ul style="list-style-type: none"> • Septic tank and soak away shall be designed in such a way waste treatment is achieved by 100% before disposal to the authorised disposal sites(Constructed treatment wetland). 	Operation phase
Increased storm water generation and overflow	<ul style="list-style-type: none"> • The design of storm water drainage will be given a high priority. • Where feasible, rainwater harvesting will be used in proposed project sites to minimise the generation of surface runoff. 	Operation phase
Health and safety risks due to fire hazards	<ul style="list-style-type: none"> • An adequate number of portable fire extinguishers shall be placed at strategic locations. • The design of buildings shall strictly adhere to the Fire Safety Standards. • Regular fire and other disaster drills and awareness training shall be conducted. • Fire detectors and sprinkler systems shall be installed in the buildings. • Install water tanks. 	Operation phase

PROCEDURES TO ADDRESS ENVIRONMENT AND SOCIAL ISSUES

Once the project component activity is defined and the location selected, the MoEVT will compile project conceptual and/or preliminary design details and fill out the Screening Form to decide if environmental and social standards might be applicable to project activities. This form will be filled by the Environmental and Social Specialist at MoEVT in collaboration with Zanzibar Environmental Management Authority (ZEMA) and will be approved by World Bank. This exercise will involve identifying the potential environmental and social impacts and determining their significance. The screening process will eventually identify which project component will or will not require detailed environmental assessments. Issues regarding inconsistency with the requirements stipulated in the environmental and social screening form identified by the reviewers may result in requesting the developer/implementer to find alternatives to the project component design or site. Thus, the project components should then be requested for re-screening and resubmission for review. The reviewers will assess the screening form for the second time and if is acceptable then will be recommended for approval, and if not, will be sent back to the implementation unit for improvement. The proposed project components which will not comply with the requirements of World Bank ESF and Zanzibar's laws and policies will not be cleared for implementation.

Once the project component has been screened and approved by World Bank, the Environmental and Social Impact Assessment (ESIA) will be conducted based on the ESF and the Zanzibar Environmental Management Act, in which upon submission to ZEMA of the proposed subproject, the environmental authority shall advise on the nature of information required for approval. Two outcomes of screening by ZEMA are possible: no ESIA required (which will mean an environmental and social management plan (ESMP) shall be prepared as a separate document) or an ESIA required.

If the environmental and social screening results by ZEMA indicate the potential impacts will be sufficiently managed by the application of proposed mitigation measures in project design, and the project would not cause significant negative impacts; the subproject will not require a full ESIA. ZEMA will recommend approval of the subproject – with conditions like preparation of an ESMP or EMP. The applicant will be issued a Letter of Approval with conditions (instead of an EIA Certificate) by ZEMA. The project implementer shall hire an environmental expert to prepare the ESMP under the supervision of the project implementation unit and in accordance with the World Bank ESF. The objective of the ESMP/EMP is to cater for the environmental and social needs of the project in a simple, responsive, and cost-effective manner that will not unnecessarily overload or impede the project cycle. The ESMP should include; potential environmental and social impacts related to siting, construction, and operation of the project component; mitigation and monitoring measures to address potential impacts; responsibilities for monitoring EMP requirements; training and capacity-building requirements for project officers and communities; and estimated budget. The content of the ESMP shall also comply with the environmental and social standard (ESS) 1 as stipulated in the environmental and social framework (ESF).

STAKEHOLDER ENGAGEMENT AND INVOLVEMENT

The public consultation and stakeholder engagement process aims to ensure that stakeholders are informed in advance about the project and its potential environmental and social impacts. It allows integrating stakeholders' comments into the project's environmental and social risks and impacts

documents as part of the World Bank Environmental and Social Standards (ESS1 – ESS10). The objective is to guarantee that the documents are robust and transparent, demonstrating that public concerns about the project have been considered. Consultations during the preparation of the Environmental and Social Framework document were as follows:

	Objectives	Target Stakeholders	Messages/ Agenda	Means of Communication	Schedule/ Frequency	Responsibilities
PROJECT PREPARATION AND INPUT INTO PROJECT DESIGN						
1.	To present the project design To present drafts and get stakeholders' inputs on the following instruments: ✓ Stakeholder Engagement Plan (SEP) ✓ Environmental and Social Management Framework (ESMF))	Representatives of implementing LGAs and agencies; National and Regional NGOs; Civil society Community groups representatives including representatives of vulnerable individuals such as Women, youth, the elderly, Schools various users	a) Present the Project – objectives, rationale, components, benefits and beneficiaries, and implementation arrangements. b) Indicative implementation schedule and period, project contacts. c) Describe Grievance Redress Mechanism (GRM). d) Present stakeholders identified and describe an approach to stakeholder engagement	-Organized public meetings / Consultations - Focus group discussions -Emails, Disclosure of Project documentation in a culturally appropriate and accessible manner and summaries on the project website that must be ready before consultation (MoEVT and WB)	One-off activity as part of project preparation	MoEVT/ consultant
2.	To inform about requirement for disclosure of finalized ESMF, and other documents such as SEP	Government agencies, Representatives of implementing LGAs and agencies National and Regional NGOs; Civil society, Community groups representatives	Email message to advise Stakeholders of disclosure and where to access the disclosed documents. Advertisements in the Newspaper Disclosure of project documentation in a culturally appropriate and accessible manner	Upload on websites of Government agencies including MoEVT; WB and others. Hard copies in locally accessible places. Email copies to key individuals and organizations.	One-off and re-disclose whenever there is any significant revision.	MoEVT/consultant
PROJECT IMPLEMENTATION						

	Objectives	Target Stakeholders	Messages/ Agenda	Means of Communication	Schedule/ Frequency	Responsibilities
1	Information dissemination and integration of feedback from key stakeholders	General public PAP, Schools various users	General information on project, activities Updates will be provided in regular Government meetings i.e. the Annual Joint Education Sector Review (AJESR), inviting stakeholder inputs. Also, the regular Education Development Partner Group will be updated.	Posting on bulletin boards; Information leaflets Community meetings Outreach activities – focus groups. One-to-one meeting Conferences and meetings Focus group discussions	As needed to establish intervention	Project Environmental and Social Management Expert.
2	Invite regular Contact with Environmental and Social Project Expert for inquiries or clarifications	PAP Schools various users	Maintain a website with a contact box for people to submit questions. Maintain the general and GBV GRM mechanisms for stakeholders to raise ideas and concerns	Websites Phone GRMs	Continuous	Project Environmental and Social Management Expert

CAPACITY BUILDING

For successful implementation of the ESMF, capacity enhancement through training should be done for the MoEVT project team. The training can be in the form of the whole project staff or Training of Trainers (TOT), and it can be in the form of a short or long workshop. The training will ensure that the specialists can manage and monitor the environmental and social aspects of project activities. The workshop should take place in the first quarter of ZIQUE project implementation. The workshop can be conducted by an external consultant with substantial knowledge on the environmental management requirements for Tanzania, including World Bank ESF and requirements. Other relevant staff members of MoEVT can be included in the training to widen the familiarization with the ESMF. However, before the selection of specific training that will be conducted, a training need assessment (TNA) will be conducted to identify gaps of knowledge, skills and abilities for an employee who will be involved in the implementation of E&S risk and impacts related activities. The gap between existing capacity and the required one for successful implementation/supervision of environmental and social risk and impacts related actions will be used for the identification of specific training.

COST FOR ESMF IMPLEMENTATION

An estimated budgetary allocation of US\$ 1,829,000 will be required to comply with environmental and social standards. The costs include a budget for developing and implementing

an Environmental and Social Management system (ESMS) and Safety and Health System for MoEVT and a budget for capacity support via recruitment of dedicated environmental and social risk and impacts specialists (1 Health and safety specialist) for MoEVT team. The team will strengthen the existing capacity to ensure the effective implementation of the ESMP. There will be a cost for preparing a traffic impact management plan, waste management, emergency response management plan, occupational safety and health management systems etc. Another aspect of the cost will cover training in the form of short and long workshops to enhance skills on environmental and social issues which are likely to be addressed in the project implementation such as environmental and Social policies, procedures and guidelines, screening process, impact assessment, developing mitigation plans, monitoring and reporting. Other training will include environmental and social issues like gender, environmental pollution, waste management and occupational health and safety issues.

SUMMARY AND CONCLUSION

At the time of ZIQUE project preparation, seven (7) Environmental and Social Standards (ESS1, ESS2, ESS3, ESS4, ESS5, ESS6 and ESS10) were found to be relevant. Although the Revolutionary Governmental of Zanzibar (RGoZ) and MoEVT have a prior understanding of the WB financed projects specifically on the E&S requirement, their strengths and opportunities to comply with standards will be further assessed and strengthened especially on the ESF. Thus, the project will entail minimal adverse environmental impacts if adequate mitigation measures are proposed and incorporated into the project design. In that regard, the proposed project is a positive venture that may stimulate new economic and social activities and enhance development in Zanzibar.

In addition, stakeholders were convinced that the project will not pose irreversible negative impacts on the environment or community in the foreseeable future. The threats of the proposed project to the nearby communities were identified as noise, dust generation, traffic accidents, occupational health and safety and increased solid waste generation. The stakeholder Engagement Plan (SEP) has been developed as a standalone document following the World Bank ESF requirements as per ESS10. This will ensure that all Project stakeholders are adequately engaged in all stages of Project activities as found in SEP and RPF documents. Similarly, the project has established the Grievance Redress Mechanism (GRM) to ensure that all Project grievances are heard and addressed. Project mobilisation and Capacity building plan and budget are presented in the ESMF which will be the priority before actual project activities are implemented in the project-selected areas aforementioned.

It can therefore be concluded that the proposed project will entail no significant impacts provided that the recommended mitigation measures highlighted in this ESMF are adequately and timely implemented. MoEVT will have to be committed to implementing all the recommendations given in this ESMF and further carrying out the environmental auditing and monitoring schedules.

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LIST OF ACRONYMS AND ABBREVIATIONS

E&S	Environmental and Social
EMS	Environmental Management System
EMP	Environmental Management Plan
ESMF	Environmental and Social Framework
ESIA	Environmental and Social Impact Assessment
ESS	Environmental and Social Standards
GDP	Gross Domestic Product
GIIP	Good International Industry Practice (GIIP)
GRC	Grievance Redress Committee
GRM	Grievance Readiness Mechanism
IPF	Investment Project Financing
MoEVT	Ministry of Education and Vocational Training
MWEM	Ministry Water Energy and Mineral
NGO	Non-Governmental Organization
OHS	Occupational Health and Safety
RAP	Resettlement Action Plan
RGoZ	Revolutionary Government of Zanzibar
RPF	Resettlement Policy Framework
PBC	Performance-Based Conditions
PIU	Project Implementing Unit
RPF	Resettlement Policy Framework
SEP	Stakeholder Engagement Plan
SUZA	State University of Zanzibar
WB	World Bank
ZANU	Zanzibar Teacher Unions
ZAPS	Zanzibar Association of Private Schools
ZEC	Zanzibar Examination Council
ZEMA	Zanzibar Environmental Management Authority
ZIE	Zanzibar Institute of Education
ZISP	Zanzibar Improving Student Prospects
ZIQUE	Zanzibar Improving Quality of Basic Education
ZEP	Zanzibar Environmental Policy
ZUMC	Zanzibar Urban Municipal Council
ZURA	Zanzibar Utilities Regulatory Agency
ZUSP	Zanzibar Urban Services Project
ZUSP-AF	Zanzibar Urban Services Project Additional Financing

1.0 INTRODUCTION

1.1 Project Background

The Zanzibar education sector faces various challenges but not limited to the poor academic performance of students in lower secondary; low skills in reading and numeracy at the primary level; lack of school infrastructures to accommodate large class sizes as well as a high incidence of double and triple shifts, especially at the primary level; lack of adequate sanitary facilities on school premises; insufficient student textbooks or teacher guides; and lack of up-to-date and sustained provision of effective in-service training to teachers. Also, accessibility to schools remains an issue in some areas, especially at the secondary level. These have been impacting the learning environment, reducing the quantity and quality of the contact time between teachers and students.

To address the existing challenges, the Revolutionary Government of Zanzibar (RGoZ), through the Ministry of Education and Vocational Training (MoeVT), has initiated the Zanzibar Improving Quality of Basic Education (ZIQUE) project, to be supported by the World Bank under Investment Project Financing (IPF). IPF has been selected as it is considered to be an effective instrument for a client whose implementation capacity is deemed weak and who will be implementing a Bank-financed project for the first time. Further assessments will be carried out during project preparation to determine the type of technical assistance and capacity building needed to enable effective and timely implementation of the proposed project.

The proposed ZIQUE project builds on the achievements and lessons learned during the implementation of the Zanzibar Improving Student Prospects (ZISP, P153277) which became effective in January 2017 and is expected to close in January 2023. The proposed ZIQUE project has four components to be implemented within six years from 2023/24 to the 2028/2029 financial year. The four main components of the project include: (i) Supporting the effective roll-out of the new curriculum in basic education (US\$12 million); (ii) Strengthening teacher effectiveness (US\$15 million); (iii) Supporting conducive learning environments (US\$15 million); and (iv) Systems strengthening and project management (US\$8 million). PBC-based activities are integrated within the components but are specified in separate sub-components.

The Zanzibar Improving Quality of Basic Education Project (ZIQUE) seeks to strengthen teaching and learning in basic education by supporting the roll-out of the new competency-based curriculum by focusing on high-quality teaching and learning materials; improving the learning environment; and providing regular, targeted and effective support to teachers; the Project aims to improve learning outcomes and support student progression through the learning cycle. The proposed project aims at addressing some of the most critical challenges to achieving quality basic education (primary and lower secondary) in Zanzibar.

The MoEVT, through the existing Project Implementing Unit (PIU) which is currently responsible for the ZISP Project, will be the implementing agency with responsibility for the oversight, implementation, and monitoring and evaluation of the Project. The Zanzibar Institute of Education (ZIE) will be responsible for developing the syllabus based on the new curriculum and overseeing the textbook preparation process with support from providers and technical assistance as needed. It will also, in collaboration with the Zanzibar Examination Council (ZEC) oversee the implementation of the National Learning Assessment, with the support of technical assistance (Component 1). Designated Ministry departments will implement and oversee the delivery of

continuous professional development, coaching and monitoring tools (to be further defined during project preparation) (Component 2). The MoEVT's engineering department will be responsible for overseeing school construction activities and monitoring contactors as needed as well as developing the school construction strategy and inclusive school design plans (Component 3). MoEVT may seek private providers, the State University of Zanzibar or other academic institutes to support in the development of the new curricula textbooks and deliver training.

As a prerequisite to the construction and rehabilitation activities, the project will involve various activities like structural designs, site clearance, excavation and transportation of materials in wards whose schools have high pupil-classroom ratios and those where the closest school is more than 3km from the community. These activities are likely to be relevant to World Bank environmental and Social Standards. Thus, to inform the preparation of Investment Project Financing (IPF) for the Revolutionary Government of Zanzibar (RGoZ), an Environmental and Social Management Framework (ESMF) is needed during the implementation of the project to provide procedures for environmental and social risks and impacts assessment and management. The ESMF provides guidelines/ screening procedures and the level of assessment of environmental and social impacts for each project component to meet National and World Bank requirements such as Environmental and Social Impact Assessments (ESIAs) and Environmental and Social Management Plans (ESMPs).

1.2 Objective of the ESMF

The main objective of the ESMF is to establish Environmental and Social Screening procedures for identifying, assessing and mitigating potential environmental and social impacts of the subprojects. The screening process will determine whether environmental and social impact assessment for the project component is required or not. The ESMF therefore will guide the level of assessments of the environmental and social impacts of the project component according to Zanzibar Environmental Management Act (2015). The specific objectives of ESMF are;

- i. To create procedures for environmental and social screening, planning, review, approval and implementation of project components;
- ii. To stipulate roles and responsibilities and reporting procedures for managing and monitoring environmental and social concerns for project components;
- iii. To identify training, capacity building and technical assistance needed for implementation of the ESMF;
- iv. To describe institutional arrangements for managing environmental and social impacts;
- v. To assess which world Bank environmental and Social Standards apply to activities of the project components; and
- vi. To ensure all adverse environmental and social impacts from the project activities are minimized.

1.3 Rationale of the ESMF

The ZIQUE project will be implemented in both Unguja and Pemba. Risks and impacts of the proposed project cannot be determined until project sub-component details in terms of exact location and design have been identified. In this situation, Environmental and Social Management Framework (ESMF) is the right instrument contrary to the Environmental and Social Impact Assessment (ESIA) which requires project details in terms of location and design.

The ESMF determines the level of assessment required for to project components and provides procedures for environmental and social impact assessment. It sets out the principles, rules, guidelines and procedures to assess the environmental and social risks and impacts. It contains measures and plans to reduce, mitigate, and/or offset adverse risks and impacts, provisions for estimating and budgeting the costs of such measures, and the capacity of the agency to manage environmental and social risks and impacts. It includes adequate information on the area in which project sub-component is expected to be sited, including environmental and social vulnerabilities of the area, and on the potential impacts that may occur and mitigation measures that might be expected to be used.

1.4 Methodology and approach

Preparation of ESMF involved fieldwork/scoping; baseline studies; identification of receptors; impact assessment stakeholder consultation; development of mitigation measures and monitoring requirements; and analysis of MoEVT's capacity to implement the ESMF.

1.4.1 Field studies

Fieldwork was done in typical project areas (Fuoni A&B, Bububu, Chunga, and Kijichi primary schools through rapid physical survey, investigation and social-economic survey. This facilitated the acquisition of information and data on physical, biological, cultural and social-economic aspects of the project areas.

1.4.2 Baseline Conditions

Following the fieldwork phase, more detailed assessments were undertaken to establish the baseline conditions. These involved desk-based studies of publicly-available information. The full details of the assessments and literature surveys are summarized in this Report.

1.4.3 Stakeholder Consultation

Stakeholder consultation was at the heart of the ESMF preparation and is an ongoing process from project preparation, through project implementation and decommissioning. This is to ensure that project-affected parties as well as beneficiary communities can make inputs into project development from the very beginning and throughout its implementation. Stakeholder consultations were held at different levels as follows:

- Stakeholder consultations were done on September 29th 2022 at different levels including respective project district/municipal offices (Urban West A & Urban West B Municipalities), Zanzibar Environmental Management Authority (ZEMA), Zanzibar Teachers Union (ZATU), and Zanzibar Association of Private Schools (ZAPS).
- The stakeholders consulted on 28th September 2022 were the Inclusive Education and Life Skills (IELS) unit, the Zanzibar Institute of Education (ZIE) and Schools' committees. Stakeholder consultations were also done to the Ministry of Water Energy and Mineral (MWEM), Occupation Safety and Health (OSH) department, the Fire and Rescue Force, and NGOs (Milele Zanzibar Foundation).
- Stakeholders consulted on August 24th 2022 was done with Fuoni A&B schools committees.
- Stakeholders consulted on August 23rd 2022 was done with Bububu A&B and Kidichi school committees.

- Stakeholders consulted on August 21st 2022 was done with Chunga A school committees.

These stakeholders requested for an appointment via phone calls and letters. Upon confirmation of appointments, the consultant and MoEVT representative (environmental coordinator) visited stakeholders whereby discussions were held in their respective offices. Dates of consultations, their names, signatures, and views are shown in Annex X.

1.4.5 Impact Management

The actions undertaken to determine the significance of potential project impacts involved the following four key steps:

Step 1: Anticipation and Avoidance: Avoidance is the most preferred form of mitigation. As a first step, the environmental and social assessment identifies and evaluates technically and financially feasible alternatives (including location, technology, and or alignment options). When determining the technical and financial feasibility of alternatives, both cost and benefits were considered.

Step 2: Minimization: Where avoidance is not possible, the environmental and social assessment identifies specific actions to minimize or reduce adverse environmental and social risks and impacts that are likely to arise throughout the project life cycle.

Step 3: Mitigation: To manage the residual risks and adverse impacts (after the avoidance and minimization steps), the environmental and social assessment identified mitigation measures by establishing specific actions to ensure the project meets the requirements of ESS 1-6, 8 &10and comply with relevant national laws and regulations.

Step 4: Offset or Compensation: Where avoidance, minimization, or mitigation is not adequate to manage significant adverse risks and impacts, it may be appropriate to design and implement measures that compensate/ offset residual risks and impacts. These measures do not necessarily eliminate the identified adverse risks and impacts, but they seek to offset them with comparable positive ones.

Potential impacts arising from planned activities, cumulative impacts with other developments and unplanned events (e.g. accidents, natural disasters, etc.) were also assessed. Stakeholder engagement is undertaken throughout the implementation of the proposed project to ensure that Affected and Interested Parties are aware and informed of the proposed project and have an opportunity to provide input regarding potential proposed project impacts and mitigation measures.

1.4.6 Development of Mitigation Measures

As part of the ESMF process, when impacts are identified (which cannot be managed via design controls/incorporated mitigation), mitigation measures are developed in line with the Mitigation Hierarchy. First, efforts are made to avoid or prevent, then minimize or reduce adverse impacts. For remaining significant and moderate residual impacts, mitigation measures are developed.

1.4.7 Assessment of Compliance with World Bank Environmental and Social Standards

The analysis was conducted using the Strengths-Weaknesses-Opportunities-and-Threats (SWOT) approach. The “weaknesses,” or gaps were considered on two levels: (i) the system as written in laws, regulations, procedures and applied in practice; and (ii) the capacity of MoEVT to effectively implement the ESMF. In addition, the analysis examines the efficacy and efficiency of institutional capacity to implement the system as demonstrated by performance thus far. The analysis examined

the questions of whether the current system: (i) mitigates adverse impacts; (ii) provides transparency and accountability; and (iii) performs effectively in identifying and addressing environmental and social risks. The overarching objectives are to ensure that the risks and impacts of the project activities are identified and mitigated and to strengthen the system and build capacity to deliver the intended project development outcomes sustainably.

1.5 ESMF STRUCTURE

ESMF for the project is envisaged to have the following contents;

- i. An executive summary;
- ii. An introduction describing the ESMF purpose, objectives, rationale and methodology;
- iii. Project description
- iv. Policy, Legal and Regulatory Framework (both national and World Bank)
- v. Environmental and Social Baselines
- vi. Potential Environment and Social Risks and Impacts, and Mitigation
- vii. Procedures to Address Environment and Social Issues
- viii. Project Implementation Arrangements, Responsibilities and Capacity Building
- ix. Stakeholder consultation and disclosure
- x. Summary and Conclusions
- xi. References
- xii. Annexes

2.0 PROJECT DESCRIPTION

2.1 Project Rationale

ZIQUE Project is also aligned with the Zanzibar Education Development Plan II (ZEDP 2018-2022) and the policy objectives outlined, specifically Policy Objectives (1) Increase and improve access levels for the most disadvantaged areas and children through improved teaching and learning environment; (2) Children having core competencies and skills to complete primary education; and (3) Enhanced leadership and management skills for sub-sector managers, within the decentralization process as it develops.

ZIQUE project will, therefore, improve the quality of learning and better prepare students to pursue higher education or enter the labour market. It will also improve the quality of education for students living with disabilities and encourage girls to complete their secondary education, which may contribute to lower fertility rates. A Performance and Learning Review of the CPF is currently underway which will further lessons learnt will be incorporated during the project preparation phase.

2.2 Project Components

The proposed project has four intertwined major components with the aim of addressing the most critical challenges for achieving quality basic education (primary and lower secondary) in Zanzibar (Table 2.1). The project design builds on: (i) global evidence regarding factors which impact learning, in particular, those that address what happens within the classroom; (ii) achievements and lessons learned from the implementation of the current ZISP project; (iii) sector priorities identified within the Zanzibar Education Development Plan II (ZEDP II); and (iv) contextual evidence based on past and ongoing analytical work carried out in Zanzibar.

Table 2. 1: Summary of Performance-Based Conditions by components

Component	Sub-component	Performance Based Condition	Details
Support the effective roll-out of the new curriculum in basic education	Provide adequate, high-quality and well-aligned instructional materials	PBC 1 : Developing and implementing a National Learning Assessment	Year 1: Develop a Learning Assessment Framework Year 2: Implement round 1 of the assessment and carry out dissemination of results Year 5: Implement round 2 of the assessment and carry out dissemination of results
	Using National Learning Assessments to improve teaching		
Strengthen teacher effectiveness	Enhance teacher competencies and skills	PBC 2: Development and adoption of a revised preservice curriculum	Year 1: Review of current pre-service curriculum Year 3: Revised pre-service curriculum is developed and approved
	Provide high-quality digital content to support teaching and learning through the Virtual Learning Environment		

Component	Sub-component	Performance Based Condition	Details
	Strengthening linkages with the pre-service training		
Support conducive learning environments	Reduce highly congested classrooms, provide adequate sanitary facilities and bring schools closer to the community	PBC 3: Development and adoption of a school construction strategy and school design plans	Year 1: School construction and maintenance strategy, and inclusive school design plans are developed and approved
	Develop a school construction strategy and standardized school designs		
	Boys and Girls Science and Leadership Program		
Systems strengthening and project management	Strengthen capacity at the meso-level and the school-level to roll out school-based CPD and ensure teacher accountability	PBC 4: Development and roll-out of Boys and Girls Science and Leadership Camp	Year 2: BGSLP operational plans are developed for each hub Year 3 and 4: Number of boys and girls participating in the program
	Support project implementation, evaluation and management capacity		

Component 1: Support the effective roll-out of the new curriculum in basic education (US\$12 million)

The first component of the proposed project aims to provide critically needed, high-quality, instructional Teaching and Learning Materials (TLM) that will be aligned with the new competency-based curriculum and will support effective teaching in the classroom. Teachers will be trained on the use of the TLM through school-based and cluster-based Continuous Professional Development (CPD) and additional resources will be made available through the Virtual Learning Environment (VLE) for continued support and learning opportunities (see Component 2 for details on related teacher support activities). The component also aims to support the implementation of a National Learning Assessment (NLA) to track core learning outcomes. Activities under Component 1 are organized into three sub-components:

Sub-component 1.1: Provide adequate, high-quality and well-aligned instructional materials (US\$10 million). This subcomponent will finance the development and/or adaptation, printing and distribution of student textbooks, teacher guides, supplementary materials, and graded readers

for primary and lower secondary grades¹. These will be available to students and teachers in print as well as through the VLE. The student textbooks and teacher guides will be aligned with the new competency-based curriculum for primary education and lower secondary instructional materials will be aligned with the new secondary curriculum which is expected to be rolled out by Mainland Tanzania's NECTA in 2025.² Both student textbooks and teacher guides³ will be printed to ensure a textbook-to-pupil ratio of 1:1 and teacher guide-to-teacher ratio of 1:1 in all government schools.⁴

Teacher guides will include, *inter alia*, scripted lesson plans, as well as specific guidance and support to effectively prepare, administer and grade formative and summative assessments. Teacher guides will include QR codes linking lessons to additional resources and content for teachers on the VLE which they can use to enhance the classroom experience (see Component 2). Technical Assistance (TA) will be provided to support the development of the TLM and the TA will work closely with the Zanzibar Institute of Education (ZIE) at the various stages of preparation and roll-out.⁵ All copyrights will remain with the MoEVT to facilitate future adaptation, revisions and reprints. The possibility of using open-license content and developing new instructional materials under open licence will be explored during project preparation. This would contribute to the availability of high-quality materials in Kiswahili and English across the region.

Each classroom will be equipped with graded readers, especially in lower and upper primary, to support new reading activities that have been introduced in the new curriculum—a new daily reading period and library hour have been introduced in the school timetable to further strengthen reading practice. Teacher training modules and teacher guides will provide instruction on the effective use of these readers to promote reading.

Lastly, this sub-component will also finance TLM for students with disabilities, including adapted textbooks, supplementary materials and graded readers for students with partial or total visual impairment.⁶ Teacher training modules and teacher guides will provide instructions on how to address special needs students in their classroom.

Sub-component 1.2: Using National Learning Assessments to improve teaching (US\$2 million).

This subcomponent will be Performance-Based Conditions (PBCs) and will incentivize the ministry to develop and implement at least two rounds of a large-scale National Learning Assessment (NLA). This sub-component aims to develop the capacity to measure learning outcomes at critical nodes within the system and provide comparable data over time. The NLA

¹ The exact grades and subjects financed under this component will be further defined during project preparation to ensure it is complementing interventions under other projects such as the new Global Partnership for Education (GPE) project which is expected to start preparation in the second half of 2022.

² Zanzibar has its own pre-primary and primary curriculum but follows the curriculum for secondary education set by mainland Tanzania's NECTA.

³ Prioritization of teaching and learning materials may be given to language, mathematics, and sciences subjects in both primary and lower secondary grades.

⁴ There are currently 304 government primary schools and 218 government secondary schools

⁵ Particular attention will be given to the development process of textbooks and teacher guides, allowing for testing of content and strong quality control prior to finalization and distribution of materials

⁶ Visually impaired students represent over half of all documented children with disabilities in the school system, 2021.

may be administered in two grades, one in lower primary (potentially standard 3 which marks the end of the lower primary cycle) and one in upper primary (standard 7 which marks the end of the upper primary cycle) and would provide valuable information on core learning outcomes as well as curriculum specific objectives. Importantly, the NLA would allow the linking of core test items to the Global Proficiency Framework (GPF) for regional and international comparability⁷. The NLA is critical for the MoEVT to effectively track learning outcomes over time and take necessary policy decisions to help steer the curriculum reform.

The foundational PBC in year 1 would incentivize the development and approval of a learning assessment framework which encompasses formative assessment, summative assessment, and national learning assessment as well as participation in international large-scale assessments, if any, and would be an important strategic document to ensure effective, well-integrated learning assessments. The first round of the NLA would be implemented in year 2 of the project as a baseline and the second round of the NLA would be administered in year 5 of the project. TA recruited to implement activities under this sub-component would work under the close supervision and guidance of the ZIE as well as in collaboration with the ZEC.

Proposed PBC:

- PBC 1: Developing and implementing a National Learning Assessment
 - Year 1: Develop a Learning Assessment Framework
 - Year 2: Implement round 1 of the assessment and carry out dissemination of results
 - Year 5: Implement round 2 of the assessment and carry out dissemination of results

Component 2: Strengthen teacher effectiveness (US\$15 million)

Teachers are the most important factor affecting learning in schools, and teacher effectiveness in many cases hinges on (i) the quality of the pre-service and in-service training programs, (ii) the availability of regular support and coaching opportunities to enhance teaching practices in the classroom, and (iii) the provision of adequate and high-quality instructional materials. This component aims to address the low levels of content-knowledge and pedagogical skills of teachers in Zanzibar and support their readiness to implement the new competency-based curriculum effectively. Activities under component 2 are organized into three sub-components:

Sub-component 2.1: Enhance teacher competencies and skills (US\$7 million). This sub-component will support the development and/or adaptation of teacher training modules in alignment with the requirements of the new competency-based curriculum and support the implementation of a school-based teacher Continuous Professional Development (CPD) program. The content of the teacher training program will be further specified during project preparation⁸

⁷ The GPF articulates a global consensus of the minimum skills and competencies learners should be able to demonstrate at key points along their learning trajectory. The purpose is to provide detailed proficiency expectations that countries and national and regional assessment organizations can use to link existing reading and math assessments to Sustainable Development Goals 4.1.1(a) and (b): Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex.

⁸ The program will be structured to minimize time away from the classroom, and in cases where this cannot be avoided, measures will be put in place to minimize disruptions to learning. Details will be fleshed out during project preparation.

and may include modules on the new competency-based curriculum, content refreshers, pedagogical approaches, and assessment techniques as well as on cross-cutting issues including teacher ethics and code of conduct, inclusive education, digital skills to enhance teaching, as well as identification of learning disabilities and how to address them. The program may be structured into compulsory modules that must be completed before the roll-out of the new instructional materials in classrooms and other CPD modules that can be delivered during the academic year based on teacher needs as assessed within that school or a cluster of schools (e.g., positive discipline approaches and teacher ethics). The program will draw on the COACH initiative introduced by the World Bank globally to improve in-service teacher training. It will follow the core COACH principles for effective professional development, by ensuring that the CPD program is *tailored, practical, focused, and ongoing*. Some of the modules may be offered via the Learning Management System (LMS) for teachers which will be developed as part of the VLE (see Subcomponent 2.2 for further details). This subcomponent would also finance the purchase of equipment to facilitate school-based CPD activities.

The sub-component will also support the operationalization of the school-based and/or cluster-based CPD model.⁹ School-based CPD allows for regular, ongoing and sustained support for teachers throughout the school calendar. It also enables the CPD program to be tailored to the needs of teachers within that school or cluster of schools and more effectively respond to challenges faced in the classroom. Teachers will also be organized into Communities of Practice (CoP) to promote meaningful collaboration. Teacher Centers (TCs) are currently mandated to provide instructional and pedagogical support to teachers, and as such, it is critical to anchor the school-based CPD model within the existing CPD structures to ensure the program's legitimacy¹⁰ and sustainability in the long-run. As such, this sub-component will finance the capacity building for Subject Advisors and Resource Teachers within the 11 Teacher Centers (TCs) to effectively coordinate CPD activities at the school or cluster levels and become effective coaches/facilitators who will provide ongoing support through regular CPD meetings. Inspectors will support the monitoring of the program and provide critical feedback on the effectiveness of the training through classroom observations.

Sub-component 2.2: Provide high-quality digital content to support teaching and learning through the Virtual Learning Environment (US\$6 million). This sub-component will support the full operationalization of the VLE which is being piloted under the ZISP project. The objective of the VLE is to provide high-quality content and resources to support both teachers and students. The VLE has two main functionalities: (i) a well-organized and user-friendly Open Education Resource (OER) Repository which will be populated with relevant subject area content for teachers and students seeking to learn or strengthen their understanding, particularly in science, mathematics and language subjects; and (ii) an LMS where teachers and potentially students can register and follow structured courses of learning. This sub-component will finance TA to support

⁹ Other traditional CPD modalities such as zonal, district-level training programs may be relevant for specific trainings. These will be identified during the course of project preparation.

¹⁰ During focus group discussions, teachers indicated that although they value ad-hoc training programs supported by NGOs or DPs, it is not always clear whether the training modules are fully vetted by all instances within MoEVT, especially when training is carried out by structures outside of the ministry. This can lead to hesitation in applying techniques in the classroom for fear that this will not be recognized by inspectors or TC subject advisors as appropriate.

the curation, adaptation, and content creation and the development of both the OER as well as the LMS, as well as support iterative testing, to improve the design of the platform, content and courses.

The LMS will serve as a key resource for the teacher CPD program under component 2.1.

This sub-component will also finance the purchase of any necessary equipment to facilitate teachers' access to the VLE platform to support CPD activities at the school level. The technology and connectivity package as well as the targeted schools will be defined during project preparation. Particular attention will be given to ensuring offline access to content in case of weak or no internet connectivity to minimize disruptions to CPD activities. A further dialogue will also be conducted during project preparation with the relevant entities to assess the feasibility of zero-rating¹¹ access to the platform. This would ensure greater and more equitable access and more widespread use of resources by both teachers and students.

Sub-component 2.3: Strengthening linkages with the pre-service training (US\$2 million). This sub-component is PBC-based and aims to incentivize the MoEVT to engage in a thorough review and revision of the pre-service curriculum to ensure alignment with the new competency-based curriculum, pedagogical approaches and new instructional materials. This step is critical to ensure that the pre-service training programs administered in Teacher Training Colleges (TTCs) and SUZA adequately prepare student teachers for the requirements of the new competency-based curriculum. The new pre-service program would also emphasize adequate and well-structured practicum in the classroom setting to further strengthen student teachers' readiness. Specifically, the PBC would incentivize: (i) the review of the existing curriculum and (ii) the development and approval of a revised curriculum to be used across both TTCs and SUZA.

Proposed PBC:

PBC 2: Development and adoption of a revised preservice curriculum

- Year 1: Review of current pre-service curriculum
- Year 3: Revised pre-service curriculum is developed and approved

Component 3: Support conducive learning environments (US\$15 million)

This component aims to improve the learning environment in the most underserved areas by reducing class sizes and building schools which are closer to communities, as well as providing adequate sanitary facilities for girls and boys. The government will be incentivized, through a PBC-based approach, to use inclusive school designs and standards, as well as to address boys' disengagement in education and promote greater girls' participation in mathematics and sciences. The activities are organized into three sub-components:

Sub-component 3.1: Reduce highly congested classrooms, provide adequate sanitary facilities and bring schools closer to the community (US\$ 13 million). This sub-component will support a targeted construction program which will focus on wards with high pupil-classroom

¹¹ This is where internet operators provide access to specific websites and content free of data charges.

ratios¹² and those where the closest school is more than 3 km from the community. By reducing the class size, this sub-component will improve teaching practices in the classroom, facilitating the application of active learning pedagogy promoted under the new curriculum. Smaller class sizes are also an important part of improving teaching conditions.¹³ Bringing schools closer to the community would reduce barriers to access, especially for girls in lower secondary and especially in districts of Pemba, for instance, Micheweni and Chake-Chake, where on average 20 per cent of children commute more than 3 km to school. The construction program will also target those wards which have high student-toilet ratios for girls at the lower secondary level.

Sub-component 3.2: Develop a school construction strategy and standardized school designs (US\$ 1 million). This sub-component is PBC-based and would incentivize the MoEVT to develop a school construction strategy and standardized school design plans as foundational documents before the start of the construction program. The school construction study under preparation in ZISP will serve as input into the preparation of the strategy and designs and is expected to help fast-track the process. An inclusive school design approach will be adopted to ensure the design takes into account students living with disabilities and that the classroom design takes into pedagogical requirements for example an area for a classroom library shelf and storage.

Proposed PBC:

- PBC 3: Development and adoption of a school construction strategy and school design plans
 - Year 1: School construction and maintenance strategy, and inclusive school design plans are developed and approved

Sub-component 3.3: Boys and Girls Science and Leadership Program (US\$ 1 million). This sub-component is PBC-based and seeks to incentivize the MoEVT to implement, every year during the school break, a week-long Boys and Girls Science and Leadership Program (BGSLP) targeting boys and girls transitioning from primary to lower secondary. The BGSLP would be a structured program which seeks to improve their socio-emotional readiness for lower secondary and garner their interest in academic studies. It would include activities to introduce boys and girls to the fields of science, applied mathematics and technology (for example introduction to coding and gaming). The BGSLP would also host activities to foster the development of personal strengths such as self-esteem and confidence and interpersonal skills and will hone leadership skills, including through meeting leading professionals, especially women, working in the Science, Technology, Engineering, Arts and Mathematics (STEAM) fields. This intervention builds on the experience at the Regeza Mwendo School Hub called *Amsha* or “*Awaken*” where events are held at the school hubs to encourage students to participate in educational but fun activities such as quizzes and competitions in math, science and reading. This has been very successful in encouraging higher participation in school hub activities. The BGSLP may target areas with higher incidences of dropout in lower secondary.

¹² The official target class size in Zanzibar is 25 students in pre-primary, 45 in primary and 45 in secondary. The selection criteria and targeting parameters will be further refined during project preparation.

¹³ Qualitative evidence collected in Zanzibar suggests that teachers who have large class sizes have limited time to provide one-on-one feedback and support to students, may be discouraged from attending class regularly, and may lead them to seek shortcuts in terms of grading continuous assessments

Proposed PBC:

- PBC 4: Development and roll-out of Boys and Girls Science and Leadership Program
 - Year 2: BGSLP operational plans are developed for each hub
 - Year 3 and 4: Number of boys and girls participating in the program

Component 4: Systems strengthening and project management (US\$8 million)

This component aims to ensure capacity and systems at all levels are in place to achieve project results while adhering to corporate safeguards and requirements, including those pertaining to fiduciary functions and monitoring, reporting and evaluation.

Sub-component 4.1: Strengthen capacity at the meso-level and the school level to roll out school-based CPD and ensure teacher accountability (US\$5 million). This subcomponent aims to strengthen the capacity of inspectors and school administrations to effectively monitor and support the implementation of CPD activities. This will include providing relevant stakeholders with the necessary tools (e.g., tablets) to facilitate monitoring and reporting of activities promptly. The inspectors will be trained and supported to carry out classroom observations to strengthen the feedback to teachers and schools will also be incentivized to monitor and track teacher participation in the CPD program and also teacher attendance and punctuality during the school year. Micro-credentialing, certifications earned upon completion of specific modules, could help incentivize teachers to participate in the CPD program, and by conditioning certification, could also improve teacher attendance and punctuality. This subcomponent may also finance technical assistance and related training activities for inspectors and school administrations. During project preparation, the possibility of using the School Information System (SIS) to allow for data on teacher attendance and punctuality to be captured and centrally reported will be explored.

Subcomponent 4.2: Support project implementation, evaluation and management capacity (US\$3 million). This sub-component will develop the capacity of key officials and staff with MoEVT to effectively deliver results for this Project, support related project implementation costs and carry out impact evaluations. A capacity development plan will be prepared during project preparation to identify specific areas for capacity development. This may include but is not limited to the development of the capacity of the Zanzibar Institute of Education (ZIE) and Zanzibar Examination Council (ZEC) staff on national learning assessments, development of the capacity of staff on procurement processes including contract management, development the capacity of engineers to carry out effective monitoring during construction and development of the capacity to effectively support environmental and social risk and impacts activities. Impact evaluations on key activities will also be financed through this sub-component, including evaluations on the VLE and BGSLP interventions to document the impact and effectiveness of these innovations in the education sector.

3.0 POLICY, LEGAL AND REGULATORY FRAMEWORKS

3.1 RELEVANT POLICY FRAMEWORK

3.1.1 Zanzibar Environmental Policy, 2013

The overall objective of the Zanzibar Environmental Policy (ZEP, 2013) is to pave the way for the protection, conservation, restoration and management of Zanzibar's environmental resources, in order not to impair the capacity to sustain development and maintain the rich environmental endowment for the present and future generations. The Policy focuses on the following objectives:

- i. Ensuring the maintenance of basic ecological processes upon which all productivity and regeneration, on land and in the sea depend.
- ii. Promoting the sustainable and rational use of renewable and non-renewable natural resources.
- iii. Preserving the terrestrial and marine biological diversity, cultural richness and natural beauty of Zanzibar's lands.
- iv. Ensuring that the quality of life of the people of Zanzibar, present and future, is not harmed by destruction, degradation or pollution of their environment and natural resources utilization.
- v. Strengthening both institutional mechanisms for protecting the environment and the capabilities of the institution involved in environmental management.
- vi. Incorporating and binding to the international obligations in Multilateral Environmental Agreements to which the United Republic of Tanzania (URT) is a Party.

The policy takes into account the evolving international scenario in environmental Conventions and Protocols. Zanzibar is a part of the United Republic of Tanzania, but its environmental problems are reminiscent of those faced by other islands and Island States. Hence, the urgency for Zanzibar to engage in regional and international stakeholders and networks, and participate in and promote relevant Conventions, Protocols and Agreements. The proposed project shall be conducted in harmony with environment. This shall be done by having instruments for environmental management.

3.1.2 National Water Policy, 2004

The national water policy aims at achieving resource efficiency and sustainability, as well as facilitating sustainable use of water in urban and rural areas of Zanzibar. Its specific objectives are to guide to enable Zanzibar to achieve its aim of providing access to clean and safe water for all people and other water users to fulfil the needs of expanding social and economic activities while considering nature conservation. The policy is recognizing that groundwater is the primary source of water in Unguja and Pemba. A fresh groundwater lens floats above the deeper saline water and sustainable development of groundwater resources must maintain the balance of freshwater flows to prevent this saline water from rising and coming into the freshwater lens or flowing inland from the sea. On the other hand, there are no large and adequate reserves, which can be mined at unlimited discharges. Supplies have to depend on recharge from annual rains. The survival of this precious ground reserve will therefore depend upon the balancing of the rate of extraction for human use and the rainfall recharge. The implementation of The Zanzibar Improving Quality of Basic Education project will have to adhere to this policy in a manner that water resources are not polluted. Waste discharges from the proposed project sites shall not be directed to water bodies prior to treatment.

3.1.3 Zanzibar Occupational Safety and Health Policy, 2017

The occupational safety and health policy for Zanzibar is set to strengthen legal and institutional arrangements for effective coordination and management of occupational safety and health; establish appropriate funding mechanisms for occupational safety and health activities; increase access and quality to occupational health services to cover the country's workforce, build the capacity of workers on occupational safety and health issues in both public and private sectors; promote a culture of prevention among employers, workers and the community at large; strengthen OSH data management and information system for evidence-based planning; and strengthen coordination, monitoring and evaluation mechanism. The ZIQUE project will be designed to complement the country's efforts to manage occupational safety and health risks as stipulated in the policy. The Zanzibar Improving Quality of Basic Education project will provide directives on how to prevent or reduce incidences of work-related injury and disease to workers and other stakeholders.

3.1.4 Zanzibar Disaster Management Policy, 2011

Zanzibar's disaster profile is dominated by droughts and agricultural pests, fire, floods, marine and terrestrial accidents, diseases and epidemic outbreaks that disrupt people's livelihoods, destroy some infrastructure, divert planned use of resources, interrupt social economic activities and retard development. The Zanzibar Improving Quality of Basic Education project may be associated with fire disasters and building collapse. The project will, therefore, be designed to complement the country's efforts to manage disasters as stipulated in the Zanzibar Disaster Management Policy, 2011.

3.1.5 HIV/AIDS Policy, 2006

HIV and AIDS is one of the major health challenges which face many countries including Zanzibar. Zanzibar's HIV and AIDS policy outlines that a large group of people in the Islands especially youth are at high risk of being affected by HIV/AIDS. The group has been identified as the main productive force, especially in the agriculture, trade, and service sectors. Consequently, if measures are not taken to reduce new infections, the country will experience decreasing production rate, and thus increasing poverty levels which lead to increased vulnerability to many hazards such as hunger and disease outbreaks. The proposed project will have to recognize the need to address HIV and AIDS in the workplace as an important measure to protect the country's workforce for sustainable socio-economic development.

3.1.6 Child Protection and Development Policy, 2001

The policy considers children as part of the most vulnerable individuals during project implementation. They are the ones who are affected by diseases, deaths, child labour, disability, ignorance, neglect, food insecurity and the like. The child protection policy has articulated various protective and development strategies that will cater for hazardous natures. The project contractors shall not use child labour and the MoEVT shall monitor it through out project site.

3.1.7 Zanzibar Education Policy, 2006

The New Zanzibar Education Policy is a logical response to the government's poverty reduction programme. Part 3.1.1 of the policy discusses most education systems recognize at least four levels which reflect early human development stages. These levels are pre-primary, primary, secondary and tertiary. Among others, the overall goals of education include the promotion and enabling a rational use, management and conservation of the environment. Part 8.1 of the policy provides for Adolescent Sexual and Reproductive Health (ASRH). Further, Part 8.4 of the policy provides

issues related to Gender in Education. Education is a basic human right and the prerequisite for the full enjoyment of all other human rights. Inequality in education that excludes females or males from quality education is a violation of basic human rights. In many countries, females bear the brunt of gender inequalities related to the asymmetry in the resource allocation and division of labour both within the household and within the community. ZIQUE project shall undertake ESIA study to ensure that environmental and social issues (gender-based violence, health and safety, security) are given due consideration.

3.2 RELEVANT LEGAL FRAMEWORK

3.2.1 The Environmental Management Act No. 3 of 2015

This Act is the key piece of legislation governing the management of coastal and marine resources in Zanzibar. It has provisions for the establishment of a protected area system in Zanzibar, control and management of specific environmental threats and biological diversity as well as provisions for general environmental obligations, administration, and planning including ESIA. Under this Act, the Zanzibar Environmental Management Authority (ZEMA) is mandated to undertake enforcement, compliance, review and monitoring of environmental and social impact assessment. The ZEMA has also the role of providing general supervision and coordinating all matters relating to the environment in Zanzibar. The Act also vests powers to the Authority to determine whether the proposed project should be subjected to an ESIA, approves consultants to undertake the ESIA study, invites public comments by way of the public hearing and also has the statutory authority to review ESIA and issue ESIA certificate or refuse to do so.

The Environmental Management Act imposes an obligation to developers to conduct an ESIA before the commencement of the project to determine whether the project may/or is likely to have, or will have a significant impact on the environment. Section 56 makes ESIA mandatory for all projects that fall under the ESIA mandatory list (Schedule 2). The proposed project is also included in the mandatory list of projects requiring ESIA. The proposed project shall be assessed its risks and impacts prior to commencement of project construction activities.

3.3.2 The Environment Impact Assessment (procedures) Regulations, 2002

These Regulations set out the ESIA procedure and regulatory system for carrying out ESIA in Zanzibar. It is stipulated in the regulations that the EIS must be prepared in a manner that it is analytic, concise and not longer than necessary. Moreover, regulation 9, has set page limit by stating as follows; —the text of the final Environmental Impact Statement shall normally be less than 100 pages and of standard format. This ESIA study shall be carried out in accordance with these Regulations. The ESIA shall take into account environmental, social, cultural, economic and legal considerations, identifies anticipated impacts, analyze alternative options, proposes mitigation measures and develops management plans.

3.2.3 Zanzibar Water Act

The Act provides for the establishment of the water authority for Zanzibar that has jurisdiction of all matters about the management of water. The Act includes provisions on:

- Regulating, controlling, managing and protecting all catchment areas;
- Promoting the conservation and proper use of water resources;
- Managing production and distribution of water on a sustainable basis;
- Specifying standards of water quality, effluent and water equipment;

- Advising the Government in the formulation of policies related to the development and conservation of water.

The Act could be the basis for regulating water distribution issues between the project proponent's needs and the community water supply rations. This is important in avoiding any conflict between the users. The proposed project should adhere to this Act by ensuring that the design of buildings allows the conservation of water resources.

3.2.4 Land Tenure Act, 1992

All natural land within the islands of Zanzibar occupied or unoccupied is declared to be public land and is vested in, and at the disposition of the President, to be held by him, for the use and common benefit, direct or indirect, of the people of Zanzibar. Riparian occupiers along non-navigable waterways are required to accord the right of passage over a strip ten (10) meters in width on each bank. Compensation is to be paid to the persons or communities concerned, the compensation shall be equal to the fair market value of the land. All affected people whose houses, properties or farm plots shall be demolished or converted should be compensated accordingly..

3.2.5 Establishment of Zanzibar Nature Conservation Areas Management Unit Act, 1999

This Act provides directives for the conservation of Zanzibar's terrestrial, aquatic or marine ecosystems, including their indigenous plants or animals, through the establishment and management of nature conservation areas. The project sub-components should adhere to this Act by making sure that the nature is conserved in a sense that wastes from the sites shall be management properly throughout the project life.

3.2.6 District and Town Councils Act of 1994

This act specifies the functions of the District Councils, which are responsible for coordinating and supervising the implementation of plans for economic, industrial and social development in their respective areas of jurisdiction. The implementation of the Zanzibar Improving Quality of Basic Education Project has SEP and GRM which ensure that all stakeholders are consulted and their grievances are handled throughout the project life cycle.

3.2.7 The Occupational Safety and Health Act No.8, 2005

The Zanzibar Occupational Safety and Health Act No. 8, 2005 establishes basic principles of safety and health in Zanzibar. It stipulates the duties and responsibilities of key stakeholders of occupational safety and health. The Act establishes occupational safety and health management systems such as safety and health committees at the national and enterprise level. At the enterprise or workplace level, the occupational safety and health representatives form a committee. The occupational safety and health committee at the national level comprising tripartite social partners (i.e. Government, employers, and workers) is mandated to hear and determine any complaints from decisions of the Director of Occupational Safety and Health. The occupational safety and health representatives at the enterprise level are responsible to identify potential hazards and major incidents at their workplace. The Act also establishes occupational safety and health inspectors for systematic and continuous monitoring as well as evaluation of work environments. The inspectors are also required to devise mechanisms to eliminate and control hazards at workplaces. MoEVT will adhere to this act by making sure that the environment at working place during the construction and operation phase of the ZIQUE project is safe by having a risk management plan.

3.2.8 The Zanzibar Institute of Education Act, 2016

This is an Act that established The Zanzibar Institute of Education (ZIE) which is a Zanzibar Revolutionary Government Agency. The functions of the institute are; (a) To design, develop, review, revise and evaluate the curriculum for schools and colleges, to advise the government on matters about curriculum development; (c) to develop and review standards, learning outcomes of the courses of instruction provided by schools and audit the benchmarks in respect to the quality of educations; (d) to disseminate relevant education information through the production and publication of journals; (e) to organize programs to train and assist in the training of teachers etc. Part four of the law advocates for miscellaneous provisions; (f) to identify educational problems in Zanzibar in which research is needed and conduct research and solve such problems etc. Section 18(1) of the law advocates that a person shall not be allowed to use or sell curriculum, syllabus, textbooks or any other teaching and learning materials in any school, teachers' colleges or in any place unless such person applies and authorized by the Board. All private schools shall provide education by using curriculum and textbooks approved by the Board. Section 18(3) advocates that; any person who contravenes or fails to comply with the provisions of subsection (1) and (2) of this section, commits an offence and is liable upon conviction, to a fine of not less than five million shillings or imprisonment for a term of not less than three years or both such fine and imprisonment. ZIE is part of ZIQUE project implementation to execute project component 1 on curriculum development and rolling out. Thus, it is the key project stakeholder of the project.

3.3 INTERNATIONAL AND REGIONAL CONVENTIONS RATIFIED BY TANZANIA

3.3.1 Convention on Biological Diversity

The objectives of the convention are to promote: the conservation of biological diversity; sustainable use of its components; and fair and equitable sharing of benefits arising out of the utilization of genetic resources. The convention was adopted on 22nd May 1992. The United Republic of Tanzania ratified the Convention on 8 March 1996. The proposed project shall observe this by sitting areas in non-virgin areas to avoid compromising the biological diversity.

3.3.2 Convention for the Protection, Management and Development of the Marine and Coastal Environment of the Eastern African Region and Related Protocols

The objective of the convention is to promote sound environmental management of maritime and coastal areas of the eastern African region, as part of the Regional Seas Programme initiated by UNEP in 1974. The Convention was adopted on 25 June 1985. The United Republic of Tanzania ratified the Convention on 1 March 1996. Zanzibar is an Island whose activities may affect the marine and coastal environment if not well controlled. The project shall have proper waste management and building materials like timbers which shall be sourced from Tanzania Mainland.

3.3.3 The Convention on Wetlands

The Convention on Wetlands (Ramsar, Iran, 1971) called the "Ramsar Convention" is an intergovernmental treaty that embodies the commitments of its member countries to maintain the ecological character of their Wetlands of International Importance and to plan for the "wise use" or sustainable use of all of the wetlands in their territories. The Convention uses a broad definition of the types of wetlands covered in its mission, including swamps and marshes, lakes and rivers, wet grasslands and peatlands, oases, estuaries, deltas and tidal flats, near-shore marine areas, mangroves and coral reefs, human-made sites such as fish ponds, rice paddies, reservoirs and salt pans. The convention was adopted in 1971 and entered into force in 1975. The United Republic of Tanzania acceded to the convention in February 1999. The Convention came into force for the

United Republic of Tanzania on 13 August 2000. The project shall be implemented in areas which have no direct relationship with wetland.

3.3.4 United Nations Framework Convention on Climate Change

The objective of the convention is to achieve stabilization of greenhouse gas concentrations in the atmosphere at a level that would prevent dangerous anthropogenic interference with the climate system. The Convention was adopted on 9th May 1992. The United Republic of Tanzania signed the convention on 12 June 1992 and ratified it on 17 April 1996. The convention entered into force on 16 July 1996. The proposed project shall not involve used equipment and unnecessary idling to reduce emissions during construction activities. Also, school environments shall be designed to have more green areas.

3.3.5 United Nations Convention to Combat Desertification (UNCCD)

The objective of the convention to combat desertification and mitigate the effect of drought in countries experiencing serious droughts and/or desertification, through effective action at all levels, supported by international cooperation and partnership arrangements, to contribute to the achievement of sustainable development in the affected areas. The convention was adopted on 17th June 1994. The United Republic of Tanzania signed and ratified the convention in 1994 and 1997 respectively. The project shall not harvest natural resources like timber in order to conserve the environment.

3.3.6 The Basel Convention on the Control of Transboundary Movements of Hazardous Wastes and their Disposal

The convention was adopted on 22nd March 1989. The United Republic of Tanzania ratified the Convention on 7th April 1993. The objectives of this convention are:

- To reduce transboundary movement of hazardous wastes and other wastes to a minimum consistent with their environmentally sound management;
- To treat and dispose of hazardous wastes and other wastes as close as possible to their source of generation in an environmentally sound manner; and
- To minimize the generation of hazardous wastes and other wastes in terms of both quantity of potential hazards.
- Zanzibar has not special landfill for hazardous wastes. Wastes are incinerated.

3.3.7 Bamako Convention on the Ban of the Import into Africa and the Control of Transboundary Movements of Hazardous Wastes within Africa (Bamako Convention)

The objectives of the convention are:

- To protect by strict control the human health of the African population and the environment against adverse effects which may result from hazardous wastes by reducing their generation to a minimum in terms of quantity and/or hazard potential.
- To adopt precautionary measures, ensure proper disposal of hazardous wastes; and
- To prevent "dumping" of hazardous wastes in Africa.

The convention was adopted on 30th January 1991. The United Republic of Tanzania ratified the Convention on 7th April 1993. The project shall not use hazardous materials during the construction period.

3.3.8 ILO Conventions

The United Republic of Tanzania is a party to the Occupational Safety and Health (Dock Work) Convention, 1979 (No. 152). This convention requires parties to adopt national laws or regulations, which prescribe measures complying with its provisions with a view to:

- i. Providing and maintaining workplaces, equipment and methods of work that are safe and without risk of injury to health;
- ii. Providing and maintaining safe means of access to any workplace;
- iii. Providing the information, training and supervision necessary to ensure the protection of workers against risks of accident or injury to health arising out of or in the course of their employment;
- iv. Providing workers with any personal protective equipment and protective clothing and any lifesaving appliances reasonably required where adequate protection against risks of accident or injury to health cannot be provided by other means;
- v. Providing and maintaining suitable and adequate first aid and rescue facilities;
- vi. Developing and establishing proper procedures to deal with any emergencies, which may arise.

The measures to be taken in pursuance of this convention also cover:

- i. General requirements relating to the construction, equipping and maintenance of the dock structures and other places at which dock work is carried out;
- ii. Fire and explosion prevention and protection;
- iii. Safe means of access to ships, hold, staging, equipment and lifting appliances;
- iv. Transport of workers;
- v. Opening and closing of hatches, protection of hatchways and work in holds;
- vi. Construction, maintenance and use of lifting and other cargo handling appliances;
- vii. Construction, maintenance and use of staging;
- viii. Rigging and use of ship's derricks;
- ix. Testing, examination, inspection and certification, as appropriate, of lifting appliances, of loose gear, including chains and ropes and of slings and other lifting devices which form an integral part of the load;
- x. Handling of different types of cargo;
- xi. Stacking and storage of goods
- xii. Dangerous substances and other hazards in the working environment;
- xiii. Personal protective equipment and protective clothing;
- xiv. Sanitary and washing facilities and welfare amenities;
- xv. Medical supervision;
- xvi. First-aid and rescue facilities;
- xvii. Safety and health organization;
- xviii. Training of workers;
- xix. Notification and investigation of occupational accidents and diseases.

The United Republic of Tanzania ratified the Occupational Safety and Health (Dock Work) Convention 1979 (No. 152) on 30th May 1983. The convention is relevant as the proposed project as I shall involve workers. The local regulations shall be applied to safeguard workers.

3.4 INSTITUTIONAL FRAMEWORK

3.4.1 Zanzibar Department of Environment

This is the government arm responsible for environmental matters about the management of the environment. According to the Zanzibar Environmental Act no.3 of 2015, the Department of Environment has the following functions:

- i. To develop National Strategies and Guidelines for the management of the environment;
- ii. To coordinate the implementation of National strategies and Guidelines for the management of the environment;
- iii. To prepare and manage the implementation of strategic environmental assessment;
- iv. To recommend environmental standards;
- v. Coordinate the implementation of international environmental agreements;
- vi. To prepare and issue a report on the state of the environment for Zanzibar in every five years to be submitted to Minister;
- vii. To coordinate the implementation of the Environmental Policy;
- viii. Coordinate all matters related to climate change adaptation and mitigation measures;
- ix. To promote environmental education to society and other stakeholders according to the duties assigned to him;
- x. To coordinate and promote environmental research; and
- xi. To carry out any other functions necessary to fulfil the purposes of the Act

3.4.2 Zanzibar Environmental Management Authority (ZEMA)

Zanzibar Environment Management Act No. 3 of 2015 established ZEMA under section 14 as a body corporate with its seal, with the following powers: (a) to acquire, own and dispose of any movable and immovable property; (b) to enter into any contract or agreement of which the Authority has the power to perform under the Act. Under section 22 of the Act, the functions of the Authority include:

- i. Undertake and coordinate enforcement of the provisions of the Act;
- ii. Coordinate the Environmental Impact Assessment process for any activity or investment;
- iii. Coordinate environmental audits concerning any activity or investment;
- iv. Carry out environmental monitoring supporting the proper management and conservation of the environment;
- v. Issue environmental certificates, permits or approvals;
- vi. Receive and work on complaints related to the environment;
- vii. Promote environmental education, awareness and dissemination to the society and other stakeholders according to the functions assigned to the Authority;
- viii. Enforce regulations and ensure compliance with standards, guidelines and orders related to the environment;
- ix. Monitor biodiversity, terrestrial and marine ecosystems, coastal zone, waste disposal and natural resources;
- x. Any other risks and impacts related to the environment;
- xi. Prepare and submit to the Minister, a comprehensive annual implementation report;
- xii. Operate the digital Zanzibar Environmental Information Management System;
- xiii. Raise funds and receive donations, grants, contributions, and loans from verified sources; and

xiv. Carry out any other functions that are necessary and related to the purposes of the Act.

3.4.3 The Ministry of Labor and Employment

The main role is to ensure that decent work is practised and maintained in Zanzibar. It provides directives, and technical advice, enforces legislation, proposes amendments, allocates resources, oversees all activities carried out by OSHA and ensures that OHS rules and regulations are adhered to and maintained at workplaces.

3.4.4 Occupational Safety and Health (OSH) Department

It was set up in 2001 under the Ministry of Labor and Employment to administer occupational health and safety at workplaces in the country.

3.5 Relationship among MoEVT and other institutions implementing the project

MoEVT shall be responsible for all matters related to E&S issues of the project. Likewise, MOEVT as client shall submit the ESIA report to ZEMA for Environmental clearance through a registered Environmental expert. The Ministry of Labor and employment through occupational Safety and Health department shall be responsible safeguarding workers(skilled and non-skilled) personnel.

3.6 World Bank Environmental and Social Standards

According to the Environmental and Social Framework (ESF), there are ten (10) Environmental and Social Standards (ESS) which address environmental and social issues within the Bank's supported development projects. Thus, all projects under World Bank financing must comply with Environmental and Social Standards (ESS) before is cleared for implementation. Table 3.1 shows standards which will apply to the Zanzibar Improving Quality of Basic Education project.

Table 3.1: Applicable Environmental and Social Standards

Environmental and Social Standard (ESS)	Objectives	Requirements
<p>ESS1: Assessment and Management of Environmental and Social Risks and Impacts</p>	<ul style="list-style-type: none"> • To identify, evaluate and manage the environmental and social risks and impacts of the project in a manner consistent with the ESSs. • To adopt a mitigation hierarchy approach to: (a) Anticipate and avoid risks and impacts; (b) Where avoidance is not possible, minimize or reduce risks and impacts to acceptable levels; (c) Once risks and impacts have been minimized or reduced, mitigate; and (d) Where significant residual impacts remain, compensate for or offset them, where technically and financially feasible. • To adopt differentiated measures so that adverse impacts do not fall disproportionately on the disadvantaged or vulnerable, and they are not disadvantaged in sharing development benefits and opportunities resulting from the project. • To utilize national environmental and social institutions, systems, laws, regulations and procedures in the assessment, development and implementation of projects, whenever appropriate. • To promote improved environmental and social performance, in ways which recognize and enhance Borrower capacity. 	<p>The standard focuses in helping project beneficiaries to manage and reduce both environmental and social risks and enhance project positive impacts. ZIQUE will use this requirement to strengthen the environmental and social framework for the assessment, development and implementation of World Bank-financed projects where appropriate.</p>
<p>ESS2: Labor and Working Conditions</p>	<ul style="list-style-type: none"> • To promote safety and health at work. • To promote fair treatment, non-discrimination and equal opportunity of project workers. • To protect project workers, including vulnerable workers such as women, persons with disabilities, 	<p>The standard focuses on the adoption of standard labour practices that take into account the acceptable working conditions for the people to be employed in the execution of the project activities. It requires the</p>

Environmental and Social Standard (ESS)	Objectives	Requirements
	<p>children (of working age, in accordance with this ESS) and migrant workers, contracted workers and primary supply workers, as appropriate.</p> <ul style="list-style-type: none"> • To prevent the use of all forms of forced labor and child labor • To support the principles of freedom of association and collective bargaining of project workers in a manner consistent with national law. • To provide project workers with accessible means to raise workplace concerns. 	<p>Borrower to prepare and adopt labour management procedures. Among others the standard call for provisions on the treatment of direct, contracted, community, primary supply workers, and government civil servants. It further calls for fair terms and conditions of work, non-discrimination and equal opportunity and workers organizations. Provisions on child labour and forced labour.</p> <p>Requirements on occupational health and safety, in keeping with the World Bank Group’s Environmental, Health, and Safety Guidelines (EHSg).</p>
ESS3: Resource Efficiency and Pollution Prevention and Management	<ul style="list-style-type: none"> • To promote the sustainable use of resources, including energy, water and raw materials. • To avoid or minimize adverse impacts on human health and the environment by avoiding or minimizing pollution from project activities. • To avoid or minimize project-related emissions of short and long-lived climate pollutants. • To avoid or minimize the generation of hazardous and non-hazardous waste. • To minimize and manage the risks and impacts associated with pesticide use. 	<p>The standard aims at enhancing the effective use of resources and control of pollution. It further requires an estimate of gross greenhouse gas emissions resulting from the project (unless minor), where technically and financially feasible. Requirements on the management of wastes, chemical and hazardous materials, and contains provisions to address historical pollution. ESS3 refers to national law and Good International Industry Practice, in the first instance the World Bank Groups’ EHSgS.</p>

Environmental and Social Standard (ESS)	Objectives	Requirements
ESS4: Community Health and Safety	<ul style="list-style-type: none"> • To anticipate and avoid adverse impacts on the health and safety of project-affected communities during the project life cycle from both routine and non-routine circumstances. • To promote quality and safety, and considerations relating to climate change, in the design and construction of infrastructure, including dams. • To avoid or minimize community exposure to project-related traffic and road safety risks, diseases and hazardous materials. • To have in place effective measures to address emergency events. • To ensure that the safeguarding of personnel and property is carried out in a manner that avoids or minimizes risks to the project-affected communities. 	<p>The standard aims at protecting local communities against any health risks and ensuring their safety against project activities. It requires infrastructure to take into account taking safety and climate change, and apply the concept of universal access which are technically and financially feasible. It requires further on traffic and road safety, including road safety assessments and monitoring. It calls for addressing risks arising from impacts on provisioning and regulating ecosystem service. Measures to avoid or minimize the risk of water-related, communicable, and non-communicable diseases. Requirements to assess risks associated with security personnel, and review and report unlawful and abusive acts to relevant authorities.</p>
ESS5: Land Acquisition, Restrictions on Land Use and Involuntary Resettlement	<ul style="list-style-type: none"> • To avoid involuntary resettlement or, when unavoidable, minimize involuntary resettlement by exploring project design alternatives. • To avoid forced eviction. • To mitigate unavoidable adverse social and economic impacts from the land acquisition or restrictions on land use by: (a) providing timely compensation for loss of assets at replacement cost and (b) assisting displaced persons in their efforts to improve, or at least restore, their livelihoods and living standards, in 	<p>The standard focuses on protecting individuals from the arbitrary acquisition of their land for project implementation. It calls for participatory land acquisition that takes on board involuntary resettlement for both land owners and tenants</p>

Environmental and Social Standard (ESS)	Objectives	Requirements
	<p>real terms, to pre-displacement levels or to levels prevailing before the beginning of project implementation, whichever is higher.</p> <ul style="list-style-type: none"> • To improve living conditions of poor or vulnerable persons who are physically displaced, through the provision of adequate housing, access to services and facilities, and security of tenure. • To conceive and execute resettlement activities as sustainable development programs, providing sufficient investment resources to enable displaced persons to benefit directly from the project, as the nature of the project may warrant. • To ensure that resettlement activities are planned and implemented with appropriate disclosure of information, meaningful consultation, and the informed participation of those affected. 	
<p>ESS6: Biodiversity Conservation and Sustainable Management of Living Natural Resources</p>	<ul style="list-style-type: none"> • To protect and conserve biodiversity and habitats. • To apply the mitigation hierarchy and the precautionary approach in the design and implementation of projects that could have an impact on biodiversity. • To promote the sustainable management of living natural resources. • To support the livelihoods of local communities, including Indigenous Peoples, and inclusive economic development, through the adoption of practices that integrate conservation needs and development priorities. 	<p>The standard aims at conserving biodiversity and maintaining sustainable Management of Living Natural Resources. Requirements for projects affecting areas that are legally protected designated for protection or regionally/internationally recognized to be of high biodiversity value. Requirements on sustainable management of living natural resources, including primary production and harvesting, distinguishing between small-scale and commercial activities. Requirements</p>

Environmental and Social Standard (ESS)	Objectives	Requirements
		relating to primary suppliers, where a project is purchasing natural resource commodities, including food, timber and fibre.
ESS7: Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities	<ul style="list-style-type: none"> • To ensure that the development process fosters full respect for the human rights, dignity, aspirations, identity, culture, and natural resource-based livelihoods of Indigenous Peoples/ Sub-Saharan African Historically Underserved Traditional Local Communities. • To avoid adverse impacts of projects on Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities, or when avoidance is not possible, to minimize, mitigate and/or compensate for such impacts. • To promote sustainable development benefits and opportunities for Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities in a manner that is accessible, culturally appropriate and inclusive. • To improve project design and promote local support by establishing and maintaining an ongoing relationship based on meaningful consultation with the Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities affected by a project throughout the project's life cycle. • To obtain the Free, Prior, and Informed Consent (FPIC) of affected Indigenous Peoples/ Sub-Saharan African Historically Underserved Traditional Local 	There are no groups in Zanzibar that fits the characteristics stipulated in this standard.

Environmental and Social Standard (ESS)	Objectives	Requirements
	<p>Communities in the three circumstances described in this ESS.</p> <ul style="list-style-type: none"> To recognize, respect and preserve the culture, knowledge, and practices of Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities, and to provide them with an opportunity to adapt to changing conditions in a manner and in a timeframe acceptable to them. 	
ESS8: Cultural Heritage	<ul style="list-style-type: none"> To protect cultural heritage from the adverse impacts of project activities and support its preservation. To address cultural heritage as an integral aspect of sustainable development. To promote meaningful consultation with stakeholders regarding cultural heritage. To promote the equitable sharing of benefits from the use of cultural heritage. 	No project activities will be implemented in a cultural heritage site as identified by the Zanzibar laws and policies and also in consistent with ESS 8. However, it is likely that chance finds of physical cultural resources may be applicable during excavations of areas for class room constructions.
ESS9: Financial Intermediaries (FIs)		Financial intermediaries will not be applicable in this project.
ESS10: Stakeholder Engagement and Information Disclosure	<ul style="list-style-type: none"> To establish a systematic approach to stakeholder engagement that will help Borrowers identify stakeholders and build and maintain a constructive relationship with them, in particular project-affected parties. To assess the level of stakeholder interest and support for the project and to enable stakeholders' views to be taken into account in project design and environmental and social performance. 	The standard aims at making stakeholders part of the project through the continuous sharing of information and updates. The standard call for stakeholder engagement throughout the project life cycle, and preparation and implementation of a Stakeholder Engagement Plan (SEP). It requires early identification of stakeholders, both project-affected parties and other

Environmental and Social Standard (ESS)	Objectives	Requirements
	<ul style="list-style-type: none"> • To promote and provide means for effective and inclusive engagement with project-affected parties throughout the project life cycle on issues that could potentially affect them. • To ensure that appropriate project information on environmental and social risks and impacts is disclosed to stakeholders in a timely, understandable, accessible and appropriate manner and format. • To provide project-affected parties with accessible and inclusive means to raise issues and grievances and allow Borrowers to respond to and manage such grievances 	<p>interested parties, and clarification on how effective engagement takes place. Stakeholder engagement to be conducted in a manner proportionate to the nature, scale, risks and impacts of the project, and appropriate to stakeholders' interests.</p>

3.6 policies and laws existing in Zanzibar which are consistent with the ESS

In this section, the capacity of the Zanzibar regulatory and institutional framework and MoEVT system to comply with Environmental and Social Standards is assessed. The opportunities for enhancement are also proposed for consideration to ensure compliance with the applicable standards.

3.6.1 Assessment and Management of Environmental and Social Risks and Impacts (ESS1)

The Zanzibar Improving Quality of Basic Education Project will involve the construction of buildings for the selected primary and secondary schools within Unguja and Pemba. This Environmental and Social Standard applies to this project due to its potentially adverse environmental risks and impacts in the areas of influence. These include impacts on the natural environment such as air, water, land, human health and safety. The decisions regarding the project shall be based on a critical analysis of project activities and associated environmental and social risks and impacts during implementation.

The project sub-components will require the preparation of Environmental and Social Impact Assessment (ESIA) and/or Environmental and Social Management Plans (ESMPs) before implementation approval. Therefore each subproject will be screened to determine potential adverse impacts and mitigation measures for their planned activities.

3.6.2 Labour and Working Conditions (ESS2)

The standard recognizes the importance of employment creation and income generation in the pursuit of poverty reduction and inclusive economic growth. MoEVT will promote sound worker-management relationships and enhance the development benefits of the project by treating workers employed/engaged in the project fairly and by providing safe and healthy working conditions as per Labor Management Procedures (LMP). However, the preparation of Labor Management Procedures for the project will be finalized during project implementation as noted in the ESCP.

The provisions of ESS2 applies to the project given that the project will employ/engage both skilled and non-skilled workers, including through contractors/subcontractors, and primary suppliers, to undertake various activities. To comply with the provisions of ESS2, the project will operate under policy-led objectives that promote gender equality, non-discrimination and fair treatment in recruitment and employment, respect for national labour laws, including in relation to prohibiting child and forced labour, and combatting gender-based violence, in particular sexual harassment. The LMP shall provide specific guidance on addressing these issues in relation to project workers. The MoEVT HR policy appears to be deficient in addressing occupational health and safety and other labour and working conditions issues. The MoEVT PIU and all contractors/subcontractors and primary suppliers shall and sub-contractors shall ensure equal employment opportunity and not discriminate against anyone based on colour, nationality, tribe, social origin, political opinion, religion, gender, pregnancy, marital status/family responsibility, disability, HIV/AIDS, age, sexual orientation, or union membership. Moreover, in the recruitment and employment of project workers, the MoEVT PIU will seek to ensure diversity and balance in the workplace by ensuring that employment or treatment of workers is not made based on personal characteristics unrelated to inherent job requirements.

The MoEVT will ensure that workplace sexual harassment of any nature by workers directly hired or project workers engaged through contracts/subcontracts companies shall be prohibited, and those determined to be guilty will be subject to disciplinary action, including summary dismissal.

MoEVT -PIU will have to take worker safety seriously by laying out internal controls and procedures contained in their ESMF that will protect workers employed or engaged in relation to the project from occupational hazards during all relevant project phases. All works will be done in compliance with relevant environmental and health and safety standards to minimize the impact on workers as well as the local area and citizens. MoEVT has no Health and Safety policy to guide its operations. However, deliberate efforts are in place to ensure that all site personnel are provided with First Aid Kit and protective equipment as appropriate for different tasks. Concerning the absence of an OHS policy, MoEVT will have to formulate an OHS policy and recruit OHS staff during project implementation so that all works to be undertaken are to be planned and conducted per relevant OHS guidelines. The ESIA process shall contain robust procedures for worker safety, requiring plans for accident prevention as well for the health and safety of workers and communities, which are also part of contracts for civil works.

The presence of the OHS department in Zanzibar under the Ministry of Labor, Empowerment, Elders, Youth, Women and Children, is the opportunity for capacity building to MoEVT workers and sub-contractors through training in workplace health and safety procedures and enforcement and in preparing and enforcing health and safety provisions in construction and operating contracts.

3.6.3 Resource Efficiency and Pollution Prevention and Management (ESS3)

This ESS sets out the requirements to address resource efficiency and pollution prevention and management throughout the project lifecycle. Moreover, activities under component 3 of the project shall generate pollution to air, water, land, ecosystem services and the environment. The project will utilize the pollution prevention and emergency response plan drafted as part of the ESIA to mitigate any potential source of pollution from the planned activities under component 3. The risks identified for strengthening the system for complying with ESS1 apply to ESS3. There are no significant inconsistencies between ESS3 and Zanzibar's policies, laws and regulations related to the environment.

3.6.4 Community Health and Safety (ESS4)

The ESS requires borrowers to avoid or minimize safety and health risks and impacts of the project, with particular attention to people who, because of their particular circumstances, may be vulnerable. Implementation of project components has health and safety risks and impacts on project-affected communities. The expected labour influx from mainland Tanzania to work in relation to the project could create considerable social and economic problems for project-affected communities. These risks and impacts could include increased rates of crime, social conflict and violence, increases in traffic accidents, increased pressure on local accommodation and rents, increased transmission of HIV/STDS, as well as increases in gender-based violence, in particular sexual exploitation, including trafficking in persons for sex work. While project contractors/subcontractors will be responsible for establishing and maintaining work camps that might be established to accommodate project workers, especially those coming from mainland Tanzania and elsewhere, the MoEVT will be responsible for camp supervision and ensuring that these camps comply with national law and the provisions of ESS2 and ESS4. MoEVT's technical, manpower and institutional capacity constraints present a risk concerning ensuring adequate supervision and remediation of problems that might arise regarding these camps and the labour influx. Where necessary, additional measures will be integrated into the LMP, the GRM, and the ESMF/ESMPs. The project will ensure compliance with national law requirements as well as World Bank guidelines regarding the COVID-19 situation, including in relation to workers who

are part of the labour influx. MoEVT shall work closely with shehias to communicate to local communities related health and safety risks and preventive measures for accidents associated projects and other human health issues including covering mitigation measures to GBV risks and prevention of HIV and AIDS during construction. MoEVT may bring in support from relevant Government agencies only when a person of equal expertise is not available in the village to provide training on HIV and AIDS.

To ensure safety during project implementation, all project sites shall be enclosed in fencing for safety and security reasons. Where required, adequate safety clearance zones can be established on sites where neighbouring activities may affect project operation. Appropriate H&S signage shall be put in place to warn people of potential dangers associated with trespassing or accessing the enclosure with no supervision. The ESIA process shall contain robust procedures for accident prevention as well for the health and safety of project-affected communities.

3.6.5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement (ESS5)

The proposed project activities under component 3 could require land or could affect the livelihoods to some of the project sub-component. Project component 3 shall be implemented in schools owned hence no need for compensation; however, there are some users (informal) grazing and growing seasonal crops. In the case of involuntary resettlement, Zanzibar has a good institutional framework for managing land acquisition and resettlement issues/impacts. There are Land laws, acts, clear staff roles and responsibilities, grievance procedures and dispute resolution, and emphasis on community land consultation. In addition to institutional capacity, the project shall use the RPF and recruit dedicated environmental and social risk and impact specialists for the project.

3.6.6 Biodiversity Conservation and Sustainable Management of Living Natural Resources (ESS6)

ESS6 also addresses sustainable management of primary production and harvesting of living natural resources, and recognizes the need to consider the livelihood of project-affected parties, whose access to, or use of, biodiversity or living natural resources may be affected by a project. The site visit revealed that the proposed activities under project component 3 shall have an impact on natural resources due to building material acquisitions. Most sites are found within settlement centres where there is no very little to no vegetation cover. The ESIA process shall take into account biodiversity and natural resources during project design and implementation and appropriate mitigation measures adopted. However, the risks identified for strengthening the system for ESS1 apply to this ESS6.

3.6.7 Stakeholder Engagement and Information Disclosure (ESS10)

Effective stakeholder engagement can improve the environmental and social sustainability of projects, enhance project acceptance, and make a significant contribution to successful project design and implementation. The proposed project will engage stakeholders as per SEP developed for the Zanzibar Improving Quality Basic Education project. The engagement will cover all phases of the project including the development of all E&S instruments. Implementing agencies will provide stakeholders with timely, relevant, understandable and accessible information, and consult with them in a culturally appropriate manner, which is free of manipulation, interference, coercion, discrimination and intimidation.

3.7 Gap Analysis

The assessment has established that Zanzibar has the legislative/regulatory provisions and the institutions to ensure consistency with the requirement of the World Bank. However, implementation is not consistently effective in the areas of environmental and social management plan (ESMP) implementation, supervision and monitoring. **Table 3.2** shows actual gaps of Zanzibar's regulatory framework to meet World Bank Environmental Social Standards. The ESMF includes measures to mitigate these underlying risks/gaps in the project.

Table 3.2: Gap Analysis

ESS & Topic	Major requirements	Key requirements/gaps in Zanzibar framework
ESS 1: Assessment and Management of Environmental and Social Risks and Impacts		
Scope of application	ESSs apply to associated facilities to extent of Borrower's control/influence	Associated facilities not covered by Zanzibar ESIA law
Borrower's E&S Framework	May use Borrower's framework if can meet objectives of ESSs	No provision for alternative requirements, ESF shall be applicable
A. E&S Assessment	<p>Conduct E&S assessment, including stakeholder engagement</p> <p>Retain international expert(s) for high-risk projects</p> <p>Apply national framework, ESSs, EHSGs</p> <p>Apply mitigation hierarchy</p> <p>Offset significant residual impacts</p> <p>Differential measures for vulnerable or disadvantaged people</p> <p>Consider primary suppliers</p>	<p>Zanzibar regulations has an emphasis on social impacts,</p> <p>No distinction between international and Zanzibar experts</p> <p>No reference to ESSs, EHSGs. The ESF shall be applicable</p> <p>No equivalent provision for offsets, ESF shall be applicable</p> <p>No equivalent provisions for vulnerable and disadvantaged people, ESF shall be applicable</p> <p>No coverage of primary suppliers, ESF shall be applicable</p>
B. ESCP	ESCP for compliance in a specified time	Projects which comply with regulations are approved and given permit
C. project monitoring & reporting	<p>Monitor proportionate to the nature of the project, risks and impacts, and compliance requirements</p> <p>Reports to World Bank</p>	The regulation insists on supervision and Monitoring but receives little attention on the ground
D. Stakeholder engagement and information disclosure	Engage stakeholders through the life cycle	The law insists on disclosure of ESIA but not continued engagement. Engagement is always done during ESIA preparation. Thus, ESF shall be applicable
ESS2: Labor and Working Conditions		

ESS & Topic	Major requirements	Key requirements/gaps in Zanzibar framework
Scope of application	ESS2 applies to workers employed by MoEVT who work on the project and to contracted workers, primary supply workers, and community workers	Labour code of Zanzibar applies to an employer's direct employees and contracted workers
A. Working conditions and management of labor relations	Written labor management procedures Terms and conditions of employment Nondiscrimination and equal opportunity Worker's organizations	Written employment contract required, including procedures and employment conditions Specific nondiscrimination and equal opportunity requirements Organizations are allowed
B. Protecting the workforce	Child labour Forced labour	No employment under the age of 18 No forced labor
C. Grievance mechanism	A grievance mechanism has to be provided for all direct and contracted workers	MoEVT has not diversified grievance redress mechanisms to capture the whole community. So, ESF shall be applicable
D. Occupational Health and Safety (OHS)	Measures relating to occupational health and safety will be applied to the project: Apply World Bank Group General and sector-specific EHS Guidelines Requirements to protect workers, train workers, document incidents, emergency preparation, address issues Provide a safe working environment Workers are allowed to report safety issues and refuse to work under certain circumstances Provide appropriate facilities (canteens, toilets, etc.) and ensure accommodations meet the needs of workers All employers to collaborate on applying OSH requirements	The Act is generally in line with EU requirements but the implementation is still very low due to manpower Current legislation does not set minimum requirements for worker accommodations although it does require per diem for work at distances from home. The ESF shall be applicable

ESS & Topic	Major requirements	Key requirements/gaps in Zanzibar framework
	Monitor OSH performance	
E. Contracted workers	Reasonable efforts to verify contractors have labour management procedures to meet requirements of ESS2 (except those that apply to community and primary supply workers) Procedures for managing and monitoring performance Access to a grievance mechanism	Zanzibar law applies to contracted workers A grievance mechanism has to be developed for subcontracted workers, hence the ESF shall be applicable
F. Community workers	Requirements for working conditions and OHS applied to community labor	OHS policy is in place
G. Primary supply workers	Depending on the level of GSE/contractor control/influence,	No such requirements, thus, ESF shall be applicable
ESS3: Resource Efficiency and Pollution Prevention and Management		
Resource Efficiency		
Scope of application	Borrowers must apply feasible resource efficiency and pollution prevention measures per the mitigation hierarchy	No specific requirements for mitigation hierarchy but Zanzibar law is generally consistent with EU legislation and directives
A. Energy use	Adopt measures in EHSs if the project is significant energy use	There is general requirements in Zanzibar law. Not Specific for this project hence ESF shall be applicable
B. Water use	Assess water use and impacts and communities and adopt mitigation measures as needed	Not explicitly shown in the Environmental laws of Zanzibar
C. Raw material use	Reduction of significant resource usage	No specific requirements for this project.
Pollution prevention and management		
General requirements	Avoid, minimize, and control the release of pollutants, apply the more stringent of EHSs and national law Historic pollution and non-degradation requirements	In general, requirements are consistent with EU and ESS

ESS & Topic	Major requirements	Key requirements/gaps in Zanzibar framework
A. Management of air pollution	Requires assessment of potential air emissions and implementation of technically and financially feasible and cost-effective options to minimize emissions	There are emission guidelines in Zanzibar
B. Management of hazardous and non-hazardous wastes	Apply mitigation hierarchy to waste management National and international conventions for hazardous waste management and movement Verify hazardous waste management contractors are licensed and disposal sites operate to meet standards	Laws are in place but enforcement is still insufficient
C. Management of chemicals and hazardous materials	Minimize the use of hazardous materials Avoid the use of internationally controlled materials	Zanzibar has regulations for chemicals and hazardous materials
D. Management of pesticides	Requirements for pesticide use	Not applicable to this project
ESS4: Community Health and Safety		
Community health and safety		
A. Community health and safety	Evaluate risks to community health and safety and apply mitigation hierarchy and GIIP to reduce risks Consider third-party safety risks in designing infrastructure and equipment, concerning high-risk locations Ensure the safety of services provided to communities identify traffic/road risks, assess risks if needed, consider safety in fleet decisions, take measures to protect the public Assess and avoid impacts on provisioning and regulating ecosystem services as appropriate	No specific requirements for design, or GIIP No services to be provided General traffic laws apply, and EIA law requires the assessment of risks No specific requirement for ecosystem services No specific requirements for labour influx, including gender-based violence, communicable diseases, etc. Hence, the ESF shall be applicable General health requirements generally meet ESS, but no requirement for vulnerable groups Detailed requirements for emergency planning

ESS & Topic	Major requirements	Key requirements/gaps in Zanzibar framework
	<p>Avoid or minimize the potential for disease transmission and communication, considering vulnerable groups</p> <p>Address risks to the community of hazardous materials management</p> <p>Prepare and respond to emergencies, consider in EIAs, prepare response plans</p>	
B. Security personnel	<p>Assess and address risks of security arrangements</p> <p>Apply principles of proportionality, GIIP, and law Verify contracted workers are not implicated in past abuses and are trained</p> <p>Investigate incidents, report unlawful acts to authorities</p>	No specific requirements
ESS5: Land Acquisition, Restrictions on Land Use and Involuntary Resettlement		
Applicability	<p>Assessment needs during the ESIA process</p> <p>Applies to permanent and temporary displacement, listing types of infringements</p> <p>Limitations on applicability</p> <p>This applies to land users and owners</p>	Land use is recognized under the law.
A. General	<p>Affected people: land owners, users with legal claims, and users with no legal claims</p> <p>Design project to avoid/minimize displacement</p> <p>Provide replacement cost and assistance, disclose standards, offer land-for-land where possible, pay compensation before displacing people where possible Engaged with affected communities, including women Grievance mechanism</p> <p>Census, cut-off dates, notices; detailed plan and monitoring required; require audit if significant displacement</p>	<p>Land use is recognized and protected under law, but not illegal use</p> <p>Existing practice is to pay under expected development on land used by non-owners, but no further assistance is provided if the land is lost</p> <p>There is a specific requirement on crops to avoid displacement and has already in use.</p> <p>Procedures for establishing value and payments, also there are requirements for livelihood restoration, assistance, land-for-land by uses a meeting with parties for agreeing.</p>

ESS & Topic	Major requirements	Key requirements/gaps in Zanzibar framework
		Few specific requirements for consultation are required, and there are specific efforts to engage women There are the requirement for a grievance mechanism
B. Displacement	Detailed requirements for physical displacement Detailed requirements for economic displacement, including livelihood restoration	Less detailed requirements for physical displacement Less detailed requirements to address economic displacement, and little special consideration for vulnerable people
C. Collaboration with other responsible agencies or subnational jurisdiction	Collaborate with other involved agencies, provide support as needed; include arrangements in the Plan	There is specific requirements to involve other parties
D. Technical and Financial Assistance	Address environmental and social risks and impacts associated with technical assistance (TA) that is supported through Investment Project Financing (IPF) under the Environmental and Social Framework (ESF).	No requirements for TA.
Annex 1: Involuntary resettlement instruments	Detailed requirements for resettlement plans, resettlement frameworks, and process frameworks	No requirements for detailed written resettlement or other plans
ESS6: Biodiversity Conservation and Sustainable Management of Living Natural Resources		

ESS & Topic	Major requirements	Key requirements/gaps in Zanzibar framework
A. General	<p>Consider direct, indirect, & cumulative impacts in ESS1</p> <p>EIA Characterize baseline conditions</p> <p>Manage risks with mitigation hierarchy and GIIP, including adaptive management</p> <p>Differentiated habitats, ESS applies to all, provides for offsets</p> <p>ESS applies to modified habitats with significant biodiversity value</p> <p>Avoid natural habitats unless no feasible alternative;</p> <p>If affected, achieve no net loss of biodiversity Requirements if a project affects legally protected and international recognized areas of high biodiversity value Strict conditions on affecting critical habitats requires Biodiversity Management Plan</p> <p>No introduction of spreading of invasive species Requirements for projects involving primary production and harvesting</p>	<p>Procedures to address impacts on critical habitats are in place</p> <p>Protected areas: less restrictive requirements for impacts on most protected areas</p> <p>Invasive species: awareness but no specific requirements</p> <p>The project does not involve primary production</p>
B. Primary suppliers	Requirements when Borrower purchases natural resource commodities	Not relevant to this project
ESS10: Stakeholder Engagement and Information Disclosure		

ESS & Topic	Major requirements	Key requirements/gaps in Zanzibar framework
Requirements	<p>Engage stakeholders throughout the project life cycle, and determine how they wish to be engaged</p> <p>Provide stakeholders with information, Maintain a documented record of engagements</p>	<p>Zanzibar Environmental Management Act requires that the EIA process should involve consultations with relevant stakeholders. It does not explicitly state their involvement throughout the project cycle.</p>
A. Engagement during project preparation	<p>Identify and analyze stakeholders, including disadvantaged or vulnerable</p> <p>A stakeholder Engagement Plan (SEP) is required, with detailed requirements for disclosure, the timing of consultations, measures for the disadvantaged or vulnerable, etc.</p> <p>Disclosure of information early to allow consultation on design</p> <p>Consultation to allow ongoing two-way communication throughout the project life cycle</p>	<p>The regulation does not state the involvement of stakeholders before project commencement except during the ESIA process. IN this case the ESF shall be applicable</p> <p>No Stakeholder Engagement Plan required</p> <p>Draft EIA report had to be disclosed for views</p> <p>The regulations do not state two-way communication throughout the project life cycle</p>
B. Engagement during project implementation and external reporting	<p>Engagement and disclosure of information to continue throughout implementation, following the Plan</p>	<p>The regulation does not have such a requirement hence the ESF shall be applicable</p>

ESS &Topic	Major requirements	Key requirements/gaps in Zanzibar framework
C. Grievance mechanism	<p>Establish and implement prompt, effective, culturally appropriate, and discreet grievance mechanism</p> <p>No limit on legal remedies</p>	<p>No equivalent requirement</p> <p>The project owner/developer has to respond only to formal correspondence and claims.</p>
D. Organizational capacity and commitment	<p>Define roles & responsibilities, assign personnel to implement stakeholder engagement activities</p>	<p>No similar requirement</p>
Annex 1: Grievance mechanism	<p>Options for managing mechanism: ways of submission, log, advertised procedures, appeals process, mediation</p>	<p>No requirement for a grievance mechanism, the ESF shall be applicable</p>

4.0 ENVIRONMENTAL AND SOCIAL BASELINE

This chapter provides the baseline data on the relevant characteristics of the proposed project regions, especially for the planned activities. This includes a description of the physical environment, biological environment and socio-economic environment.

4.1 Physical environment

4.1.1 Climate

Zanzibar is an archipelago formed by two main islands, Unguja (also called Zanzibar) and Pemba, plus several smaller islands. It is a semi-autonomous region of Tanzania. The climate of Zanzibar is equatorial and humid.

4.1.1.1 Rainfall

Zanzibar has two rainy seasons: one more intense, known as the "long rains" season, from March to May, with the peak in April, and the other less intense, known as the "short rains" season, between mid-October and December. Total annual rainfall is about 1,600 millimetres in Unguja and 1,900 mm in Pemba. April and May are the wettest months when downpours can be really strong and cause floods. However, some short thunderstorms can occur throughout the year. Rainfall is reliable and well-distributed in comparison with most of East Africa. Table 4.1 shows the average precipitation in Zanzibar.

Table 4.1: Monthly rainfall total of Zanzibar

Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Year
Rainfall (mm)	58	66	150	320	290	53	28	30	41	66	170	140	1410
Days	10	7	13	18	15	7	8	8	8	9	11	13	127

4.1.1.2 Temperature

Temperatures are high throughout the year. The warmest period is from October to March, during which the maximum temperature hovers around 31/33°C and the humidity is high, although the breeze tempers a little the heat. In the worst moments, the temperature can reach 36/38°C. The period from May to August, when the southeast trade winds predominate, is cooler, with highs around 29°C. Table 4.2 shows the monthly average temperature in Zanzibar.

Table 4.2: Average temperature in Zanzibar

Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Year
Min (°C)	24	24	25	25	24	23	22	22	22	23	24	24	24
Max (°C)	32	33	33	30	29	28	28	28	29	30	32	31	31

4.1.2 Topography and Terrain

Unguja island is 85 kilometres long (north-south) and 30 kilometres wide (east-west) at its widest, with an overall area of about 1,666 square kilometres. It is characterized by small ridges along its central north-south axis, formed as the result of sediment deposition by the south-north flowing

deltaic streams (before break up), producing several corridors, predominantly the north-south ridges. These corridors still form conspicuous land patterns as evidenced at some locations in Unguja at Kiwani Bay, Bumbwi and Bambi. The present remnants of these corridors are found as broken corridors due to block faulting and differential uplift, which resulted in the formation of Unguja and Pemba Islands. The highest ridge in Unguja is located at Masingini, about 120 m above the sea level. The topographic survey should be done to determine changes in elevation and planning land use at a project-specific site.

4.1.3 Geology and Soils

Zanzibar is underlain mainly with Lower Miocene rocks consisting of deltaic sandstones associated with marls and minor reef limestones. A veneer of different soils lies on top of the solid rocks. These soils have developed initially through the weathering and erosion of the rocks following the emergence of the land due to falling seas. The characteristic of these soils partly dictates whether the ground will be easily replenished or not. The soils of Zanzibar were initially grouped into three namely loamy soils, sandy soils and clayey soils. The sandy group is derived from non-calcareous sediments; mostly the Miocene sands, marls, and clays, hence have different textures and drainage characteristics that cannot be lumped together. The geotechnical study must be done to determine the suitability of the soils for the number of the stories to be constructed.

4.1.4 Hydrology

Zanzibar has small/seasonal streams flowing from highlands/ridges to the sea or ending in the coral areas. Most of the streams occur within the sandy soils which have variable infiltration rates and runoff potential. There are spatial and temporal variations in the distribution of recharge because of the variations in soil, land use and rainfall. Temporally, the highest recharge occurs from April to June and November to January. The recharge is also contributed by sinking streams. The spatial distribution of recharge shows that most land cover over clayey soils with slowly permeable layers has marked low recharge compared to other land covers. The soils of significant recharge are the loamy soil products of the coralline limestone. Northern and Southern areas have heavy high water-table, unlike the areas to the east and west are situated on the higher and dry coral ground (Finnie, 2003). The design of buildings should ensure the presence of stormwater drainage systems.

4.2 Social Characteristics

4.2.1 Population size, growth rate, density and internal migration in project regions

According to the 2012 National Census, Zanzibar's population was 1.3 million whereby 900,000 was from Unguja, and 400,000 were from Pemba. By 2020, Zanzibar's population is expected to increase to 1.6 million people, given an estimated population growth rate of 3.1 per cent per year.¹⁴ Currently, over 60 per cent of the inhabitants live in urban areas, and the population density of this island nation is more than ten times higher than in Tanzania-mainland. The region with the largest population is Urban West which accounts for 46 per cent of the total population of Zanzibar. The population size is determined by the birth rate, mortality rate and internal movement of people from one part of the country to another. In Zanzibar, all regions have negative net migration except the Urban West region which pulls migrants from all the regions due to the presence of Stone town

¹⁴ Tanzania-Zanzibar National Population Projections, February 2018. It is estimated that the population will reach 1.6 million inhabitants in 2020, 1.76 million in 2022 and 2.3 million in 2035.

and the availability of other services like markets. The statistics of population size, density, growth rate and internal migration in project regions as of the 2012 census are shown in Table 4.4. In all project regions, the female population is higher than the male population with exception of Unguja South. Persons are concentrated in Urban West regions with population densities of 2,581 persons per square kilometre. Moreover, recent studies and surveys show that 70% of the urban population in Zanzibar lives in informal settlements. High rate of urbanization, low income, lack of development control mechanisms and confusion on municipal and master plan boundaries are among the causes for emerging informal settlements in Zanzibar.

Table 4.4: Population size, density, growth rate and internal migration in project regions

Region	Total Population	Male population	Female population	Population density (people/km ²)	Population growth (%)	Internal migration
North Unguja	187,455	92,114	95,341	399	3.2	0.3
South Unguja	115,588	57,880	57,708	135	2	0.4
Urban West	593,678	283,590	310,088	2581	4.2	2.9

4.2.2 Household size

The average household size is obtained by dividing the total population of private households by the number of private households. Zanzibar has 253,608 households, with an average household size of 5.1. In project regions, North Unguja has the highest household size (4.8 persons) followed by South Unguja (4.4 persons). The project region with the lowest household size is Urban West (4.2 persons).

4.2.3 Poverty

In Zanzibar, there has been some progress in poverty reduction. The percentage of the population living below the basic-needs poverty line was 34.9 per cent in 2010 while in 2015 was 30.4 per cent. The decline in poverty is mainly experienced in Unguja where more than 60 per cent of the population lives. Pemba experienced an increase in poverty (55 per cent from 48 per cent). In contrast, more than 80 per cent of the population in Pemba lives in rural areas. Most of rural households depend on fishing and agriculture for their livelihood and spend on average 18 per cent of their incomes on energy, water, and housing. The proposed project shall increase access to education to the young generation, hence contributing to poverty reduction. Acquired basic skills such as reading, writing and numeracy have a documented positive effect on marginalized populations' incomes. It increases the rate of return on the economy.

4.2.3 Literacy rate

As of 2010 World Data, the highest percentage of literate men was found in the Urban West region (96.8 per cent) followed by South Unguja (94.7 per cent). The project region with the lowest male population who are literate is North Unguja (77.8 per cent). This trend was similar to females in that the region which had the highest literate rate was Urban West (93.6 per cent) followed by South Unguja (90.3 per cent). The region with the lowest literate rate for females was North Unguja (72.4 per cent). These data show that the literacy rate is good and there will be no problem when sharing project information. This shows that 30% of women will not have access to information if

only written information is shared. This will be addressed as per SEP developed along with this ESMF.

4.2.4 Schooling infrastructure provision and the learning environment in schools

The schooling infrastructure has not kept up with the increase in enrollments since the introduction of the free primary and secondary education policy in 2015 and 2018, leading to large class sizes as well as a high incidence of double and triple shifts, especially at the primary level. Both impact the learning environment, reducing the quantity and quality of the contact time between teacher and student. The average Pupil Classroom Ratio (PCR) at the primary level tends to be higher in districts with higher levels of poverty, in particular in Pemba districts of Chake, Micheweni, Mkoani, and Wete which average 86-108 students per class. There are 21 wards across Zanzibar where primary schools average over 100 pupils per classroom. In addition, about 44 per cent of primary schools use double shifts (or triple shifts in some instances) to accommodate all children. This tends to be more widespread in some districts of Unguja such as Kaskazini B, Mjini and Magharabi A where over 70 per cent of schools operate in double shifts. In some extreme cases, where there is a very large number of students in the community but not enough schooling facilities, different schools end up sharing the same premises and building facilities, alternating the use of the school in the morning and the afternoon monthly.

4.2.5 Accessibility to Schools

The secondary level students suffer the most in accessing schools. On average, 51 per cent and 41 per cent of primary and secondary students, respectively, commute less than 1km to school. However, there are still some pockets where the distance to school is 3km or more. These tend to be more prevalent at the secondary level, especially in Pemba. For example, in the district of Micheweni, close to a quarter of all secondary students, girls and boys, still, travel 3km or more to reach school. This contributes to several challenges, including lateness from students and teachers due to lack of adequate, regular public transportation and high transportation costs which may be a barrier to regular attendance as confirmed in the 2019 *Time to Teach* study published by UNICEF.

4.2.6 Age distribution and dependency ratio in the project regions

The proportion of the population aged below 15 years (0-15 years) has remained high (42.5 per cent) in the Zanzibar context. Among the project regions, the highest recorded proportion of the population aged below 15 years was recorded in North Unguja (42.1 per cent). Project regions which have the lowest proportions (below 40.0 per cent) of their populations below 15 years are Urban West (39.8 per cent) followed by South Unguja (38.6 per cent). The proportion of persons aged 15-24 years does not vary substantially among regions. The highest proportion is recorded in Urban West (21.3 per cent) followed by South Unguja (20.3 per cent). The lowest proportion is recorded in North Unguja (19.8 per cent). The project region with the highest working group (15-65 years) is Urban West (58 per cent) followed by South Unguja (57.8 per cent). The project region with the lowest working group is North Unguja (54.4 per cent). Also, there are variations in the percentage of the elderly population among the project regions of Tanzania. South Unguja Region possesses the biggest proportion of the elderly population aged 65 years and above (5.5 per cent) closely followed by North Unguja (5.3 per cent). Urban West has the smallest proportion of the elderly population (3.6 per cent). The proposed project shall be implemented in the Urban West as

it is the right region which has the largest population at school (0-24 years) and reproductive age (having the smallest percentage of the elderly population).

4.2.7 Urbanization

Zanzibar is a predominantly rural archipelago with a largely rural population (60%), with most people living in villages, far removed from urban life. The proportion of people living in urban areas has increased from less than 10% in 1975 to 40% in 2012. Despite rapid urbanization, there has been a threefold increase in the rural population, adding to pressure on land and forests in rural areas (Wenban-Smith, 2014). The speed at which urbanization is taking place in Zanzibar places enormous pressure on the city authorities to match the provision of basic services (including clean water supply, sewage and waste management, transportation, health, and education). The proposed project shall reduce pressure on education provision in Zanzibar due to the increase of classes and associated infrastructures; there will be a reduction of transportation challenges as pupils and students shall commute shorter distances.

4.2.8 Local labour force and employment opportunities

According to the Integrated Labor Force Survey (ILFS, 2006), the employment-to-population ratio in Zanzibar at 78.4% (84.8% for males and 73.3% for females). In urban areas, the employment ratio was below the national average which is only 68% (78.1% for males and 58.9% for females). The MKUZA II aimed to reduce the youth unemployment rate to 11.4% by 2015 which was to be achieved through the creation of enabling environment including imparting entrepreneurship skills and provision of Labor Market Information to youth. Petty trade, handcraft, the construction sector and fishing are the largest employers in urban areas. Most of these activities are carried out informally and uncoordinated. The uncoordinated activities add little to national wealth because they are not adequately captured in national accounts and are also a threat to the environment.

Concerning formal employment, the public sector dominates the formal employment in Zanzibar Town with 20% in public administration, 19% in education, over 5% in health and 2% in electricity.¹⁵ Communications (14%) and Accommodation and Food including tourism (13%) are the largest employers among the private sectors in this area. Wages in Zanzibar are low, the daily average wage is \$4 US.

According to the integrated labor force survey 2014, Zanzibar has about 12% of children engaged in child labour, including gravel making, domestic labour, fishing, small businesses, and clove picking (Source for this is U.S. Department of State Human Rights Report for Tanzania, 2019). Domestic and workplace violence against women is also a problem in Zanzibar. The Employment Act, of 2005 provides a prohibition of sexual harassment in employment¹⁶. The proposed project shall be designed to maximize employment opportunities and working skills.

¹⁵ POFEDP (2013) Technical Assistance for the Preparation of a Diagrammatic Indicative Structure Plan for Zanzibar Municipality and Its Immediate Periphery and Urban Development Policy for Zanzibar Town Review Report October 2013

¹⁶ The Zanzibar Occupational Safety and Health Policy, 2017

4.2.9 Occupational Health and Safety issues in Zanzibar

For the period of five years (2007-2011), the workers' compensation unit recorded 351 occupational injuries distributed as follows: central government-148, Zanzibar Corporation-18, Special department-48, cloves and coconut plantations-43, and private sector-94. The figures only reflect accidents to employees engaged under a contract of service and exclude the growing number of self-employed workers and independent contractors. A substantial proportion of employees is known not to report accidents to compensation authorities. These figures are significant underestimates of the full extent of work-related accidents.

The system in place for collecting and recording occupational or work-related injury and disease data suffers from several problems that make it difficult to enumerate the true picture of occupational health injuries and accidents in Zanzibar. However, the management of occupational safety and health in Zanzibar is facing several challenges which include;

- Inadequate institutional and legal framework for effective implementation of occupational safety and health
- Inadequate access to occupational health and safety to cover the country's workforce
- The insufficient funding mechanism for the implementation of occupational safety and health management systems
- Unavailability of workplace safety and health management system
- Inadequate capacity of occupational safety and health in both public and private sector
- Inadequate awareness and low level of culture of prevention among workers and employees
- Insufficient evidence-based information for planning and of occupational safety and health programs
- Inadequate coordination, monitoring and evaluation system for occupational safety and health

The Zanzibar Improving Quality of Basic Education project shall have a Labour Management Plan (LMP) which takes into account the health and safety of workers. MoEVT shall employ a qualified Health and Safety Specialist to supervise the construction sites.

4.2.10 Land tenure

Land tenure in Zanzibar is categorized under three groups: (1) state-owned public lands, (2) privately-owned land which includes a 3-acre land area distributed to individuals by the government for farming and lands under traditional tenure systems which are under the control of local elders; and (3) public land which is found in all settlements in the form of beaches and landing sites, small islets, and public burial grounds is accessible for community use. In many areas, however, people tend to occupy land, which they inherit from their parents and relatives for habitation and farming. There have been changes in land use and land cover types across Unguja Island. Forest land has been reduced in area coverage over time and forest has been converted to settlement and agriculture, probably due to population pressure, poverty, and unemployment. The proposed project shall be implemented in state-owned public lands, and they do not contain forests.

4.2.11 Health characteristic

Malaria, HIV and AIDS and tuberculosis are major diseases which cause deaths in the Zanzibar community. Efforts to improve healthcare quality have been impeded by inadequate numbers of health providers and inadequate availability of essential medicine, diagnostic equipment and facilities as well as improved water sources at health facilities. Another cause of death in Zanzibar

is traffic accidents. Traffic risks are high because roads are overwhelmed by the number of vehicles. Traffic congestion increases when there is a motorcade of buses carrying tourists and given a police escort or an ambulance from the rural areas rushing a patient to the Hospital. On the other hand, the project will accelerate the spread of HIV and AIDS due to social interaction. The proposed project shall reduce the risk of accidents due to the reduction of distance that pupils and students commute by constructing schools closer to their residences. The project shall also be designed to ensure enough ventilation to avoid air-borne diseases. The project shall ensure that First Aid Kits and water supply are available in schools to increase the health care quality in schools.

4.2.12 Gender-based violence

According to the social-cultural relationship in Unguja, this project will be associated with the risk of gender-based violence. There is deeply rooted gender inequality, and it continues to be one of the most notable human rights violations within all Unguja societies. Gender-based violence is violence directed against a person because of their gender. Both women and men experience gender-based violence but the majority of violence is inflicted on women and girls, by men. Many forms of violence against women in Unguja are rooted in power inequalities between women and men. There are also two other categories of violence: domestic violence and (sexual) harassment. Violence is a daily reality for significant numbers of women and children in Zanzibar. 14 per cent of women in Zanzibar experience physical violence and almost one in ten women experience sexual violence. One in ten males and one in twenty females report experiencing sexual violence in childhood. More than two out of three children experience physical violence before the age of eighteen years. About 109 cases of gender-based violence were registered by the regional courts of the islands of Zanzibar and Pemba from January 2015 to December 2016, with the northern part of the region being affected in particular. These figures were published by Zainabu Omar Mohammad, the regional government's minister for community, youth, women and children affairs.

4.2.13 Gender discrimination

In the education sector, the population aged 15 years and more, 88.3 per cent of men and 79.4 per cent of women were literate. The gap in literacy is decreasing over time between men and women however the proportion of illiterate remains higher among women. Literacy is generally higher in urban compared to rural areas. On the working-age population, the Integrated Labor Force Survey suggests that unemployment was high among women as compared to men; among unemployed persons, 78% were women. The rate of unemployment rate for women was not only high but increasing over time both in rural and urban areas. Formal Sector Employment and Earning Survey indicated that more males (56%) were employed in formal institutions such as Government, Public and Registered Private institutions (OCGS, 2016). The reported cases of violence against children increased by more than 50%. Girls were more victims than boys-one in every nine reported violence cases was against girls (OCGS) 2018. From these statistics, gender inequality in Zanzibar was still a challenge. Gender inequality is a result of gender discrimination/unequal treatment of men and women in various social economic activities. This project will ensure that there is the involvement of women in project activities.

4.2.14 Child labour

The child labour rate in Zanzibar is 5.6 per cent with more boys (6.8 per cent) than girls (4.3 per cent). However, children in rural were more engaged in child labour (8.4 per cent) than in urban (1.3 per cent). Generally, boys were more affected than girls in both rural and urban areas. Among those who are engaged in child labour, 52.7 per cent were engaged in hazardous work, of whom 87.2 per cent live in rural areas (Zanzibar Socio- Economic Survey, 2014). Most of the children were working for a good upbringing and impairing of skills. This reason was mainly for girls while for boys majority were working to supplement household income where they are living. The majority of children were working in dust, fumes and gases without using protective gear. Child labour also affects the attendance of children at school. Notable progress has been achieved in Zanzibar in fighting against child labour. The first main effort was to ratify all important conventions relate to fighting against child labour. The second effort was to domesticate related international conventions in Zanzibar laws including labour laws such as employment Act No. 11 of 2005 and child Act No. 6 of 2011. The LMP will specify the minimum age for employment or engagement in connection with the project. The LMP has provided that no one under the age of 18 may be employed or engaged in connection with the project. The MoEVT PIU will conduct regular monitoring of project workers concerning health, working conditions, hours of work, minimum age, and the other requirement of national law and ESS2.

4.4 Economic Infrastructure

4.4.1 Energy sources and status

Zanzibar relies solely on electricity from Tanzania-mainland. The power from TANESCO is purchased under separate PPAs for Unguja and Pemba. Unguja and Pemba purchase power from TANESCO through submarine cables of 100 MW and 25 MW capacity, respectively. Unguja was first connected to the mainland national grid in 1980 through a 45MW 132kV submarine cable, which is based on obsolete technology. The new 100MW 132kV submarine cable (funded through an MCC grant) was installed in 2013 when the electricity demand was approaching its maximum capacity. Pemba was first electrified in 1958 and relied on island-based diesel gen-sets until it was connected to the mainland through a 25MW 33kV submarine cable in 2010 (funded through a Norwegian grant). Field visits revealed that most schools have power supplies used for office work and water pumping.

4.4.2 Road networks

Zanzibar has roughly 1,234 km of main, urban and rural roads. Zanzibar's Ministry of Infrastructure and Communications (MOIC) is responsible for the construction and maintenance of the road network in Zanzibar. About 70 per cent of Zanzibar's roads are located on Unguja Island, which contains the main urban centre and the main port and plays host to large tourism industry. Although this gives Unguja one of the densest road networks in Africa, most of the roads were constructed after the revolution in 1964 and have not been sufficiently maintained.

4.5 Social Infrastructure and Services

4.5.1 Education

In 2000 there were 207 government schools and 118 privately owned schools in Zanzibar. Zanzibar has three fully accredited Universities: Zanzibar University, the State University of Zanzibar (SUZA) and Sumait University (previously University College of Education, Chukwani). SUZA

is the only public institution for higher learning in Zanzibar, the other two institutions being private. In 2004, the three institutions had a total enrollment of 948 students, of whom 207 were female.

4.5.2 Sector challenges

4.5.2 Health Services

Zanzibar Island’s main public hospital is Mnazi Moja General Hospital, on the south side of stone town but most visitors and locals use a private facility. Options include Zanzibar Medical Group, a small private clinic and Zanaid Clinic. Measuring accessibility to health care, therefore, contributes to a wider understanding of the performance of health systems within Zanzibar.

Recognising the fact that Zanzibar has a relatively small population with a limited health budget, the Government cannot afford large investments to develop advanced medical expertise and acquire advanced technologies. Although there was a significant improvement in life expectancy, efforts to improve healthcare quality have been impeded by inadequate numbers of health providers and inadequate availability of essential medicine, diagnostic equipment and facilities as well as improved water sources at health facilities. The proposed project shall improve health care provision at the school level by establishing health clubs and provision of first aid kits and waste supplies.

4.6 Water and Sanitation in schools

4.6.1 Water

Sufficient and reliable safe water supply in schools helps to prevent the spreading of infectious and waterborne diseases among pupils/students. Providing safe drinking water can be achieved by ensuring that water comes from an improved source or is treated before drinking. Generally, water sources are categorized as improved or unimproved. Improved water sources are those that, by nature of their design and construction, have the potential to deliver safe water by preventing water contamination. Improved sources include piped water, boreholes or tube wells, protected dug wells, protected springs, and rainwater. Unimproved sources include unprotected dug wells or springs and surface water (e.g., lakes, rivers, streams, ponds, canals, and irrigation ditches). Nearly all schools in Zanzibar (96.0 per cent) obtained their drinking water from an improved source. Furthermore, only 2.4 per cent of schools in Zanzibar used unimproved sources. Data on the availability of water sources in terms of the level of the school indicates that 62.8 per cent of primary schools and 80.3 per cent of secondary schools had access to an improved source of drinking water. Furthermore, the findings show significant differences in the use of an improved source of water concerning school managing authorities: 90.6 per cent of non-government schools had access to an improved source of drinking water compared to 64.8 per cent of government schools. (National School WASH Report,2020).

Table 1: Percentage distribution of schools by the source of drinking water and location, Zanzibar, 2018

Sources of water	Zanzibar General	Zanzibar Rural	Zanzibar Urban
Improved Source	96.0	63.8	84.2
Piped into school grounds	43.5	24.2	48.2

Public tap/standpipe off school grounds	1.5	2.4	1.9
Piped water from elsewhere	2.4	2.8	2.6
Tube well or Borehole	25.4	10.9	16.6
Protected Well	20.8	9.7	10.3
Protected Spring	0.9	3.9	1.1
Rainwater with roof catchment	0.6	9.4	3.4
Rainwater, but no roof catchment	0.0	0.5	0.0
Packaged Bottled Water	0.9	0.0	0.1
Unimproved Source	2.4	20.3	8.2
Unprotected Well	2.4	6.1	1.7
Unprotected Spring	0.0	3.5	0.9
Water Vendor or Tanker	0.0	0.6	2.3
Surface Water (River, Pond, Lake, Dam, etc.)	0.0	7.5	2.1
Other Sources	0.0	2.6	1.2
No Water Source	1.6	16.1	7.7
Total	100	100	100

Source: (National School WASH Report,2020)

4.6.2 Sanitation

Adequate sanitation is a basic human right, and access to it for every person is compelling. It focuses on the provision of sanitary services that ensure the safe management of human excreta from the toilet to containment and storage, safe use and disposal to reduce adverse effects on users and other people. Lack of adequate sanitation is a major cause of infectious diseases, such as cholera, typhoid and dysentery among others. In schools, it impacts the well-being of students (especially girls) in terms of school attendance, anxiety and safety. Sanitation facilities can be categorized as improved or unimproved. Improved sanitation facilities are those that have been designed to hygienically separate excreta from human contact. It includes flush/pour flush to the piped sewer system, septic tanks or pit latrines, ventilated improved pit latrines, composting toilets or pit latrines with slabs. Unimproved sanitation facilities include pit latrines without a slab or platform, hanging latrines and bucket latrines. Schools in Zanzibar were more likely to use improved sanitation facilities (98.2%) than schools in the mainland (88.4%). The use of improved toilet facilities was higher among secondary schools (95.9%) than among primary schools (6.6%). Also, the use of improved sanitation facilities was higher in urban schools (96.0%) than in schools in rural areas (86.6%). Availability and accessibility of toilets to the youngest children in primary schools and pupils/students with a physical disability or limited vision in all schools contribute to increased enrolment, retention and completion of these two groups. 49.0% of schools in Zanzibar had at least one usable toilet accessible to pupils with disabilities or impaired vision. Also, 70.3% of primary schools in Zanzibar had at least one toilet/latrine accessible to the youngest pupils. Tanzania has set basic standards for toilets vs user ratio. The agreed standard is at least one drop hole/stance for 20 girls and one drop hole for 25 boys and special toilets for pupils with disabilities. 17.0% of all schools in Zanzibar met the recommended pupil per drop hole. Also, the pupils per drop hole ratio for secondary schools was higher (49.3%) as compared to primary schools (17.6%) (National School WASH Report, 2020).

4.6.3 Waste disposal sites

The Zanzibar Municipal Council is responsible for the collection and disposal of waste from the Urban District. Currently, the council generates around 220 tons of solid waste per day; however, its current collection capacity is about 160 tons per day (73%) which is about of the total waste generated in the District per day. The remaining 27% per cent of the waste is not properly collected and therefore accumulated and haphazardly dumped in various places. The old Stone Town area, as well as the western part of Zanzibar Town, are given priority in waste collection services by the Municipal Council by allocating about 80 per cent of this area of the workforce due to its importance for tourism.

There have been some community initiatives in waste collection and management. For instance, the CBO known as Labayka was operating waste collection points within their communities to avoid crude dumping within the settlements. Some private individuals collect waste from some hotels outside the Zanzibar Municipal Council. These private companies usually use open trucks to collect and dispose of waste somewhere in the forest or on farms. Similarly, Vikokotoni Environment Society in Zanzibar Town close to the main market was engaging in cleaning up the streets every morning before they go to work. The Zanzibar Scrapers Environment Association (ZASEA) is a registered NGO in Zanzibar Town established in 2008 to handle recyclable waste fractions. The organization is recognized by the Department of Environment as a registered association.

5.0 POTENTIAL ENVIRONMENT AND SOCIAL RISKS AND MITIGATION

The section provides potential environmental and social risks and impacts associated with the project components. The potential environmental risks and impacts of the project are primarily associated with subcomponent activities under Component 3, which involve the targeted construction program and will focus on wards with high pupil-classroom ratios and those where the closest school is more than 3 km from the community. None of the impacts is expected to be significant or difficult to avoid or mitigate, and few will be short-term and localized in extent. Some of the anticipated social impacts obtained during the consultation include GBV, labour-related risks, and community exclusion. A summary of project activities and associated impacts are shown in Table 5.3.

5.1 ENVIRONMENTAL AND SOCIAL RISKS AND IMPACTS AND MITIGATION FOR IMPROVING LEARNING ENVIRONMENTS

Although the project is categorized as substantial as per the WB ESF due to capacity issues, most of the environmental impacts associated with project components are deemed to be low to moderate in magnitude. Nearly all of the identified environmental impacts and risks can be easily managed through the development of project-specific and robust ESMP, and the application of good engineering design and construction practices. Project designs should take into consideration of consultation and participation of stakeholders. The effectiveness of mitigation measures shall be followed by a quarterly monitoring programme and where necessary, their compliance with the applicable legislation and the World Bank ESF shall be assessed. Additional instruments as per the WB ESF such as the Resettlement Policy Framework, Stakeholder Engagement Plan, Environmental and Social Commitment Plan and Labor Management Procedures will also strengthen the readiness to respond to any aforementioned risks. Potential Environmental and Social risks and impacts, and mitigation measures are described below.

5.1.1 Risks and Impacts, and Mitigation/enhancement Measures during Preparatory and Construction Phases

Positive Social impacts and enhancement measures

5.1.1.1 Job creation

- Employment should be based on the principle of equal opportunities for all genders.
- Reasonable wages should be paid to both skilled and unskilled labourers to be employed by the project.
- The contractor shall be encouraged to employ local, unemployed yet willing-to-work hard manpower to the extent viable subject to a maximum of 50% unskilled labour. This will ensure that local people are more benefited out of the project.
- Employment opportunities are to be offered based on merits and known interviewing procedures and grading systems.
- On-the-job training should be provided to workers.

5.1.1.2 Income to local suppliers and service providers

- Qualified local vendors/ entrepreneurs should be given priority to supply different goods and services to the project.

- Ensure monitoring of labour standards among contractors, sub-contractors, workers and service providers.

5.1.1.3 Increased skills and impart knowledge to local communities

- The contractor shall provide on-the-job skills and training.

Negative Social risks and Impacts and mitigation measures

5.1.1.4 Occupational Safety and Health impacts

- Appropriate working gear (such as nose and mouth masks, ear plugs and clothing) and good construction site management shall be provided;
- During construction, the contractor shall ensure that the construction site is fenced and hygienically kept with adequate provision of facilities including waste disposal receptacles, sewage, firefighting and clean and safe water supply.
- A well-stocked first aid kit (administered by medical personnel) shall be maintained at the construction site. The medical personnel shall also be responsible for the primary treatment of ailments and other minor medical cases as well as providing health education to the workforce.
- Reporting mechanisms for the public to register concerns or complaints regarding perceived risks to their health and safety due to the construction operation shall be put in place.
- Emergency contact details in the event of an accident shall be provided.
- Training all contractor staff in emergency planning and spill response.
- Developing a detailed health and safety plan and training all contractor staff on the plan.

5.1.1.5 Community health, safety risks and security from the handling, transport, and disposal of construction wastes

- Institute good site practices including preventing public access to the construction site by securing equipment and demarcating project boundaries using warning signs with appropriate text (local language) and graphic displays.
- Institute traffic management and safety programme including, training and testing of heavy vehicles operators and drivers, enforcement of speed limits, maximum loading restrictions and compliance with all Zanzibar transportation law and standards.
- Awareness campaigns/education on HIV and STDs shall be provided to workers and the community.
- Low-skilled workers will be hired around the project jurisdiction if necessary, to reduce the population of foreigners.
- Protect stockpiles of friable material subject to wind through wetting.
- Cover loads with friable material during transportation.

5.1.1.6 Road accidents resulting from the transportation of materials from the source to the construction site

- Enforcement of speed limits of 30km/hr shall be done.

5.1.1.7 Gender-based violence

- The project will prepare a GBV Action Plan that ensures a project awareness-raising strategy (for workers and community members), a list of GBV service Providers to which GBV survivors will be referred, revisions to the GRM to ensure it can address GBV complaints, and information on GBV allegation procedures in the workplace. The government of Zanzibar has a regulation that governs gender violence which this project will adhere to it during its implementation.

5.1.1.8 Gender discrimination

- This project will ensure that there is the involvement of women in project activities.

5.1.1.9 Child labour

- MoEVT will conduct regular monitoring of project workers to health, working conditions, hours of work, minimum age, and the other requirement of national law.
- Work with local authorities and schools in the area to control school dropout
- Cooperate with relevant authorities like the Ministry of Labour to control child labour.
- Create awareness raising to the communities on the importance of education for the children.
- The local authorities should develop bylaws to control the engagement of children in petty business or work in project-related activities.

5.1.1.10 Increased level of crimes

- Establish community-based security in collaboration with shehas.
- The contractor shall establish his security to protect his properties and should establish community policing to support insufficient police force.
- The community shall be encouraged to participate in security matters by providing information on suspects.
- The cooperation of local people shall be instilled to lessen criminal incidents and maintain the security of people and their properties.

Environmental risks and impacts, and mitigation measures

5.1.1.11 The exploitation of borrow pits/quarries and other natural resources

- The exploitation of construction materials will take place from authorized sources only
- Restoration of the borrow pits/quarries after use constituting of levelling the area and seeding or planting of trees and/or grasses will be done in association with local government (the department responsible for natural resources) and local environmental NGOs. If appropriate, the levelled area will be left for natural re-vegetation.

5.1.1.12 Contamination and /impaired quality of receiving body – land and water

- An efficient collection and disposal system based on the principles of reduction, re-use and recycling of materials, shall be instituted at project areas.
- Introduction of waste disposal bins, and warning notices, posted at strategic points;
- No, on-site burial or open burning of solid waste shall be permitted.
- Wastes not suitable for incineration and general municipal waste dumping (e.g. plastics, rubbers, tires, etc.) shall be removed for recycling, treatment, and/or disposal by a licensed contractor as appropriate.

- v. Instructions to the contractor to put on his/her methodologies for handling hazardous waste such as oils, lubricants and non-combustible waste during the bidding process.

5.1.1.13 Increased Solid waste management problem in project areas

- i. All materials which can be reused shall be reused.
- ii. Materials that cannot be reused shall be sent to an authorised dumpsite.
- iii. The contractor shall have adequate facilities for handling the construction waste.
- iv. Topsoil shall be stockpiled and used for reclamation or re-vegetation at the site during landscaping.

5.1.1.14 Increase in Wastewater Management problems

- i. Wastewater shall be properly treated in the Septic Tank Before disposal into the Soak Away Pit within the site.
- ii. The contractor shall be instructed to put in place an acceptable procedures for handling hazardous waste such as oils, lubricants and non-combustible waste.
- iii. Training on waste management shall be done for all personnel, operators and service providers.

5.1.1.15 Impacts on air quality

Impairment of air quality due to emissions

- i. Equipment shall be maintained in good running condition and equipment, which generates excessive black smoke shall not be used.
- ii. Enforce vehicle road restrictions to avoid excessive emissions from engine overloading, where practical switching off engines will be done when machines are not in use.
- iii. There will be a routine inspection of equipment.
- iv. Trucks transporting materials shall be fully covered. and,
- v. Turn off engines to reduce idling.

Impairment of Air Quality Due to Dust

- i. Protect stockpiles of friable material subject to wind through wetting.
- ii. Cover loads with friable material during transportation.
- iii. Restrict speed on loose surface roads to 30 km/hr during dry or dusty conditions. and,
- iv. Douse with water work sites with loose open soil to reduce dust generation when necessary.

5.1.1.16 Contribution to climate change impacts

- i. Equipment shall be maintained in good running condition and equipment, which generates excessive black smoke shall not be used.
- ii. Enforce vehicle road restrictions to avoid excessive emissions from engine overloading, where practical switching off engines will be done when machines are not in use.
- iii. There will be a routine inspection of equipment.
- iv. Turn off engines to reduce idling. and

5.1.1.17 Increase noise level

- i. Vehicles carrying construction materials shall be restricted to work during night time only.

- ii. Machine operators in various sections with significant noise levels shall be provided with noise protective gear. and,
- iii. MoEVT shall include in tenders, employment contracts, subcontractor agreements and work method statements clauses that assure the minimization of noise and compliance with directions from management to minimize noise.
- iv. Ensure that site managers periodically check the site, nearby residences and other sensitive receptors for noise problems so that solutions can be quickly applied.
- v. Avoiding the use of radios and stereos outdoors and the overuse of public address systems where students/teachers and dwellers can be affected.
- vi. Avoid shouting, and minimize talking loudly and slamming vehicle doors.

5.1.1.18 Increase in vibration level

- i. Impact pile driving shall be avoided where possible in vibration-sensitive areas. and,
- ii. Vibratory rollers and packers shall be avoided.

5.1.1.19 Erosion and land degradation of Exposed Surfaces

- i. Construction will be done as per engineering design and procedure of which a maximum requirement of compaction strength is achieved during the construction. That is the maximum dry density (MDD) specified in the design manual by the consultant.
- ii. Maintain gravel fill and/or re-vegetate around the structures.
- iii. Unnecessary ground clearance and sensitive re-alignments shall be avoided.
- iv. Directing flow to properly designated channels.
- v. All excavation works shall be properly backfilled and compacted. and,
- vi. Most of the construction activities will be done during dry weather.

5.1.1.20 Biodiversity impacts (Loss of flora and fauna)

- i. Clearance of patches of native forest remaining in the neighbourhood of the proposed project shall be avoided.
- ii. Close supervision of earthworks shall be observed to confine land clearance within the project site.
- iii. An appropriate landscaping programme to help in the re-vegetation of part of the project area after construction shall be designed and implemented.

5.1.2 Project risks and impacts, and mitigation/enhancement measures during the project operation phase

Positive social risks and impacts, and enhancement measures

5.1.2.1 Job creation

- i. Employment should be on equal opportunities for all genders.

5.1.2.2 Increased commercial and social activities around schools

- i. Provide good security within the project area and area of influence.
- ii. Create conducive business opportunities for attracting investments

5.1.2.3 Reducing barriers to access schools, especially for students living with disabilities and girls in lower secondary schools

- i. Parents shall be encouraged to enroll their children to schools due to the reduced distance and increase of classroom sizes
- ii. The design of buildings shall consider the inclusive approach to accommodate students living with disabilities
- iii. The design shall consider the provision of enough sanitary facilities that will cater to lower secondary school girls' menstruation needs

5.1.2.4 Production of skilled teachers for teaching various subjects to both normal and pupils living with disabilities

- i. Teachers shall be given equal opportunities to attach training to enhance their skills,
- ii. The increased number of teachers shall enhance teaching for pupils living with disabilities,

5.1.2.5 Increased Revenues to local authorities

- i. Local authorities should identify new sources of revenue in the area.
- ii. Strengthening revenue collection mechanisms.
- iii. Awareness creation for the people in the area on the importance of paying revenues.
- iv. Accountability in revenue collection among local authority employees.

Negative Social Impacts and mitigation measures

5.1.2.6 Increased incidences of diseases and ill health

- i. A safety, health and environment induction course shall be conducted for all students and teachers, putting more emphasis on HIV/AIDS, which has become a national disaster as well as other emerging pandemics such as COVID-19 and dengue fever.
- ii. The project shall include an information education and communication component (IEC) in its budget. This will help to raise more awareness of HIV/AIDS, and means to suppress its incidence.
- iii. Environmental sanitation systems shall be improved.
- iv. First Aid Kits shall be provided in schools to enhance healthcare

5.1.2.7 Increased pressure on social services/facilities and utilities

- i. Use of water conservatively by instituting technologies (e.g. self-lock water taps) and awareness-raising notices to users, etc..
- ii. Construction of underground water reserve tank and introduction of rainwater harvest system.
- iii. Extraction of underground water resources.
- iv. Alternative measures like the use of solar power, drilling a borehole at the site, and water recycling shall be explored and implemented if found feasible. For instance, the use of energy savers bulbs shall be given high priority. and
- v. The use of air conditioning shall be kept to a minimum and maintenance of the cool indoor environment using natural ventilation system shall be strongly explored during the design process.

5.1.2.8 Gender-based violence

- The project will prepare a GBV Action Plan that ensures a project awareness-raising strategy (for workers and community members), a list of GBV service Providers to which GBV survivors will be referred, revisions to the GRM to ensure it can address GBV complaints, and information on GBV allegation procedures in the workplace.

5.1.2.9 Gender discrimination

- This project will ensure that there is the involvement of an equal percentage of women and men in project activities.

Risks and Impacts, and mitigation measures on the physical environment

5.1.2.10 Groundwater Water pollution

- Septic tank and soak away shall be designed in such a way waste treatment is achieved by 100% before disposal to the authorised disposal sites(Constructed treatment wetland).

5.1.2.11 Increased stormwater generation and overflow

- The design of stormwater drainage will be given a high priority.
- Where feasible, rainwater harvesting will be used in proposed project sites to minimise the generation of surface runoff.

5.1.2.12 Health and safety risks due to fire hazards

- An adequate number of portable fire extinguishers shall be placed at strategic locations.
- The design of buildings shall strictly adhere to the Fire Safety Standards.
- Regular fire and other disaster drills and awareness training shall be conducted.
- Fire detectors and sprinkler systems shall be installed in the buildings. and
- Install water tanks.

5.1.2.13 Contribution to Climate Change

- To change the consumption behaviour in terms of energy and water.
- Use of renewable energy technologies to minimize carbon dioxide emissions.
- Promote the use of natural green space at school premises to increase energy saving.

5.1.2.14 Increased solid waste and liquid waste generation during the Operation phase

- ARU management shall provide adequate waste handling facilities such as waste bins for temporarily holding waste before disposal.
- A private cleanliness firm with adequate number of staff shall be commissioned to ensure cleanliness.
- The skip buckets shall be emptied in an authorized landfill twice a week.
- The campus shall have liquid waste to collect the wastewater (sewage) to treatment facilities found on the campus.
- The collected sewage shall be disposed of in septic tank systems before final disposal.
- All hazardous waste shall be handled by registered authorized dealers recognized by NEMC.

5.1.3 ENVIRONMENTAL AND SOCIAL RISKS AND IMPACTS, AND MITIGATION MEASURES DURING THE DECOMMISSIONING PHASE

Social risks and impacts, and Mitigation measures

5.1.3.1 Loss of employment

Seminars shall be conducted on alternative means of livelihood after the termination of job

Environmental risks and Impacts and mitigation measures

5.1.3.2 Loss of aesthetic value due to haphazard disposal of demolished waste

- The debris resulting from the demolition will either be transported by a licensed waste transporter for dumping at an approved site or used as a base material for new construction work.
- All the necessary health and safety measures will be implemented including the provision of personal protective equipment such as safety harnesses, helmets, gloves, respirators, safety shoes, coveralls, goggles and ear protectors.
- Restoration of the affected land will involve the filling in of any open pits and grading the land to its natural contours, then planting appropriate tree species and undercover vegetation to hold the soil in place and to prevent flooding.

5.2 RISKS, IMPACTS AND MITIGATION MEASURES RELATED TO ROLLING OUT OF THE NEW CURRICULUM IN BASIC EDUCATION

5.2.1 Political and Governance risk

Zanzibar held its last general elections in 2020 which led to the reshuffling of the leadership at the MoEVT, including the Principal Secretary and the Minister of Education. The technical teams have largely stayed the same, ensuring continuity in the activities and dialogue. The task team has established good working relations with the new leadership and there are no concerns about the potential impact of political and governance risks on the proposed project activities.

5.2.2 Risk due to the Introduction of new pedagogical approaches, new teaching and learning materials and new assessment methods

The technical design of the project involves introducing new pedagogical approaches, new teaching and learning materials and new assessment methods by way of the new competency-based curriculum. This is a substantially different approach to the prior content-based curriculum and entails changes to the teaching practices in the classroom. If not adequately prepared, teachers may not be fully comfortable implementing new approaches. The project will ensure that all stakeholders in the education system are fully aware of the new approach, what it entails and what changes are expected in the classroom. This will require careful coordination and well-designed communication strategies that are implemented upstream.

5.3 RISKS, IMPACTS AND MITIGATION MEASURES TO STRENGTHEN TEACHER EFFECTIVENESS

5.3.1 Slowdown in economic growth due to the impact of the COVID-19 pandemic on the economy

The macroeconomic conditions in Zanzibar seem to be improving after a slowdown in economic growth due to the impact of the COVID-19 pandemic on the economy, in particular the tourism sector. The economy seems to be rebounding fueled by an increase in tourist arrivals in late calendar year 2021 and strong GDP growth in the services sector. However, the extent of the recovery and its robustness to withstand potential other shocks (including surges in COVID-19) is unclear. If macroeconomic conditions do not fully recover, this may impact the tax revenue mobilization capacity and as such, the public financing available to sustain the education budget. This may in turn impact the financing of teacher salaries and budgets to support school operations. Project activities would in turn be impacted. A Public Expenditure Review in Education is being carried out and will provide recommendations for how to improve spending efficiency which will be important in case of constrained fiscal space.

5.4 RISKS, IMPACTS AND MITIGATION MEASURES TO SYSTEMS STRENGTHENING AND PROJECT MANAGEMENT

5.4.1 Lack of technical expertise to guide the preparation of national learning assessments and the supervision of social and environmental risk and impacts

The proposed project will require close coordination of technical teams at MoEVT and also require the new capacity to be on-boarded to adequately implement the activities and to ensure their sustainability beyond the project life. For example, the MoEVT will require technical expertise to guide the preparation of national learning assessments which they do not currently have, and capacity will have to be developed vis-à-vis the management of the VLE. In addition, the MoEVT's fiduciary as well as the social and environmental risk and impacts capacity will need to be strengthened to ensure project activities are adhering to corporate safeguards and requirements, including those about fiduciary functions and monitoring, reporting and evaluation. A capacity building plan will be developed under component 4.2 to help the project and Ministry staff to effectively deliver results.

5.5 RISKS AND IMPACTS, AND MITIGATION MEASURES TO TECHNICAL ASSISTANT TO SUPPORT THE EFFECTIVE ROLL-OUT OF THE NEW CURRICULUM IN BASIC EDUCATION; STRENGTHEN TEACHER EFFECTIVENESS, AND SYSTEMS STRENGTHENING AND PROJECT MANAGEMENT

These project components have potential downstream environmental and social implications like vegetation clearance and waste generation which may arise when and if the activities lead to future investments. Mitigation measures may include screening activities followed by a choice of appropriate E&S instruments as detailed in Table 5.1. Screening involves the determination of potential E&S impacts or issues associated with the activity while identification of instruments

will be based on the E&S issues, following the process described in the ESMF or requirements for additional ToRs to address the risk.

Table 5.1. Proposed instruments for TA activities

TA activity	Instruments to be Prepared
Support the effective roll-out of the new curriculum in basic education	TORs for rolling out the new curriculum will be prepared. TORs for studies in which environmental and social considerations are to be fully incorporated.
Strengthen teacher effectiveness	TORs for enhancing teacher competencies and skills in teaching
Systems strengthening and project management	TORs for studies in which environmental and social considerations are to be fully incorporated. TOR for system strengthening and project management

6.0 PROCEDURES TO ADDRESS ENVIRONMENT AND SOCIAL ISSUES

6.1 ENVIRONMENTAL AND SOCIAL SCREENING OF PROJECT COMPONENTS

Once the project components have been identified and locations selected, MoEVT will have to use this section as the guideline to screen project components and implement the appropriate measures while ensuring adherence to all respective legislative requirements for screening and ESIA. The environmental and social screening process helps to foresee whether project components are likely to have potential adverse impacts.

6.1.1 Screening and review of project components

Once the project component activity is defined and the location selected, the MoEVT will compile project conceptual and/or preliminary design details and fill out the Screening Form (Annex III) to decide if environmental and social standards might be applicable to project activities. This form will be filled out by the Environmental and Social Specialist at MoEVT in collaboration with ZEMA and will be approved by the World Bank. This exercise will involve identifying the potential environmental and social impacts and determining their significance. The screening process will eventually identify which project component will or will not require detailed environmental assessments. Issues regarding inconsistency with the requirements stipulated in the environmental and social screening form identified by the reviewers may result in requesting the developer/implementer to find alternatives to the project component design or site. Thus, the project components should then be requested for re-screening and resubmission for review. The reviewers will then review it for the second time and if is acceptable then will be recommended for approval. If is not acceptable the second time, then it will be sent back to the implementation unit for more improvement. The proposed project components will not comply with the requirements of World Bank ESF specifically the stipulated ESS which applies to the project and Zanzibar's policies will not be cleared for implementation.

Once the project component has been screened and approved by World Bank, the environmental and Social Impact assessment will be conducted based on the Environmental and Social Framework and Zanzibar Environmental Management Act, upon submission to ZEMA of the proposed subproject, the environmental authority shall advise on the nature of information required for approval. Three outcomes of screening at ZEMA are possible: no ESIA required, Environmental Statement required, or ESIA required.

If the environmental and social screening results by ZEMA indicate the potential impacts will be sufficiently managed by the application of proposed mitigation measures in project design, and the project would not cause significant negative impacts, the subproject will not require a full ESIA. ZEMA will recommend approval of the subproject – with conditions like preparation of ESMP or EMP. The applicant will be issued a Letter of Approval with conditions (instead of an EIA Certificate) by ZEMA. The project implementer shall hire an environmental expert to prepare the ESMP under the supervision of the project implementation unit. The objective of the ESMP/EMP is to cater for the environmental and social needs of the project in a simple, responsive, and cost-effective manner that will not unnecessarily overload or impede the project cycle. The ESMP should include: potential environmental and social impacts related to siting, construction, and operation of the project component; mitigation and monitoring measures to address potential

impacts; responsibilities for monitoring EMP requirements; training and capacity-building requirements for project officers and communities; and estimated budget.

If a subproject is screened and found to have the potential to cause adverse impacts and the management measures do not suffice; it will be categorized for detailed assessment, and a full ESIA (involving scoping and development of TOR followed by detailed impact assessment study) will be required. For project components that may result in involuntary resettlement or displacement, MoEVT will be required to submit a RAP to the relevant authority for approval. Moreover, the project implementer will be responsible for sourcing and paying for the service of environmental and social impact assessment from the consultant, and reviewing costs and charges for the certificate at ZEMA. This level of assessment may require a team of experienced and registered Environmental and Social specialists/consultants. Based on the Environmental and Social Framework and the latest project design and preliminary feasibility study, the following environmental and social assessment instruments are proposed for project components (Table 6.1).

Table 6.1: Proposed Environmental and Social Instruments

Component	Sub-component	EA Instrument	Remarks
Support the effective roll-out of the new curriculum in basic education	Provide adequate, high-quality and well-aligned instructional materials	TORs for studies in which environmental and social considerations are to be fully incorporated	
	Using National Learning Assessments to improve teaching		
Strengthen teacher effectiveness	Enhance teacher competencies and skills	TORs for studies in which environmental and social considerations are to be fully incorporated.	
	Provide high-quality digital content to support teaching and learning through the Virtual Learning Environment		
	Strengthening linkages with the pre-service training		
Support conducive learning environments	Reduce highly congested classrooms, provide adequate sanitary facilities and bring schools closer to the community	ESIA/ESMP	MoEVT shall hire a consultant to prepare ESIA or ESMP and shall be ready before the Preparation/finalization of the bidding document for the civil work
	Develop a school construction strategy and standardized school designs		
	Boys and Girls Science and Leadership Program		

Component	Sub-component	EA Instrument	Remarks
Systems strengthening and project management	Strengthen capacity at the meso-level and the school level to roll out school-based CPD and ensure teacher accountability	TORs for studies in which environmental and social considerations are to be fully incorporated.	
	Support project implementation, evaluation and management capacity		

6.1.2 Approval of project components

Reviewers will clear the project sub-components designs and proposals that comply with environmental and social management and then submit to World Bank for approval. Generally, the project document is accompanied by a copy of completed environmental and social screening forms. MoEVT must involve recognized Environmental Experts or Environmental Management Officers in the approval processes. During the approval processes the following documents must be submitted for consideration; a) Environmental and Social Screening results, b) Environmental checklists, c) Design drawings, d) Environmental clearance or Certificate for project components that undertook ESIA, and e) Environmental and Social Management Plan (ESMP). The World Bank will review and clear subprojects after satisfactorily confirming that the project design has identified and considered environmental and social impacts, mitigation plan, management plan, monitoring plan and institutional measures to be undertaken during the implementation and operation of the subproject.

6.2 Preparation of environmental and social instruments

An ESIA, along with an ESMP, shall be prepared based on the outlines given in Annexes I and II respectively which are inconsistent with Zanzibar laws and the ESF, specifically ESS1. ESIA will address direct, indirect, induced and cumulative impacts. ESIA and ESMPs will have to be submitted to ZEMA after World Bank approval for obtaining certification. Project components that require ESIA study will follow the steps for undertaking EIA are attached in Annex IV. In this situation, environmental procedures (from registration and scoping to the preparation of ESMPs/ ESIA and review, to issuing an EIA certificate) as provided by the Zanzibar Environmental Management Authority will apply. Apart from adhering to report structure and content, the ESIA shall have an attachment on a summary of public consultations carried out, Terms of Reference for which guided preparation of an ESIA and drawings for the project component.

The ESMP shall provide all mitigation measures with associated monitoring measures as well as a responsible institution for the particular action. The ESMP should be implemented during the implementation and operations of all project components. Implementation of the ESMP will be solely the responsibility of MoEVT. PIU shall supervise and monitor all components implemented by the Contractor(s). MoEVT shall provide the necessary supervisory oversight to ensure the mitigation measures are implemented. All aspects of the project development and operation will be managed to comply with the ESMF and ZEMA regulatory requirements and standards. This will be done to minimize identified adverse environmental and social impacts to levels that will

not have a negative impact to the nearby surrounding or area of influence. The ESMP will be one of the crucial documents for submission during the approval of the project component. Annex VI shows a generic Environmental and Social Management Plan for ZIQUE project. Key aspects of the ESMP are described below.

6.2.1 Mitigation

Every mitigation measure shall be well explained and how it will be implemented. In case the implementation will involve other institutions apart from the implementing institution then other institutions shall also be mentioned and their specific roles for implementing the mitigation measure and implementation costs. Mitigation measures shall be included in the bidding documents and civil works contracts. In this case, No civil works can start at project sites before getting certification from NEMC. No civil works can start before the World Bank's clearance of environmental and social instruments as well.

6.2.2 Monitoring

Monitoring is a tool for assessing the effectiveness of the mitigation measure applied for specific impacts by observing the response of the indicator of the impact. Environmental monitoring activities shall be based on the parameter to be measured/ direct or indirect indicators of emissions, effluents, and resource use applicable to the particular project. Monitoring activities should indicate methods to be used to measure a specific parameter, sampling locations and frequency. Monitoring frequency should be sufficient to provide representative data for the parameter being monitored. The monitoring shall be conducted by trained individuals, following monitoring and record-keeping procedures and using properly calibrated and maintained equipment. The monitoring data should be analysed and reviewed at regular intervals and compared with the operating standards based on Tanzanian Standards/WHO standards.

The ESMP should also provide a specific period set for monitoring purposes because some of the impacts are short-term and others are long terms. Therefore, it will reach a time when monitoring of short-term impacts will cease while the long-term one will continue. The ESMP should also be cost-effective to avoid unnecessary costs.

6.3 Key environmental and social considerations during project implementation

6.3.1 Procurement of Contractors

The Project Teams will ensure that all relevant resources (human and financial) for proposed mitigations are complete before initiating project implementation. Execution of project works and operation of some facilities will be undertaken by respective project implementers through Contractors. E&S performance for project component 1 shall be dealt by ZIC and ZEC. Project components 1, 3 and 4 shall be under the supervision of MoEVT. The project Team at MoEVT will have to work with Procurement Section (responsible for supervising the tendering process) so that environmental and social issues are taken on board and incorporated in the contracts throughout the project life. Contractors must be aware of their obligations upfront and demonstrate their understanding of the requirements and costs and resources for implementing the E&S (including health and safety) requirements and conducting self-monitoring in their proposals. Contractors' contracts will include all the E&S health and safety requirements, including requirements for the contractor to develop Construction Environmental and Social Management

Plans (CESMPs) during construction for issues such as noise, traffic, labour and grievances by workers and communities and carrying out self-monitoring during implementation. Labor Management Procedures (LMP), including the need for worker-specific GRMs, shall be adhered to by the contractor as well.

6.3.2 Permits and Notifications

The project implementation shall be carried out in accordance to international and Tanzania environmental, health, safety and security requirements, standards and best practices including all conventions ratified by Tanzania. The equipment and materials used will have all necessary certifications/registration and be fully compliant with specific requirements for project size and purpose.

MoEVT will seek and obtain the necessary permits and/or MOUs from relevant authorities and undertake notifications as per environmental management regulations. The Project Teams will ensure that all relevant project approvals including ESIA Certificate, OSHA etc. are in place. PIU at MoEVT and implementing partners/agencies will carry further the consultations before commencement and during project implementation.

6.3.3 Environmental and Social Management Controls by Contractor

The contractor shall ensure that all mitigation measures that are to be implemented during mobilisation and construction and operation are attended to according to ESMP and specific work plans. The Contractor shall simultaneously undertake monitoring and reporting of environmental and social performance/improvement of implementation. Development of project-specific work plans to include:

- Waste Management Plan;
- Health and Safety Plan;
- Traffic Management Plan;
- Stakeholders Engagement Plan; and
- Emergency Response Plan (ERP).

The purpose of the construction environmental and social management plans is to outline how during construction the contractor will avoid, minimize or mitigate effects on the environment, community, and surrounding area. CESMPs are 'live' documents that should be reviewed and updated at regular intervals throughout the project life cycle. The CESMP should be approved by the Supervision Engineer/Consultant. Construction environmental and social management plans may be structured as follows:

- i. Introduction
- ii. General purpose
- iii. Scope and structure of the document
- iv. Scope of work and sub-project description
- v. Environmental/Social requirements and controls – Policy and planning, environmental impacts, risks and mitigation, procedures for monitoring the construction processes against environmental/social objectives, pollution control measures, environmental/social risk register, incidents/accidents register
- vi. Consents and permissions
- vii. Management plans – Specific management plans such as noise and vibration, traffic, labor, grievances, etc.

- viii. Health and safety procedures and requirements
- ix. Community consultations / site-specific GRM
- x. Training
- xi. Incident reporting and investigation
- xii. Emergency response measures/plans
- xiii. GBV Action Plans

6.3.4 Occupational Health and Safety and Environmental and Social sensitization

The awareness and sensitization programme shall be developed using guidance from SEP; will be implemented with the participation of project Contractor(s) to ensure continued project acceptance by the stakeholders' groups, manage expectations and minimize conflicts. The programme shall be developed mindful of the type of communication information, awareness creation tools, communication channels and messages fit for specific targets/audiences. The key aspects shall include but are not limited to: Defining the issue of land take, user rights and access; and Project's health, safety, and security procedures and requirements concerning the communities (site hazards during construction; vehicle movements and traffic accident; interactions with project personnel; and exposure to disease and transmissions (HIV/AIDS).

MoEVT, with support from the supervision consultant, will ensure regular training of permanent and temporary workers (including community workers) on occupational health and safety to workers and information relevant to health risks including malaria, COVID-19, yellow fever, hepatitis, etc., is provided to workers. During the construction period, the contractor shall provide, equip and maintain adequate personal protective equipment, first-aid stations and signboards directing where these services are situated and transported in case of emergency. Appropriate protective gear including, but not limited to helmets, heavy-duty gloves, safety vests and boots, should be provided to site workers and visitors.

6.3.5 Environmental and Social Supervision during Construction

The Supervision engineer/consultant will oversee the construction activities and ensure compliance with the contractor's environmental and social management plans. Where non-compliances are observed, the Supervision engineer/consultant will work with the contractor to rectify the problem in coordination with the PIU. In case of significant non-compliance particular where there is harm to individuals, communities and or the environment the work shall be stopped and the information shall be shared with the PIU immediately. Chance Find Procedures will be followed if tangible cultural heritage is encountered during civil works Environmental and social supervision of works will also be carried out directly by MoEVT.

6.3.6 Grievance Management and Comment Response

A grievance is a concern or complaint raised by an individual or group affected by the project's components on construction or operational activities. Both concerns and complaints can result from either real or perceived impacts of a project's operations, and may be filed in the same manner and handled with the same procedure.

The Grievance Mechanism (GM) will consist of several levels starting with a Shehia Grievance Committee at the lowest level, a project grievance committee, a District Grievance Committee, and a Ministerial Grievance Committee. The Land Tribunal is also available for land-related

matters. Complainants can always go to the judicial system. The structure of grievance committees are detailed in SEP.

6.3.7 Gender-Based Violence (GBV) and Sexual Exploitation and Abuse Grievances

The Project may result in incidences of Gender Based Violence (GBV) and Sexual Exploitation and Abuse (SEA) affecting workers and the community. GBV cases are different from other complaints that are typically handled through grievance redress mechanisms.

Working modality shall be established and subsequently communicated for the community members to understand where to get assistance in case of GBV. GBV mapping for service providers will be conducted to provide the necessary support to victims and will be modified accordingly. At the Shehia level, Shehia's secretary will be trained on how to receive GBV-related grievances and hand them in a fast tracking mode (to report within 24hours) including matters of confidentiality, treating survivors with empathy and what non-identifiable data should be collected and how to refer the case to service providers. In addition, members of the Shehia committee will also be trained on how to receive and manage this information. However, the Shehia committee will not be involved in resolving GBV-related cases as this will be determined by the survivor with support from the appropriate service providers based on their needs.

6.3.7.1 Procedure for Grievances

The steps to be taken by the company for receiving and handling any such concerns are outlined below.

STEP 1: Submitting a grievance to MoEVT

A grievance can be submitted to the Project in several ways.

- During regular meetings held between communities and the Project;
- Through the consultations at school level;
- During informal meetings with MoEVT and contractors/subcontractors;
- Through communication directly with management – for example, a letter addressed to site management, MoEVT, ZIE, ZEC, or other operational offices;
- Directly by e-mail to MoEVT -PIU web and emails;
- A telephone through MoEVT hotline numbers;
- Placing a comment in the comment box at MoEVT; and
- Through Shehia committee. For grievances which will be submitted through Shehia committees, they will be registered and the social specialist will be informed within 24 hours.

STEP 2: Logging the grievance

Once a grievance has been received it must first be logged in the grievance database register. Registers will be available at the Shehia level and at MoEVT. The Shehia will transmit the grievance details to the Project, the Social Specialist, within 24 hours.

STEP 3: Providing the initial response

The person/community/stakeholder that lodged the initial grievance will then be contacted within 5 days to acknowledge that the Project has logged the complaint. The Project or Shehia grievance committee will determine whether the grievance is related to the project or not. The project grievance mechanism will be used for complaints that are related to the project and for those which are not related to the project they will be channeled to relevant departments or institutions.

The acknowledgement form will be provided as an initial response and will include details of the next steps for the investigation of the grievance, including the person/department responsible for the case (Annex VIII).

STEP 4: Investigating the grievance

Then the grievance should be investigated by MoEVT under the direction of the Social Specialist He/she will complete the investigation within two weeks of the grievance first being logged. Depending on the nature of the grievance, the approach and personnel involved in the investigation will vary. A complex problem may involve external experts for example. A more simple case may be easier, and quicker to investigate. The MoEVT-PIU Social Specialist will lead the investigation of the grievances with support from local administration and other entities as necessary. The Project will regularly update the complainant on the progress of the investigation and the timeline for resolution.

STEP 5: Concluding/resolving the grievance

The grievance should then be concluded the Project will outline the steps taken to ensure that the grievance does not reoccur. Consultation with aggrieved parties will be undertaken and views sought about Project recommendations. If a complainant is satisfied, then Communication Officer should seek their sign-off from the MoEVT-PIU social specialist.

STEP 6: Taking further steps if the grievance remains open

If however the grievance cannot be resolved then the Social Specialist, together with the CCCM and CO will initiate a further investigation as relevant. Protracted grievances will be discussed with the Project Manager/Project Coordinators and together with the Overall Project Coordinator will determine the steps for future action.

6.3.7.2 Record Keeping

All comment responses and, grievances are to be recorded using the grievance resolution form attached in Annex VII. This includes details of the comments/grievance, the commenter/aggrieved, and ultimately the steps taken to resolve the grievance. Hard copies of the form are to be forwarded to the Project offices. Any accompanying documentation e.g. written statements, photographic evidence, or investigation reports are to be filed along with the grievance log both in hard and soft copies.

A master database will be maintained by the M&E Unit to record and track the management of all comments and grievances. This will serve to help monitor and improve the performance of the Comment Response and, Grievance Mechanism.

6.3.7.3 Initial Response Template

MoEVT shall provide the initial response to the aggrieved only in the case of Grievances. This shall be written on headed paper. This response must be sent within 7 days of the grievance being entered into the logbook.

6.3.7.4 Monitoring and Review

Grievances shall be monitored monthly on the number of grievances received, resolved and outstanding. This will be undertaken by MoEVT PIU Social Specialist, Communication and Customer Care Manager, and Communication Officer. As part of the review process, reporting and analysing the trends and time taken for grievance resolution will help to evaluate the efficacy of the comment response and, grievance mechanism. As part of stakeholder engagement and consultation, involving the views of the stakeholders for whom the Comment Response and, Grievance Mechanism is designed in this monitoring and review will help to improve effectiveness and stakeholder buy-in.

7.0 PROJECT IMPLEMENTATION ARRANGEMENTS, RESPONSIBILITIES AND CAPACITY BUILDING

7.1 Project Implementation arrangement

The MoEVT will be responsible for overall project coordination through the existing Project Implementing Unit (PIU) which is currently responsible for the ZISP Project. The PIU will be responsible for coordinating relevant actors in the delivery of the project and PBCs as well as facilitation and oversight and monitoring of technical, fiduciary, procurement and environmental and social assessments during project preparation and implementation. The Zanzibar Institute of Education (ZIE) will be responsible for developing the syllabus based on the new curriculum and overseeing the textbook preparation process with support from providers and technical assistance as needed. It will also, in collaboration with the Zanzibar Examination Council (ZEC) oversee the implementation of the National Learning Assessment, with the support of technical assistance (Component 1). Designated Ministry departments will implement and oversee the delivery of continuous professional development, coaching and monitoring tools (to be further defined during project preparation) (Component 2). The MoEVT's engineering department will be responsible for overseeing school construction activities and monitoring contractors as needed as well as developing the school construction strategy and inclusive school design plans (Component 3). MoEVT may seek private providers, the State University of Zanzibar or other academic institutes to support the development of the new curricula textbooks and deliver training.

7.2 Project Implementation Units

The implementing agencies will each have a PIU – one in MoEVT and the second in ZIE. The PIUs will be responsible for project coordination, supervision, procurement, financial management functions, and progress reporting (Figure 7.1). Each of the PIUs will be staffed by individuals with the necessary skills to carry out the above functions. PIUs staff will be comprised of government employees and consultants as needed. The PIUs will be in place before project effectiveness. The PIU at MoEVT will work with the relevant technical staff and teams in beneficiary institutions. The PIU will work closely with core departments involved in project implementation and the directors for each of the departments and units will be focal points for the implementing team. These include the Department of Teachers Education (DTE), the Office of Chief Inspector of Education (OCIE), the Department of Planning and Policy and Research (DPPR), the Zanzibar Examination Council (ZEC), the Zanzibar Institute of Education (ZIE) as well as the Virtual Learning Environment (VLE) Team. The focal points will also have alternates ready to participate or provide information should the focal point be absent from project-related meetings and activities. In addition, for large works contracts under Component 3, supervision consultants will support the PIU in day-to-day supervision and reporting. The composition of PIU to project implementers is described hereunder;

- **MoEVT PIU** led by a project coordinator will comprise (at least), one project account, one procurement specialist, one project accountant, one FM specialist, one risk and impacts specialist (E&S), and Health and Safety Specialist.
- **ZIE PIU**, led by a project manager will comprise (at least) one project accountant, one procurement specialist, and financial management specialist.

However, to ensure the smooth implementation of the ZIQUE project, MoEVT and ZIE shall in one way or another work closely with the World Bank, ZEC, ESIA Consultants, Design

Consultants, Supervision Engineer/Consultant, The Contractor, ZEMA, DOEM, and Department of OHS.

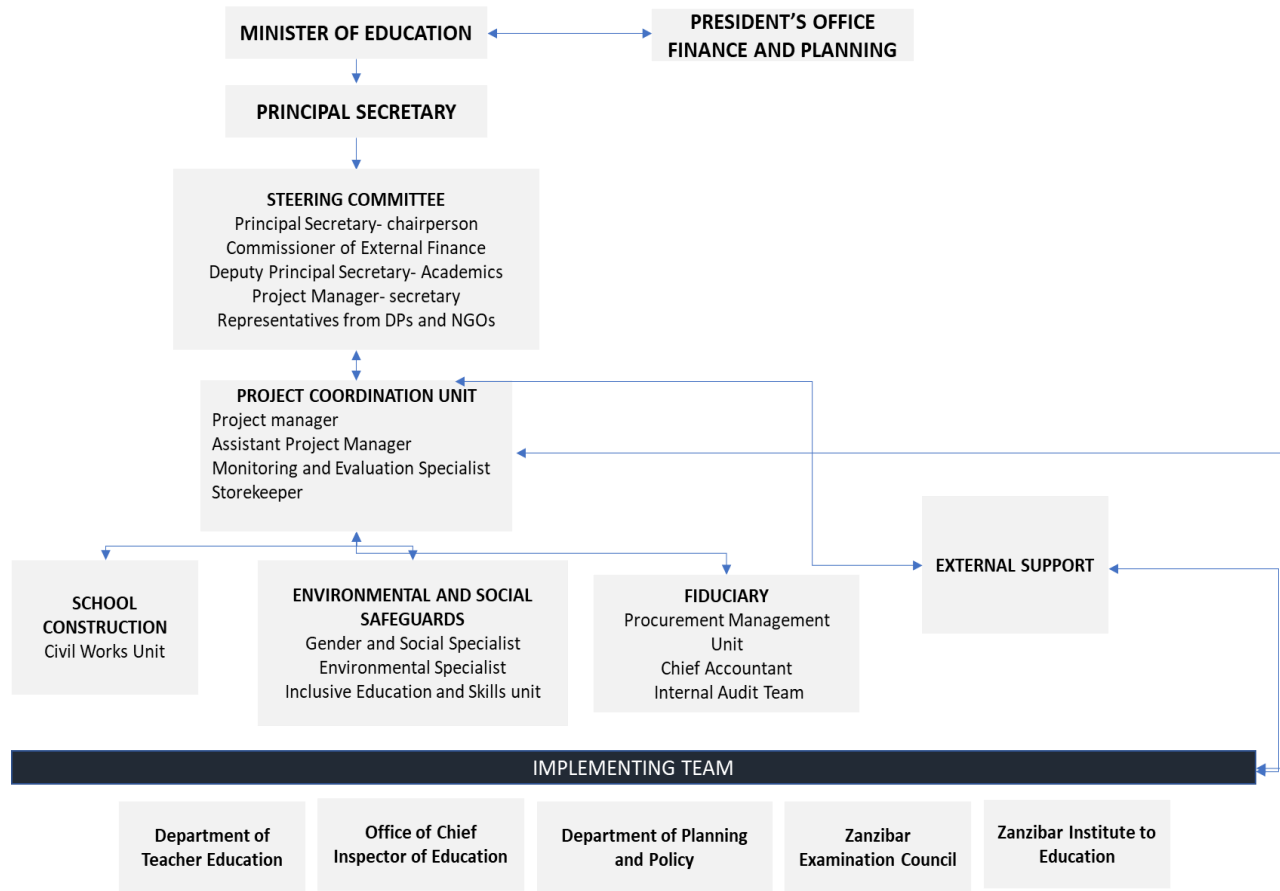


Figure 7.1: Overall Project Implementation Structure

7.3 Roles and responsibilities of project implementers in Environmental and Social issues

Ministry of Education and Vocational Training (MoEVT)

MoEVT shall establish a project implementation unit (PIU) for strategic planning and implementation of project components. Monitoring and Evaluation guidelines developed to monitor the entire project will include parameters for compliance with proposed measures to safeguard the environmental and social risks and impacts. Monitoring activities by the Implementers will be performed periodically through performance surveys/audits. MoEVT has no unit of environment, however, there is a professional environmental staff. The staff shall be responsible for handling environmental and social issues. MoEVT shall obtain one (1) Environmental specialist, one (1) Health and Safety specialist and one (1) Social Specialist with knowledge and experience in managing resettlement, Inclusive education, community engagement, Gender Based Violence or Sexual Exploitation and Abuse Risks. The roles and

responsibilities of MoEVT regarding environmental and social issues in specific project components are described below.

Roles and Responsibilities of Environmental Specialist at MoEVT

- i. Tracking project impacts associated to construction activities.
- ii. Undertake project sites E&S screening
- iii. Coordinate development of Environmental and safety management system (e.g. formulation of EMS policy, plans, procedures, monitoring and review
- iv. Ensure that the ESMF is implemented in compliance with National Legislations and the World Bank Group Environmental and Social Standards (ESSs) requirements;
- v. Ensure that the necessary environmental authorizations and permits are obtained;
- vi. Send ESIA and associated ESMPs to Zanzibar Environment Management Authority (ZEMA) for certification and to the World Bank for approval before the commencement of any works on site;
- vii. Determine the scope of environmental work i.e. identify the magnitude, sensitivity and risk category of the sub-projects;
- viii. Coordinate preparation of ESIA and environmental and social management plans (ESMPs) done by the consultant and site-specific ESMPs (SSESMP);
- ix. Coordinate development of Environmental and safety management system (e.g. formulation of EMS policy, plans, procedures, monitoring and review
- x. Facilitate public consultations and other project stakeholders in preparation for ESIA/ESMP and oversee the functionality of the project Grievance Mechanisms;
- xi. Ensure the relevant elements of the ESIA (including budget) are incorporated into final designs;
- xii. Include the requirements and mitigation measures from site-specific ESMPs in the bidding documents and contractor contracts;
- xiii. Provide site-specific ESMPs to the design consultants to incorporate E&S measures identified;
- xiv. Ensure that contractors have an Environmental Health and Safety Officer (EHS), who is familiar with the compliance requirements, including WB EHS guidelines;
- xv. Ensure supervision of the civil works either by hiring a supervision consultant or through designated environmental supervisors in the team of the supervision engineer;
- xvi. Review progress reports by the supervision engineer/consultant during civil works and conduct inspection of the sites;
- xvii. Send sub-project screening documents and site-specific ESMPs to ZEMA and the World Bank for approval;
- xviii. Send progress reports every 3 months to the World Bank.

Roles and Responsibilities of Health and Safety Specialist

- i. Coordinate development of Health and safety management system (e.g. formulation of OSH policy, plans, procedures, monitoring and review)
- ii. Ensure that the OHS system is implemented in compliance with National Legislations and the World Bank Group Environmental and Social Standards (ESSs) requirements;
- iii. Ensure that the necessary permits are obtained;
- iv. Keeping accidents records

- v. Ensure the relevant elements of OSH (including budget) are incorporated into final designs;
- vi. Include the requirements and mitigation measures from site-specific OSH in the bidding documents and contractor contracts;
- vii. Ensure that contractors have Health and Safety Officer (EHS), who is familiar with the compliance requirements, including WB HS guidelines;
- viii. Review progress reports by the supervision engineer/consultant during civil works and conduct inspection of the sites;
- ix. Send progress reports every 3 months to the World Bank.

Roles and Responsibilities of Social Specialist

- i. Tracking project impacts associated to construction activities.
- ii. Undertake consultations, focus group discussions, and other activities to ensure that the objectives of the SEP are met.
- iii. Liaise, as relevant, with local authorities to ensure smooth implementation of the SEP. and RAP
- iv. Coordinate SEP implementation with various areas/regions/etc. as relevant.
- v. Establish and maintain an effective grievance tracking system and where relevant ensure that grievances are channeled to appropriate response mechanisms (e.g. out-of-project, GBV service providers, etc.).
- vi. Receive and develop resolution of grievances as required.
- vii. Participate in grievance committee meetings as relevant.
- viii. Undertake a regular reviews of grievances and where relevant identify systemic issues to be addressed and trends that require attention from management.
- ix. Serve as a conduit of information between stakeholders and the project implementing team, especially in regard to emerging environmental and social risks, impacts and potential mitigation measures.
- x. Update the SEP including updating the stakeholder identification, as relevant, and as detailed in the Environmental and Social Commitment Plan.
- xi. Provide technical support and capacity building to relevant institutional and community actors to support the implementation of the SEP.
- xii. Prepare progress reports on the implementation of SEP, including grievance management, and submit them to project management.
- xiii. Coordinate implementation of RAP and or Livelihood restoration
- xiv. Ensure that community health and safety are observed during project implementation
- xv. Undertake project sites E &S screening
- xvi. Include the requirements and mitigation measures from site-specific ESMPs in the bidding documents and contractor contracts.

Environmental and Social Impact Assessment (ESIA) Consultants

- i. Work with the PIU to understand the requirements of the environmental and social assessment;
- ii. Conduct initial site visits with the PIU to understand the sub-project setting and site-specific requirements;

- iii. Prepare the ESIA's and ESMP's based on the procedures described in the ESMF including carrying out an alignment walk, alternatives analysis and baselines studies, identifying the E&S risks and impacts, developing mitigation measures and monitoring plans incorporating EHS requirements;
- iv. Cost all the mitigation and management measures proposed in the ESMP's and SSEMP's
- v. Propose a capacity-building plan for the implementation of the sub-projects for all actors involved with cost estimates and schedule;
- vi. Carry out public consultations;
- vii. Conduct training as needed;
- viii. Assist the PIU in preparing documentation to obtain certification from ZEMA for the ESIA's and ESMP's.

Design Consultants

- i. Understand the sub-project setting and site-specific requirements with discussions with the PIU;
- ii. Incorporate the issues identified in the ESIA's, ESMP's into the project design Provide cost estimates for implementing the design requirements.

Supervision Engineer/Consultant

The PIU shall hire an independent firm which has a Supervision Engineer, Environmental Specialist, Social Specialist, and Occupational Health and Safety Specialist to monitor and review the on-site implementation of the E&S measures. The duties of the officer responsible for E&S supervision shall include the following:

- i. Assist the PIU to ensure that the necessary environmental, health and safety authorizations and permits have been obtained;
- ii. Maintain open and direct lines of communication between the PIU and contractor(s) concerning environmental matters;
- iii. Review and approve the contractor's site-specific construction ESMP's (CESMP), Health and Safety, Labor Management Plans and Traffic Management Plans together with the PIU; Conduct regular site inspections of all work areas to ensure compliance with CESMP's and E&S specifications for contractors Assist the contractor in finding environmentally responsible solutions to problems;
- iv. Instruct the contractor(s) to take remedial actions within a specified timeframe, and carry out additional monitoring, if required, according to the contractual requirements and procedures in the event of non-compliance or complaints;
- v. Instruct the contractor(s) to stop activities which generate adverse impacts, and/or when the contractor(s) fails to implement the ESMP requirements / remedial actions;
- vi. Provide training to the contractor on the EHS requirements to be followed;
- vii. Monitor the contractor's environmental awareness training program for all personnel working onsite;
- viii. In case of any accidents or incidents, immediately notify the PIU and support the process of documenting and reporting the case to the WB; and

- ix. Prepare written reports for the PIU such as the weekly report of non-compliance issues; summary monthly report covering key issues and findings from supervision activities; and a consolidated summary report from the contractor's monthly report.

The Contractor

The contractor and his employees shall minimize the impacts that may result from the civil works and implement the mitigation measures to prevent harm and nuisances on local communities, and to minimize the negative impacts on the environment. The contractor shall appoint an Environmental, Health and Safety Officer to oversee the E&S aspects. The duties of the contractor include:

- i. Compliance with relevant environmental and social legislative requirements (project-specific, district- and national level), including allocating adequate budget for implementation of these requirements;
- ii. Work within the scope of contractual requirements and other tender conditions;
- iii. Prepare CESMPs based on the ESMPs in the bidding documents and contracts;
- iv. Train workers about EHS (including relevant WBG EHS Guidelines) and the site-specific environmental and social measures to be followed;
- v. The EHS officer of the contractor will participate in the joint site inspections with the PIU and Environmental Supervision Engineer/consultant;
- vi. Carry out any corrective actions instructed by the Supervision Engineer/consultant;
- vii. In case of non-compliance/discrepancies, carry out an investigation and submit proposals on mitigation measures, and implement remedial measures to reduce environmental impact;
- viii. Propose and carry out corrective actions to minimize the environmental impacts;
- ix. Send weekly reports of non-compliance to the Supervision Engineer/consultant;
- x. Send monthly progress reports to the Supervision Engineer/consultant.

World Bank

World Bank will be part of the project implementation team whose responsibilities will involve but not be limited to;

- i. Review the ESIA's, ESMPs and site-specific ESMPs;
- ii. Review quarterly reports by the implementing agencies;
- iii. Monitor compliance with the ESMF; and
- iv. Undertake implementation support missions.

ZEMA

ZEMA will perform an enforcement monitoring role supported by PIU based on submissions and recommendations from the EIS. The ZEMA will ensure that the monitoring plan for the overall monitoring of the entire ZIQUE Project requirements is implemented with a particular focus on monitoring the cumulative impacts of the infrastructure projects and ensuring that individual project components' mitigation measures are effective. ZEMA would primarily achieve this

objective through periodic field visits, coordinating and implementing the Training Program and through technical assistance and backup services to MoEVT project.

Department of OHS

It is the national designated authority that is responsible for the administration of occupational safety and health legislation. The department will cooperate with MoEVT in developing occupational Safety and health system. The department will perform periodic field visits and coordinate and monitor the implementation of the occupational Safety and health system through technical assistance and backup services to ZIQUE project.

7.4 Need for capacity building

7.4.1 Capacity needs to the organization on environmental and social impacts and risks management

There is an adequate national regulatory framework in Zanzibar and technical guidelines exist for environmental and social due diligence concerning the potential impacts of the project. However, the implementation of these regulatory frameworks at MoEVT might not be consistently up to standards due to insufficient resources – financial, personnel and skills – for preparing, reviewing and implementing ESIAAs, ESMPs and overseeing and monitoring the implementation of impact mitigation measures. MoEVT has experience in dealing with Education projects under ZISP, which was implemented by MoEVT under IPF and old environmental and social safeguards policies. However, the institutional capacity in environmental and social risk management of MoEVT needs to be enhanced. The newly designated Environmental and Social staff to supervise environmental and social risk management at the Ministry level will require training in overall environmental and social risk management, and specific training in the Environment and Social Framework (ESF). MoEVT has no dedicated unit for environmental and social risk and impact management. Thus, the implementation of ZIQUE project may not receive adequate environmental and social supervision and monitoring. However, there is an opportunity to strengthen the capacity for monitoring, supervision and enforcement of impact management implementation by adding staff or establishing an environmental and social unit at MoEVT.

7.4.2 Capacity needs to Project Management Team (PIU)

To ensure that there is adequate capacity to implement and monitor E&S issues, capacity building will be needed by the project team in the institution to facilitate effective management of E&S issues. The capacity building will enable improvement of the understanding and capacity for monitoring and evaluation reporting expected by PIU and compliance with the World Bank standards and procedures. Under this the capacity-building objectives will intend to achieve the following:

- Develop and impart skills to EO and project team in the respective institution for screening and monitoring environmental and social concerns; and
- Impart skills to contractors, service providers and communities to report in line with the WB ESF and Zanzibar legislations.

7.4.3 Capacity needs in developing Environmental and Social Management Systems (ESMS)

MoEVT has no Environmental & Social Management System (ESMS) that provides details of the environmental policy, procedures and operational controls in their business. MoEVT needs to prepare ESMS although support is required in the following stages of the ESMS;

- Setting objectives and targets consistent with the policy
- Define the roles and responsibilities of persons responsible for the implementation of ESMS
- Develop document control procedures on the ESMS
- Develop operational control procedures for operations that are associated with the identified environmental aspects
- Develop a monitoring system which will allow performance review and continuous improvement
- Define performance indicators and how to measure them
- Carry out environment awareness training on EMS for Company Management and other MoEVT employees

7.4.4 Capacity needs in preparing Safety and Health System

MoEVT may need to get support in developing an Emergency Response Plan (ERP) and training employees and making the plan available to all workplaces (schools). The plan should conform to the procedures set out in their EMS's Emergency Preparedness Response. The ERP shall clearly outline the potential emergencies that may affect school facilities such as fires and explosions, major fuel spillages and malfunctioning of projects. The plan should give clear instructions as to what actions are required by relevant personnel in the event of said emergencies.

7.4.5 Capacity needs for Project Management

Capacity need assessment has revealed that MoEVT does not have the required capacity to comply with the requirements of the Environmental Policy and Environmental Management Act. A similar situation is also revealed in this project in which MoEVT lack the necessary capacity to address Environmental and social issues. Major gaps at MoEVT are the lack of environmental, gender and occupational Safety and Health policies for integrating environmental and social management issues starting from project development, planning and implementation.

Therefore, MoEVT cannot screen, review and clear project components. These weaknesses define the inadequacies in managing environmental and social issues along with implementing the ESMP in this project. Thus, the ESMP will be implemented through the administrative and management structure defined in this project. However, the implementing sector has to be strengthened in terms of resources and training for capacity building.

7.4.6 Capacity needs for Environmental and Social Specialists and Other Project Staff

For successful implementation of the ESMF, capacity enhancement through training should be done for the MoEVT project team. The training can be in the form of the whole project staff or Training of Trainers (TOT), and it can be in the form of a short or long workshop. The training will ensure that the specialists can manage and monitor the environmental and social aspects of

project activities. The workshop should take place in the first quarter of the ZIQUE project implementation. The workshop can be conducted by an external consultant with substantial knowledge of the environmental management requirements for Tanzania, including World Bank ESF and requirements. Other relevant staff members of MoEVT can be included in the training to widen the familiarization with the ESMF.

However, before the selection of specific training that will be conducted, a training need assessment will be conducted to identify gaps in knowledge, skills and abilities for an employee who will be involved in the implementation of E&S risk and impacts-related activities. The gap between existing capacity and the required one for successful implementation/supervision of environmental and social risk and impacts-related actions will be used for the identification of specific training. Thus, key training areas can include, but are not limited to the following;

(a) Environmental and Social assessment process:

- i. Screening process;
- ii. Impact prediction and identification;
- iii. Formulation of mitigation measures;
- iv. Formulation of the environmental and social management plan;
- v. How to prepare terms of reference for environmental and social impact assessment;
- vi. How to integrate environmental and social management considerations in project design and preparation of contract documents for construction;
- vii. Reviewing, and approving ESIA's;
- viii. Public participation in the ESIA process;
- ix. Monitoring and reporting of project implementation.
- x. GBV handling;
- xi. GRM operationalization; and
- xii. Stakeholders engagement.

(b) Environmental and Social policies, frameworks, standards, procedures and guidelines:

- i. How to incorporate Environmental and social policies and legislation according to the nature of the project;
- ii. World Bank Environmental and Social Standards applicable to the project, including special capacity building on labour and working conditions, as well as on implementation, monitoring, and reporting
- iii. Guidance for review of ESIA and ESMP; and
- iv. Collaboration with relevant institutions through workshops on environmental and social, including labour and working conditions, and risk management in each of the seven districts involving District Community Officers.
- v. Deliver training on environmental and social standards and corresponding national laws, for community officers, contractors, relevant government agencies, and other entities. Special issues to be covered may include sensitization regarding gender-based violence risks, the inclusion of vulnerable individuals and groups about project design, implementation, and impacts, participatory approaches, and labour and working conditions.

(c) Occupational Safety and Health issues:

- i. Hazard identification
 - ii. Hazard assessment and management
 - iii. Risk assessment and management
 - iv. Emergency preparedness plan and Response
 - v. Child protection
 - vi. Safety issues in schools
 - vii. Risks and crises management
 - viii. Stakeholder engagement and grievance management, including about the worker grievance mechanism, for the social and environmental staff.
- (d) Other key topics on environmental and social issues:
- i. How to prepare the Environmental and Social Management Systems;
 - ii. How to screen projects; appraise and approve ESIA's;
 - iii. How to review environmental and social screening and assessment processes;
 - iv. How to supervise and report the implementation of the project components;
 - v. How to create baseline information before project implementation;
 - vi. Environmental pollution;
 - vii. Gender issues during project implementation
 - viii. Child labour issues
 - ix. Waste management; and
 - x. Protection of water resources against pollution.

7.5 Cost for addressing environmental, social, safety and health issues

Adequate budget allocation is a critical requirement for addressing environmental and social issues. An estimated budgetary allocation of US\$ 1,829,000 will be required to comply with environmental and social standards (Table 7.2). The proposed costs are only indicative, should the proposed development proceed with the suggested changes, MoEVT will work out on actual costs and include them in the overall cost of the project.

The costs include an additional budget for developing and implementing an Environmental and Social Management system (ESMS) and Safety and Health System for MoEVT and a budget for capacity support via recruitment of dedicated environmental and social risk and impacts specialists (1 Health and safety specialist) for MoEVT team. The team will strengthen the existing capacity to ensure the effective implementation of the ESMP. There will be a cost for preparing a traffic impact management plan, waste management, emergency response management plan, occupational safety and health management systems etc. Another aspect of the cost will cover training in the form of short and long workshops to enhance skills on environmental and social issues which are likely to be addressed in the project implementation such as environmental and Social policies, procedures and guidelines, screening process, impact assessment, developing mitigation plans, monitoring and reporting. Other training will include environmental and social issues like gender, environmental pollution, waste management and occupational health and safety issues.

Table 7.2: Cost of implementing Environmental and Social Management Framework (ESMF)

Item #	Mitigation Measure	Responsible Entity	Deadline	Monitoring Frequency	Budget (US\$)
Establishment of Environmental and Social Unit					
1.1	Procurement of office furniture and working facilities	MoEVT management/ PIU/ Consultant	During the first year of ZIQUE Implementation		5,000
Develop and Implement an ESMS manual based on Plan/Do/Check/Act Cycle.					
2.1	Develop Environmental and Social Policy for MoEVT	MoEVT /PIU/Schools' administrations/ Consultant	During the first year of ZIQUE Implementation	Quarterly monitoring and Verification Report	10,000
2.2	Set objectives and targets consistent with E&S Policy.				1,000
2.3	Define roles and responsibilities for persons responsible for the implementation of the EMS, budget for staff and consultant, travel and equipment				5,000
2.4	Develop document control procedures and templates to ensure the quality of data entry for the EMS system.				5,000
2.5	Develop operational control procedures for operations that are associated with the identified environmental and social aspects of MoEVT's daily operations and those of their approved contractors and suppliers.		During the first/second year of ZIQUE Implementation		5,000
2.6	Develop a monitoring programme and system which will allow performance evaluation and review of the EMS for continuous improvement.				3,000
2.7	Define performance monitoring indicators and how to measure them to assess performance of the EMS.				2,500
2.8	Carry out environment awareness training on EMS for both MoEVT, school administration and other relevant staff of approved contractors and suppliers.				10,000
Develop and Implement Safety and Health Management System					
3.1	Develop Occupational Health and Safety policy	MoEVT management/ PIU/Schools'	During first year of MoEVT Implementation	Verification Report	20,000
3.2	Develop an emergency response management plan and display on-site spill response procedures				20,000

Item #	Mitigation Measure	Responsible Entity	Deadline	Monitoring Frequency	Budget (US\$)
3.3	Developments of a local emergency plan and local major outbreaks in case of infrastructure breakdowns, especially near roads or residential areas	administration/ Consultant			20,000
3.4	Develop a monitoring programme and system which will allow performance evaluation and review of the OHS system for continuous improvement.				20,000
3.5	Define performance monitoring indicators and how to measure them to assess the performance of OHS system				20,000
Cost for engaging consultants for the preparation of Environmental and Social Instruments					
4.1	Preparation of ESIA/ESMP for all sites	MoEVT PIU/Consultant	Ready in November 2023 Before finalization/ preparation of bidding documents for civil works	Reports	200,000
Cost for hiring an independent firm/consultant to monitor and review on-site implementation of the E&S measures by the contractor					
5.1	Environmental Specialist	MoEVT Management/ PIU/Consultant	Get engaged Before the commencement of any civil works and work throughout the ZIQUE Project Implementation	Reports	1,365,000
5.2	Social Specialist				
5.3	Occupational Health and Safety Specialist				
Develop Gender Policy					
6.1	Develop Gender Policy to mainstream gender outcomes into the ZIQUE project	MoEVT management/Co nsultant	By November 2024	Study Report approved by the Management	20,000

Item #	Mitigation Measure	Responsible Entity	Deadline	Monitoring Frequency	Budget (US\$)
Recruit Dedicated E&S risk and impacts staff to improve on the capacity for ZIQUE Project Implementation					
7.1	Recruit one (1) Safety and Health Specialist for the MoEVT team	MoEVT management/PI U	Before the end of the first quarter following Project approval by the Bank	Report	60,000
Training					
8.1	Environmental and Social assessment process: <ul style="list-style-type: none"> • Screening process; • Impact prediction and identification; • Formulation of mitigation measures; • Formulation of the environmental and social management plan; • How to prepare terms of reference for environmental and social impact assessment; • How to integrate environmental and social management considerations in project design and preparation of contract documents for construction; • Reviewing, and approving ESIA's; • Public participation in the ESIA process; and • Monitoring and reporting of project implementation. 	MoEVT management/PI U/Schools' administration/ Consultant	Before the end of the first quarter following Project approval by the Bank	Verification Report	15,000
8.2	Environmental and Social policies, procedures and guidelines: <ul style="list-style-type: none"> • How to incorporate Environmental and social policies and legislation according to the nature of the project; • World Bank Environmental and Social Standards • Review of ESIA and ESMP; and • Collaboration with relevant institutions. 	MoEVT management/PI U/Schools' administrations/ Consultant	Before the end of the first quarter following Project approval by the Bank	Verification Report	10,000

Item #	Mitigation Measure	Responsible Entity	Deadline	Monitoring Frequency	Budget (US\$)
8.3	Occupational Safety and Health issues: <ul style="list-style-type: none"> • Hazard identification • Hazard assessment and management • Risk assessment and management • Emergency preparedness plan and Response • Risks and crises management • Training for local communities on risk management • Training on child protection • Training on safety issues 	MoEVT management/Consultant	Before the end of the first Quarter following Project approval by the Bank	Verification Report	10,000
8.4	Other key topics on environmental and social issues: <ul style="list-style-type: none"> • How to prepare Environmental and Social Management Systems • How to screen projects appraise and approve ESIA's • How to review environmental and social screening and assessment processes • How to supervise and report the implementation of the project components • How to create baseline information before project implementation • Environmental pollution • Gender issues during project implementation • Waste management and • Protection of water resources against pollution. • Curriculum design, assessment, review and monitoring • Research skills 	MoEVT management/Consultant	Before the end of the first Quarter following Project approval by the Bank	Verification Report	10,000
Grand Total				(US\$)	1,829,000

8.0 STAKEHOLDER ENGAGEMENT AND INFORMATION DISCLOSURE

8.1 Stakeholder Consultation

Stakeholder consultation shall be done with people affected by the project in any way, government agencies, Districts, Ministries, NGOs, vulnerable groups and other interested parties as stipulated in the SEP. This shall continue throughout the project life, i.e., design and during construction. This includes during the preparation of E&S risk and impacts instruments. Participation needs to be meaningful and inclusive of all stakeholders and communities. MoEVT, through a consultant, will conduct a monitoring exercise on the implementation of the SEP including regular communication to the community on risks/impacts.

However, the level of stakeholder engagement will depend on the subproject phase, location, likelihood and magnitude of impacts. All consultations for the project will be a two-way dialogue with the provision of project-related information and obtaining feedback from participants. Collected feedback will need to be used to improve project design and mitigation plans. Consultations such as during the preparation of ESIA will be documented. This includes a list of stakeholders, issues raised, the response provided and how those issues are reflected in the design.

8.2 Consultation process during ESMF preparation

For the preparation of ESMF, Stakeholder consultations were done in three phases. During the first phase, the consultation was done before the preparation of ESMF; in this phase, the consultation was done at the Ministry of Education and Vocational Training (MoEVT), Zanzibar Institute of Education (ZIE), Zanzibar Examination Council, and States University of Zanzibar (SUZA). The second phase was done during the preparation of ESMF. This was done in August and September 2022 at different levels including the respective project district offices (Urban West A & Urban West B Municipalities and districts), Zanzibar Teachers Union, Zanzibar Association of Private Schools, Teachers Inclusive Education and Life Skills (IELS) unit, Zanzibar Institute of Education (ZIE) and Schools' committees. Stakeholder consultations were also done with the Ministry of Water Energy and Mineral (MWEM), Occupation Safety and Health (OSH) department, Zanzibar Environmental Management Authority (ZEMA), the Fire and Rescue Force, and NGOs (Milele Zanzibar Foundation). These stakeholders requested for an appointment via phone calls and letters. Upon confirmation of appointments, the consultant and MoEVT representative (environmental coordinator) visited stakeholders whereby discussions were held in their respective offices.

The consultation aims to obtain their environmental and socio-economic concerns and perceptions regarding the proposed project which include envisaged negative environmental impacts, negative and positive social impacts of the project, management aspects of the identified negative impacts, enhancement mechanism of positive impacts and aspects to be considered for sustainable project operations.

The consultation methods employed by the consultant team were mainly interviews and focus group discussions. Before the discussion about the project, the ESMF consultant team used the project concept notes to provide the ZIQUE project description. The description entailed project rationale, key project activities, timeline and next step, implementation arrangement, project scope and funding.

Stakeholders had an opportunity of providing their questions, views and perspectives on the project. These were documented and responded to accordingly by the consultant team and MoEVT representatives. Minutes on discussions of the stakeholder's consultation, dates of consultations, their names of the list of stakeholders consulted, venues, details of raised issues and response from the MoEVT consultant team are shown in Annex X.

8.2.1 Summary of Stakeholders' Views and Concerns

The study team identified the main concerns and issues raised by different stakeholders as indicated in the sections hereunder.

8.2.1.1 Project Acceptance /Recommendations/Considerations

Consultations with stakeholders were carried out to determine the socio-economic aspirations of the community and also to assess the people's perception of the implementation of the ZIQUE project. Generally, consultation with stakeholders indicated that the proposed project is viewed as a positive venture that may improve the quality of basic education and accelerate the development in Zanzibar. In addition, participants were convinced that the project would not pose irreversible negative impacts on the environment or community in the foreseeable future. The threats of the proposed project to the nearby communities were identified as noise generation, biodiversity loss, water pollution, occupational health and safety and increase solid waste generation.

8.2.1.2 Analysis of stakeholder views and concerns

Environmental and Socio-economic issues that emerged during the consultations with stakeholders and from other sources regarding the ZIQUE project were categorised and sorted into specific topics. The categorisation includes economic impacts – employment, livelihoods, health impacts; environmental, safety and security; community services; and general well-being impacts. Both actual and perceived impacts are described, having been gathered from people's opinions as well as factual data and comments.

Most of the economic impacts of the proposed project are positive, in that the implementation of the ZIQUE project is associated with benefits. Health impacts – both real and perceived – are those associated with water pollution as a result of the project and increased risk of accident and security/ incidents. Many of the anticipated community impacts – especially on safety and security need prompt handling. The identified environmental and socio-economic impacts are summarised in Table 8.1.

Table 8.1: Identified socioeconomic impacts

Topics	Aspect	Potential Impacts
Economic issues	Macroeconomics	Tax payments to Government will increase due to an improved business atmosphere resulting in local and national economic development
	Employment	Availability of jobs
	Business and market opportunities	Opportunities for local businesses to provide goods and services during the project's lifetime
Environmental and Health issues	Noise levels in the community	Perceived there will be an increase in noise levels in the project area during the construction phase

Topics	Aspect	Potential Impacts
	Air quality – dust from the project	Increase in dust generation and fumes/emissions from the project Perceived potential for increased airborne diseases
	Biodiversity	There will be a clearance of vegetation during the construction phase
Occupational and Safety issues	Occupational accidents	Increased risk of accidents to workers from construction and operational activities
Demographics and population movements	The influx of people in search of employment	Increased adverse social impacts associated with the influx of people Increased economic opportunities

Source: Consultant analysis, September 2022

8.2.1.3. Stakeholders' expectations on negative and positive impacts of the ZIQUE project

The study provided a wide variety of views and opinions on what are considered to be the main concerns and issues of different stakeholders. The raised concerns were analysed and then given a due weight based on the frequency of issues which were raised. Stakeholders expect that MoEVT will consider their views in the planning and implementation of the project. For instance, stakeholders expect that the proposed ZIQUE project will solve the infrastructure problems for learning.

8.3 Information Disclosure

All E&S risk and impact reports for the project will be publicly disclosed and made available in both English and Swahili versions to the project-affected groups, interested groups/individuals, NGOs, and the general public as a whole. Disclosure of the ESMF is planned to be in Zanzibar (MoEVT) and on the World Bank website. Copies of the draft documents will be available for public review and comment at the following locations for 180 days:

- Information centre of the MoEVT;
- Offices of Regional and District Office within the project area of influence;
- Offices of the Executive Director in respective District;
- Offices of the Ward Executive Officer (WEO) and Shehia with a sub-project
- Info-Shop of the World Bank where the disclosure will precede appraisal of ZIQUE

The ESIA/ESMP prepared for the proposed ZIQUE project sub-component will also be disclosed to the public as detailed above. Copies of the documents will be accessible to the public and interested parties; different easily accessible locations shall be used for disclosure, i.e., local government authorities (e.g., local councils, district offices), government agencies (e.g., ZEMA) and implementing partners.

8.4 Ongoing engagement after the disclosure process

MoEVT has provided adverts through media with information about the project, including project components, project impacts and mechanisms to handle the impacts. However, the adverts did not reach most of the affected households as the project sites have not yet been known. Consequently, MoEVT shall prepare more targeted communication materials, including video clips and a PowerPoint presentation, to provide explanations of the impact of the project and safety rules. The communication materials will be accessed at shehia offices and MoEVT head office. These lessons will be taken into account for the ZIQUE project implementation.

8.5 Mechanism(s) for Future Consultations and Information Disclosure

The effectiveness of risks/impacts mitigation and level of compliance shall be gauged through ongoing consultation and participation of stakeholders throughout the project life so that both parties have a common perception as to what the project entails. The consultation will be done as stipulated in SEP, whereby the following categories of stakeholders are identified;

- Government officials-Ministry of Education and Vocational Training, Ministry of Water, Energy and Mineral, The Ministry of State (president's Office) Second Vice President dealing with Environment; Local Government Authorities and Municipality; and Department;
- Government Agencies-
- Impacted communities-Communities in all shehias
- NGOs like Milele Zanzibar Foundation, The Zanzibar Disability Association (UWZ)
- Association of Private Schools of Zanzibar and Teachers Unions
- Disadvantaged/Vulnerable Individuals (Women, Elderly, Youth and people with disabilities)

This list of stakeholders is likely to expand/change in composition through project implementation. Additional stakeholder groups might include:

- Contractors and subcontractors;
- Suppliers and businesses;
- Private sectors;
- Academic community; and
- Interest groups

Methods to be used to ensure effective consultation and information disclosure shall include:

Public/community meetings

At the start of the project, MoEVT will organise project launch meetings in each of the beneficiary Districts. From then on, Community Liaison Officers (one project focal person per district) will help organize community meetings/sensitization sessions in the Shehia/villages quarterly throughout the project's lifecycle. The facilitation of these meetings and the Focal Persons as Community Liaison Officers (CLOs) will be provided through the project. Meetings in each of the District Council and Municipality (LGAs) levels will also be organized quarterly.

Mass/social media communication

The officer from Public Relations Department shall post information on the MoEVT Facebook page, and communicate with the local population via social media campaigns or tools like WhatsApp throughout the project's lifecycle. Social media channels will be used as much as possible to disseminate information as rates of social media use (especially Facebook) appear to be high across users of different ages and backgrounds to project beneficiaries.

Communication materials

Written information will be disclosed to the public via a variety of communication materials including brochures, flyers, posters, etc. A public relations kit will be designed specifically and distributed both in print and online form. The Ministry of Education website will be used to disclose project documents via a dedicated ZIQUE webpage, including the mitigation documents such as the ESMF and RPF and subsequent ESIA's, and RAPs, documents on environmental and social performance, and other relevant material. The material will be provided in both Kiswahili and English (executive summaries of the environmental and social documents will be translated into Kiswahili). MoEVT will also update its website regularly (at least quarterly) with key project updates and reports on the project's environmental and social performance both in English and Swahili. The website will also provide information about the grievance mechanism for the project.

Training, workshops

Finally, training on a variety of social and environmental issues will be provided to MoEVT project staff and contractor staff and possibly relevant government or non-government service providers. Issues covered will include sensitization to gender-based violence risks, inclusiveness of vulnerable individuals and Environmental, Health and safety risks.

Information Desks

Information Desks in each school will provide project information through Brochures and fliers on various project-related social and environmental risks. All future project-related environmental and social monitoring reports, listed in the above sections will be disclosed on a webpage. Project updates (including news on construction activities and relevant environmental and social data) will also be posted on the homepage of MoEVT's website.

9. SUMMARY AND CONCLUSION

At the time of ZIQUE project preparation, seven (7) Environmental and Social Standards (ESS1, ESS2, ESS3, ESS4, ESS5, ESS6 and ESS10) were found to be relevant. However, the Revolutionary Governmental of Zanzibar (RGoZ) and MoEVT have strengths and opportunities to comply with standards. Thus, the project will entail minimal adverse environmental impacts if adequate mitigation measures are proposed and incorporated in the project design. In that regard, the proposed project is a positive venture that may stimulate new economic and social activities and enhance development in Zanzibar.

In addition, stakeholders were convinced that the project will not pose irreversible negative impacts on the environment or community in the foreseeable future. The threats of the proposed project to the nearby communities were identified as noise, dust generation, traffic accidents, occupational health and safety and increased solid waste generation.

It can therefore be concluded that the proposed project will entail no significant impacts provided that the recommended mitigation measures highlighted are adequately and timely implemented. MoEVT will have to be committed to implementing all the recommendations given in this ESMF and further carrying out the environmental auditing and monitoring schedules

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ANNEXES

Annex I: Environmental and social Screening Form

Guidelines for Screening

The evaluator will undertake the assignment after:

- Gaining adequate knowledge of baseline information of the area
- Gaining knowledge of proposed project activities for the area
- Having been briefed/trained in environmental and social screening.

The form is to be completed with the consensus of at least three people, knowledgeable of the Screening processes (such as the Environmental Management Officers)

Name of project:

Name of Institution:

Contact details of the person who is responsible for filling out this form

Name:

Title;

Telephone Number:

Fax number:

E-Mail Address:

Date:

Signature:

1. Project Description

Please provide information on the type and scale of the project (project area, area of construction buildings, access roads, and landscape), and waste generated (solid, liquid and air).

2. The Natural Environment

a) Describe the vegetation/trees in/adjacent to the project area.

.....

.....

b) Estimate and indicate where vegetation/trees might need to be cleared

.....

.....

c) Are there any environmentally sensitive areas or threatened species (specify below) that Could be adversely affected by the project?

YesNo

i. Natural Forests Yes No

ii. National Parks Yes No

iii. Rivers Yes No

iv. Lakes Yes No

v. Wetlands (swamps, seasonally inundated areas)

YesNo

vi. Habitats of endangered species for which protection is required under Tanzania laws
And/or international agreements

Yes No

vii. Others (describe). Yes No

3. River Ecology

Is there a possibility that, due to the installation of structures, such as houses and water systems, the river ecology will be adversely affected? Attention will be paid to water quality and quantity, the nature, productivity and use of aquatic habitats and variations of these over time.

Yes.....No.....

4. Protected Areas

Does the project component area (or components of the project) occur within/adjacent to any Protected areas designated by the government (national park, natural reserve, world heritage site Etc.)?

Yes.....No.....

If the project component is outside, but close to, any protected area, is it likely to adversely affect the ecology within the protected areas (e.g., interference with the migration routes of mammals or Birds)?

Yes.....No.....

5. Geology and Soils

Based upon visual inspection or available literature, are there areas of possible geologic or soil Instability (erosion-prone, landslide-prone, subsidence prone)?

Yes.....No.....

Based on visual inspection or available literature, are there areas that are at risk of a large-scale Increase in soil leaching and/or erosion?

Yes.....No.....

6. Landscape/aesthetics

Is there a possibility that the project component will adversely affect the aesthetic attractiveness of the local landscape?

Yes.....No.....

7. Invasive Plant species

Is the sub-project likely to result in the spread of invasive plant species

Yes.....No.....

8. Historical, Archaeological or cultural heritage sites

Based on local knowledge available source, and after consultation with local authorities and/or observations, could the project component alter any historical, archaeological or cultural heritage sites or require excavation near these sites?

Yes.....No.....

9. Resettlement and/or Land Acquisition

Will involuntary resettlement, land acquisition, or loss of access to land as defined by World Bank ESS5 be caused by project component implementation?

Yes.....No.....

10. Loss of Crops, Fruit trees and Household Infrastructure

Will the project component result in the permanent or temporary loss of crops, fruit trees and household infrastructure?

Yes.....No.....

11. Noise pollution during construction and Operations

Will the operating noise level exceed the allowable decibel level for the zone?

Yes.....No.....

12. Will the project have adverse impacts on natural habitats that will not have acceptable Mitigation measures according to ESS 6 on Natural Habitats?

Yes.....No.....

13. Public Consultation Process

Briefly describe the sub-project consultation process in terms of when consultations took place, where they took place, who participated and what criteria were used to select participants in this process that were the contributions from the participants, was it recorded and were the contributions from participants included in decision making, (use separate sZIQUE if necessary).

.....
.....

14. Did the consultation and participatory process described in 13 above involve the following Social/ vulnerable groups?

Women: Yes.....No.....

The elderly: Yes.....No.....

Widows/widowers: yes.....No.....

Orphans: Yes.....No.....

15. Will the groups (in the 14 above) have access to and benefit from this project component?

Yes.....No.....

Annex II: EIA process in Zanzibar

Step	Step	Timeline	Responsibility
1	Registration for EIA. This compulsory step gives notice to ZEMA of the intent of the proponent to embark on the EIA or Environmental Audit process and enables both the proponent and the Authority to keep track of timelines as set out in this document	At the start of the process	Proponent
2	Screening is undertaken	Will be conducted within ten working days of registration for EIA	ZEMA undertakes to screen and invites the proponent or his/her representative to be present
3	Screening Statement produced If an EIA is not necessary, a Letter of Approval will be issued with conditions if there are any, or the project may be refused in a Letter of Refusal that briefly lists reasons for refusing permission for the project to proceed. If the project can proceed pending an EIA	Will be produced within 10 working days after screening	ZEMA
4	If an EIA is determined to be necessary, then a Scoping will need to be undertaken, which culminates in a Scoping Report	Will be done between 10 and 20 working days after the issuance of the screening statement, depending on the size of the project	ZEMA undertakes to scope where the applicant is present; specialist consultants may be invited to undertake the Scoping at the cost of the Proponent; ZEMA or specialist consultants produce the Scoping Report
5	Preparation of the Terms of Reference	Will be done within 10 to 20 working days after screening	ZEMA can collaborate with other stakeholders to complete the ToR; in cases of large projects ZEMA may require an expert opinion on the cost of the proponent,

Step	Step	Timeline	Responsibility
			ZEMA still has the approval
6	Submission of ToR to Proponent (applicant)	Upon completion of ToR	ZEMA
7	Submission of CVs of the Team of Experts.Data information of EIA expertise or company that conducts EIA	Will be done within 10 working days after receipt of the ToR	Proponent to the ZEMA; ZEMA approves
8	Letter of Approval of Experts	Will be done within 10 days of receiving the submission of a team of experts	ZEMA
9	Production of EIS	Should be done between 2 and 6 months period	Proponent to the ZEMA
10	Display and Circulation of EIS to the Public and other institutions	Should be done between 10 working days after submission	ZEMA
	Review of the EIA Report (Environmental Impact Statement - EIS)	Within 20 working days after submission of EIS	ZEMA submission should be done not less than 20 days and not more than 30 working days from the time of effective notice
11	Further information may be requested	Within 5 working days after the re-view	ZEMA
12	Further information is supplied as requested	Within 20 days of the request	Proponent
13	The decision whether to issue an EIA Certificate and issuance of the certificate, perhaps with conditions, or a Final Letter of Refusal	Within 14 working days	ZEMA

Annex III: National Requirements for ESIA outline

The consultant shall perform the following tasks while preparing ESIA

- i. Formalization with project documents and, Environmental and Social Screening (ESS) forms
- ii. Conduct fieldwork for physical survey, investigation, and social-economic survey. This is intended to facilitate the acquisition of information and data on physical, cultural and social aspects of the project sites and the neighboring area.
- iii. Identifying and reviewing key legislative, institutional, regulatory and administrative regimes as well as the World Bank Environmental and Social Standards within which the proposed project will operate
- iv. Conducting consultative meetings/interviews with all stakeholders about the project.
- v. Identification of Environmental and Social impacts/issues
- vi. Evaluation of Predicted Impacts
- vii. Analysis of the Project Alternatives
- viii. Preparing Mitigation Measures -For negative impacts, appropriate mitigation measures to make the project environmentally friendly
- ix. Developing Monitoring Plan- Specifically, the monitoring section of ESMP shall have a specific description and technical details of the monitoring method, including the indicators to be measured, how they will be measured and by whom, the sampling locations, the frequency of measurements and the definition of thresholds that will signal the need for corrective actions.
- x. Establishing Institutional Arrangements and Responsibilities- this will describe institutional arrangements and responsibility for the implementation of mitigation measures and carrying out the monitoring regime for operations, supervision, enforcement, remedial action, financing, reporting and staff training. Additionally, the ESMP should have an estimate of the costs required to address the mitigation measures and activities to be implemented by different actors.
- xi. Finally, the ESIA is envisaged to have the following contents;

Cover Page:

The cover page must display important information prominently and facilitate referencing. It should therefore contain information such as:-

- Title of the Environmental & Social Impact Statement
- Location (s) of the proposed Project's activities
- Project Proponent
- Lead Consultant(s)
- Contact Addresses – post office box number, fax and phone numbers, and email
- Reviewing Authority
- Approving Authority
- Date of completion of the report

Table of Contents:

The page of contents should contain the following:

- List of major sections of the report
- List of Tables
- List of figures (including maps, graphs and plates) and illustrations
- List of appendices
- Page numbers of the report

List of Acronyms

Definitions of technical terms

Non-Technical Executive summary of the Environmental & Social Impact Statement in both English and Swahili

Chapter 1: Introduction

- Brief description of the project – name, nature, size, location of the project, its importance and justification, etc.
- Land description - Project location, Shehia, District, etc.
- Profile of the project proponent, organization, project consultants, etc.
- Objectives, Scope, and Study Methodologies
- ToR

Chapter 2: Project Description

- Project Feasibility Study and references from Detailed Project Document
- Details about the description of the project site, geology, soil, topography, hydrological survey, groundwater survey, wetlands, biodiversity, socio-cultural environment of the surrounding area, the economic aspect of the project for the local communities and for the country, etc. should be included.
- Quantity of raw materials involved during the construction phase along with their source of origin.
- The use of existing public infrastructure such as other road networks, water supply lines, electricity lines, built-up environment, etc., in the construction activities should be elaborated.
- The cost and budget, financial projection, etc., of each project component should be highlighted
- Details of land acquisition, compensation, resettlement, and incentives.
- Resources, manpower and time frame involved, etc.
- Monitoring and Evaluation of the construction phase, etc.

The following maps and drawings must be presented:

- Maps specifying project locations

- Land Use Map showing activities of the surrounding areas
- Site layout plan showing all details of design, construction and operations.

Chapter 3. Description of the Environment:

This section should include detailed biophysical profiles of the project location.

- The topography of the proposed site should be clearly stated.
- Geology of the proposed site including soil profile and quality;
- Meteorological Data of the study area;
- Hydrological and Ground water survey of the project sites.
- Water quality assessment of surface and groundwater in the project zone.
- Soil quality and atmospheric pollution assessment in the zone.
- Drainage and watershed survey.
- Biological Environment (Baseline data of flora and fauna, whether there are endangered species in the surrounding areas)
- Socio-economic and occupational health hazards (socio-economic survey, demography of the surrounding human settlements, health status of the communities, existing infrastructural activities, employment status, etc.)

Chapter 4: Policy, Legislative and Regulatory Framework

This Chapter will cover all the relevant and existing policy, legislative, and regulatory frameworks associated with the proposed project. The project proponent also will be required to show relevant legislative and administrative linkages with other sectorial plans and programs. And other relevant policies, acts, and guidelines as may be required in the process. Moreover, the consultant shall cite national policy provisions and institutional set-up on relevant issues and matters concerning the proposed project activities.

Chapter 5: Public Consultations and Stakeholder Analysis

The project proponent shall present the findings of all the stakeholders consulted in the stakeholder analysis process. These stakeholders shall include the following:

- Zanzibar Environmental Management Authority (ZEMA)
- Department of Environment, Zanzibar.
- Department of Occupational Health and Safety
- Zanzibar Water Authority (ZAWA)
- Zanzibar Electricity Corporation (ZECO)
- District offices
- School committees
- NGOs

- Teachers Associations
- Communities from Shehias are forming boundaries with the proposed site.

Chapter 6: Evaluation of Predicted Impacts

The following considerations should be included for each identified impact:-

- Statement of impact or effect;
- Brief description of the impact or effect;
- Group(s) affected,
- including the land owner(s);
- Statement of criteria for determining significance (could include magnitude, geographic extent, duration, frequency, risk or uncertainty, size of the group affected)
- Significance of or effect without mitigation
- Suggested measures for mitigation or optimization
- Significance of impact with mitigation or optimization measures.

The predicted impacts should reflect key issues highlighted during the findings of the ZEMA scoping study.

Chapter 7: Analysis of the Project Alternatives

This chapter should include an analysis of issues such as the design, location, cost-benefit analysis, or any other feasible alternative to the current arrangement.

Chapter 8: Mitigation Measures

This section will show how the mitigation measures proposed against the identified impacts. For each of the environmental effects identified in the evaluation of impacts, the mitigation measure should be elaborated.

Chapter 9: Environmental and Social Management Plan

This section will show how the proponent is committed to implementing the mitigation measures proposed against the identified impacts. Responsibility for carrying out monitoring by other institutions has to be shown under this section as well

Chapter 10: Environmental and Social Monitoring Plan

This section will show how the proponent will finance the implementation of the Environmental and Social Management Plan. For each of the identified environmental effects, the project proponent should show how the mitigation measure should be implemented under specified cost and budget.

Chapter 11: Conclusion and Recommendations

Technical Appendices

- Input into the logical framework planning matrix of the project design – intervention logic, indicators, assumptions and preconditions.
- Maps of the project area and other illustrative information are not incorporated into the main report.
- Other technical information and data, as required.
- Records of stakeholder engagement.

Other appendices

- Study methodology/work plan (2–4 pages).
- Consultants' Itinerary (1–2 pages).
- List of stakeholders consulted or engaged (1–2 pages).
- List of documentation consulted (1–2 pages).
- Curricula vitae of the lead consultants (1 page per person).
- ToR

Annex IV: Generic TOR for preparation of ESMP

The consultant shall perform the following tasks while preparing ESMP

- i. Formalization with project documents and, Environmental and Social Screening (ESS) forms
- ii. Conduct fieldwork for physical survey, investigation, and social-economic survey. This is intended to facilitate the acquisition of information and data on physical, cultural and social aspects of the project sites and the neighboring areas.
- iii. Identifying and reviewing key legislative, institutional, regulatory and administrative regimes as well as the World Bank Environmental and Social Standards within which the proposed project will operate
- iv. Conducting consultative meetings/interviews with all stakeholders about the project.
- v. Identification of Environmental and Social impacts/issues-Preparing Mitigation Measures -For negative impacts, appropriate mitigation measures to make the project environmentally friendly
- vi. Developing Monitoring Plan- Specifically, the monitoring section of ESMP shall have a specific description and technical details of the monitoring method, including the indicators to be measured, how they will be measured and by whom, the sampling locations, the frequency of measurements and the definition of thresholds that will signal the need for corrective actions.
- vii. Establishing Institutional Arrangements and Responsibilities- this will give a description of institutional arrangements and responsibility for the implementation of mitigation measures and carrying out the monitoring regime for operations, supervision, enforcement, remedial action, financing, reporting and staff training. Additionally, the ESMP should have an estimate of the costs required to address the mitigation measures and activities to be implemented by different actors.
- viii. Finally, the ESMPs is envisaged to have the following contents;
 - List of tables
 - List of Figures
 - Executive summary
 - Introduction
 - Project description
 - Environmental and Social Impacts
 - Environmental and Social Management Plan
 - Environmental and Social Monitoring Plan
 - Roles and Responsibilities for Implementation of ESM
 - Grievance Redress Mechanisms
 - Conclusion and Recommendations
 - References
 - Appendices

Annex V: Generic Environmental and Social Management Plan (ESMP)

Impacts/Risks	Mitigation Measure	Project Phase	Responsible Entity	Deadline	Monitoring Frequency	Budget
Occupational Safety and Health impacts	<ul style="list-style-type: none"> • Appropriate working gear (such as nose, ear and mouth masks and clothing) and good construction site management shall be provided. • During construction, the contractor shall ensure that the construction site is fenced and hygienically kept with adequate provision of facilities including waste disposal receptacles, sewage, firefighting and clean and safe water supply. • A well-stocked First Aid kit (administered by medical personnel) shall be maintained at the construction site. The medical personnel shall also be responsible for the primary treatment of ailments and other minor medical cases as well as providing health education to the workforce. • Reporting mechanisms for the public to register concerns or complaints regarding perceived risks to their health and safety due to the construction operation shall be put in place. • Emergency contact details in the event of an accident shall be provided. • Training all contractor staff in emergency planning and spill response. and • Developing a detailed health and safety plan and training all contractor staff on the plan. 	Construction phase	MoEVT E&S risk and impacts management teams	Before the commencement of the works under component 3	Quarterly monitoring and Verification Report	The cost will be estimated by ESIA/ESMP
Community health, safety risks and security from the handling, transport, and disposal of construction wastes	<ul style="list-style-type: none"> • Institute good site practices including preventing public access to the construction site by securing equipment and demarcating project boundaries using warning signs with appropriate text (local language) and graphic displays. • Institute traffic management and safety programme including, training and testing of heavy vehicles operators and drivers, enforcement of speed limits, maximum loading restrictions and compliance with all Tanzania transportation laws and standards. • Awareness campaigns /Education on HIV and STDs shall be provided to workers and the community • Low-skilled workers will be hired around the project jurisdiction if necessary, to reduce the population of foreigners • Protect stockpiles of friable material subject to wind through wetting. 	Construction phase	MoEVT E&S risk and impacts management teams assisted by Contractor.	Before the commencement of the works under component 3	Quarterly monitoring and Verification Report	The cost will be estimated by ESIA/ESMP

Impacts/Risks	Mitigation Measure	Project Phase	Responsible Entity	Deadline	Monitoring Frequency	Budget
	<ul style="list-style-type: none"> Cover loads with friable material during transportation procedures in the workplace. 					
Increased incidences of diseases and ill health	<ul style="list-style-type: none"> A safety, health and environment induction course shall be conducted to all students and teachers, putting more emphasis on HIV/AIDS, which has become a national disaster as well as other emerging pandemics such as COVID-19 and dengue fever. The project shall include an information education and communication component (IEC) in its budget. This will help to raise more awareness of HIV/AIDS, and means to suppress its incidence. Environmental sanitation systems shall be improved. First Aid Kits shall be provided in schools to enhance healthcare 	Construction phase	MoEVT E&S risk and impacts management teams assisted by Contractor.	Before the commencement of the works under component 3	Quarterly monitoring and Verification Report	The cost will be estimated by ESIA/ESMP
Increased pressure on social services/ facilities and utilities	<ul style="list-style-type: none"> Measures on conservative use of water, introduction of rainwater harvesting systems, and extraction of groundwater resources shall be explored. 	Construction and operation phase	Schools	Before the commencement of the works under component 3 and during project implementation	Quarterly monitoring and Verification Report	The cost will be estimated by ESIA/ESMP
Gender-based violence	The project will prepare a GBV Action Plan that ensures a project awareness-raising strategy (for workers and community members), a list of GBV service Providers to which GBV survivors will be referred, revisions to the GRM to ensure it can address GBV complaints, and information on GBV allegation procedures in the workplace. The government of Zanzibar has a regulation that governs gender violence which this project will adhere to it during its implementation.	Construction and operation phase	MoEVT E&S risk and impacts management teams	Before the commencement of the works under component 3	Quarterly monitoring and Verification Report	The cost will be estimated by ESIA/ESMP
Gender discrimination	This project will ensure that there is the involvement of women in project activities.	Construction and operation phase	MoEVT E&S risk and impacts management teams	Before the commencement of the works under component 3	Quarterly monitoring and Verification Report	The cost will be estimated by ESIA/ESMP
Child labour	<ul style="list-style-type: none"> MoEVT will conduct regular monitoring of project workers about health, working conditions, hours of work, minimum age, and the other requirement of national law. Work with local authorities and schools in the area to control school dropout 	Construction phase	MoEVT E&S risk and impacts management teams	Before the commencement of the works under component 3	Quarterly monitoring and Verification Report	The cost will be estimated

Impacts/Risks	Mitigation Measure	Project Phase	Responsible Entity	Deadline	Monitoring Frequency	Budget
	<ul style="list-style-type: none"> Cooperate with relevant authorities like the Ministry of Labour to control child labour Create awareness raising to the communities on the importance of education for the children The local authorities should develop bylaws to control the engagement of children in petty business or work in project-related activities 					by ESIA/ESMP
Increased level of crimes	<ul style="list-style-type: none"> Establish community-based security in collaboration with shehas. The contractor shall establish his security to protect his properties and should establish community policing to support insufficient police force. The community shall be encouraged to participate in security matters by providing information on suspects The cooperation of local people shall be instilled to lessen criminal incidents and maintain the security of people and their properties. 	Construction phase	MoEVT E&S risk and impacts management teams	Before the commencement of the works under component 3	Quarterly monitoring and Verification Report	The cost will be estimated by ESIA/ESMP
The exploitation of borrow pits/quarries and other natural resources	<ul style="list-style-type: none"> The exploitation of construction materials will take place from authorized sources only Restoration of the borrow pits/quarries after use constituting of levelling the area and seeding or planting of trees and/or grasses will be done in association with local government (the department responsible for natural resources) and local environmental NGOs. If appropriate, the levelled area will be left for natural re-vegetation 	Preparatory phase and Construction phase	MoEVT E&S risk and impacts management teams	Before the commencement of the works under component 3	Quarterly monitoring and Verification Report	The cost will be estimated by ESIA/ESMP
Road Traffic Impact Management	<ul style="list-style-type: none"> Develop and implement a road traffic and community safety management plan as part of each work package contract before the commencement of the works under project component 2 	Construction phase	MoEVT E&S risk and impacts management teams assisted by consultant	Before the commencement of the works under component 3	Quarterly monitoring and Verification Report	The cost will be estimated by ESIA/ESMP
Contamination and /impaired quality of receiving body – land and water	<ul style="list-style-type: none"> An efficient collection and disposal system based on the principles of reduction, re-use and recycling of materials, shall be instituted at project areas. Introduction of waste disposal bins, and warning notices, posted at strategic points. No, on-site burial or open burning of solid waste shall be permitted. Wastes not suitable for incineration and general municipal waste dumping (e.g. plastics, rubbers, tires, etc.) shall be removed for 	Construction phase	MoEVT E&S risk and impacts management teams assisted by consultant	Before the commencement of the works under component 3	Quarterly monitoring and Verification Report	The cost will be estimated by ESIA/ESMP

Impacts/Risks	Mitigation Measure	Project Phase	Responsible Entity	Deadline	Monitoring Frequency	Budget
	<p>recycling, treatment, and/or disposal by a licensed contractor as appropriate.</p> <ul style="list-style-type: none"> • Instructions to the contractor to put on his/her methodologies for handling hazardous waste such as oils, lubricants and non-combustible waste during the bidding process. 					
Increased Solid waste management problem in project areas	<ul style="list-style-type: none"> • All materials which can be reused shall be reused. • Materials that cannot be reused shall be sent to an authorised dumpsite. • The contractor shall have adequate facilities for handling the construction waste. • Topsoil shall be stockpiled and used for reclamation or re-vegetation at the site during landscaping. 	Construction and operation phase	MoEVT E&S risk and impacts management teams assisted by Contractor.	Before the commencement of the works under component 3	Quarterly monitoring and Verification Report	The cost will be estimated by ESIA/ESMP
Increase in Wastewater Management problems	<ul style="list-style-type: none"> • Wastewater shall be properly treated in the Septic Tank Before disposal into the Soak Away Pit within the site. • The contractor shall be instructed to put in place an acceptable procedure for handling hazardous waste such as oils, lubricants and non-combustible waste. • Training on waste management shall be done to all personnel, operators and service providers. 	Construction and operation phase	MoEVT E&S risk and impacts management teams assisted by Contractor.	Before the commencement of the works under component 3	Quarterly monitoring and Verification Report	The cost will be estimated by ESIA/ESMP
Dust	<ul style="list-style-type: none"> • Protect stockpiles of friable material subject to wind through wetting. • Cover loads with friable material during transportation. • Restrict speed on loose surface roads to 30 km/hr during dry or dusty conditions. • Douse with water work sites with loose open soil to reduce dust generation when necessary. 	Construction phase	MoEVT E&S risk and impacts management teams assisted by Contractor	Before the commencement of the works under component 3	Quarterly monitoring and number of complaints against dust and noise	The cost will be estimated by ESIA/ESMP
Impairment of air quality due to emissions	<ul style="list-style-type: none"> • Equipment shall be maintained in good running condition and equipment, which generates excessive black smoke shall not be used. • Enforce vehicle road restrictions to avoid excessive emissions from engine overloading, where practical switching off engines will be done when machines are not in use. • There will be a routine inspection of equipment. • Trucks transporting materials shall be fully covered. and, • Turn off engines to reduce idling. 	Construction phase				The cost will be estimated by ESIA/ESMP
Contribution to climate	<ul style="list-style-type: none"> • Equipment shall be maintained in good running condition and equipment, which generates excessive black smoke shall not be used. 	Construction and	MoEVT E&S risk and impacts	Before the commencement of the works	Quarterly monitoring and number	The cost will be estimated

Impacts/Risks	Mitigation Measure	Project Phase	Responsible Entity	Deadline	Monitoring Frequency	Budget
change impacts	<ul style="list-style-type: none"> • Enforce vehicle road restrictions to avoid excessive emissions from engine overloading, where practical switching off engines will be done when machines are not in use. • There will be a routine inspection of equipment. • Turn off engines to reduce idling. 	operation phase	management teams assisted by Contractor	under component 3 and after the cessation of construction activities	of complaints against dust and noise	by ESIA/ESMP
Increase noise level	<ul style="list-style-type: none"> • Vehicles carrying construction materials shall be restricted to work during night time only. • Machine operators in various sections with significant noise levels shall be provided with noise protective gear. • MoEVT shall include in tenders, employment contracts, subcontractor agreements and work method statements clauses that assure the minimization of noise and compliance with directions from management to minimize noise. • Ensure that site managers periodically check the site, nearby residences and other sensitive receptors for noise problems so that solutions can be quickly applied. • Avoiding the use of radios and stereos outdoors and the overuse of public address systems where students/teachers and dwellers can be affected. • Avoid shouting, and minimize talking loudly and slamming vehicle doors 	Construction phase	MoEVT E&S risk and impacts management teams assisted by Contractor.	Before the commencement of the works under component 3	Quarterly monitoring and Verification Report	The cost will be estimated by ESIA/ESMP

Impacts/Risks	Mitigation Measure	Project Phase	Responsible Entity	Deadline	Monitoring Frequency	Budget
Erosion and land degradation of Exposed Surfaces	<ul style="list-style-type: none"> • Construction will be done as per engineering design and procedure of which a maximum requirement of compaction strength is achieved during the construction. That is the maximum dry density (MDD) specified in the design manual by the consultant. • Maintain gravel fill and/or re-vegetate around the structures. • Unnecessary ground clearance and sensitive re-alignments shall be avoided. • Directing flow to properly designated channels. • All excavation works shall be properly backfilled and compacted. and, • Most of the construction activities will be done during dry weather. 	Construction and operation phase	MoEVT E&S risk and impacts management teams assisted by Contractor	During implementation but before the commencement of the works	Quarterly monitoring and Verification Report	The cost will be estimated by ESIA/ESMP
Groundwater Water pollution	<ul style="list-style-type: none"> • Septic tank and soak away shall be designed in such a way waste treatment is achieved by 100% before disposal to the authorised disposal sites(Constructed treatment wetland). 	Operation phase	MoEVT/ Schools	During implementation	Quarterly monitoring and Verification Report	The cost will be estimated by ESIA/ESMP
Increased stormwater generation and overflow	<ul style="list-style-type: none"> • The design of stormwater drainage will be given a high priority. • Where feasible, rainwater harvesting will be used in proposed project sites to minimise the generation of surface runoff 	Operation phase	MoEVT/ Schools	During implementation	Quarterly monitoring and Verification Report	The cost will be estimated by ESIA/ESMP

Impacts/Risks	Mitigation Measure	Project Phase	Responsible Entity	Deadline	Monitoring Frequency	Budget
Health and safety risks due to fire hazards	<ul style="list-style-type: none"> • An adequate number of portable fire extinguishers shall be placed at strategic locations. • The design of buildings shall strictly adhere to the Fire Safety Standards. • Regular fire and other disaster drills and awareness training shall be conducted. • Fire detectors and sprinkler systems shall be installed in the buildings. • Install water tanks. 	Operation phase	MoEVT/Schools	During implementation	Quarterly monitoring and Verification Report	The cost will be estimated by ESIA/ESMP

Annex VI: Code of Conduct

Contractors and workers will sign a code of conduct which will include provisions on the following issues:

- i. Limited Interactions between contractors/workers and the community including students.
 - ii. Adhere to a zero alcohol and drug policy during work activities, and refrain from the use of illegal substances at all times.
 - iii. Treat women, children (persons under the age of 18), and men with respect regardless of race, colour, language, religion, political or another opinion, national, ethnic or social origin, property, disability, birth or another status.
 - iv. Not use language or behaviour towards women, children or men that is inappropriate, harassing, abusive, sexually provocative, demeaning or culturally inappropriate.
 - v. Not participate in sexual contact or activity with children.
 - vi. Not engage in sexual harassment—for instance, making unwelcome sexual advances, requests for sexual favours, and other verbal or physical conduct, of a sexual nature, including subtle acts of such behaviour.
 - vii. Not engage in sexual favours—for instance, making promises or favourable treatment dependent on sexual acts—or other forms of humiliating, degrading or exploitative behaviour.
 - viii. Unless there is full consent¹⁷ by all parties involved, not have sexual interactions with members of the surrounding communities. This includes relationships involving the withholding or promise of actual provision of a benefit (monetary or non-monetary) to community members in exchange for sex—such sexual activity is considered “non-consensual”.
 - ix. Not interact with children (students) who are attending schools where rehabilitation activities are being undertaken.
 - x. Contractors/Workers will not utilise student or teacher sanitation facilities at schools where rehabilitation activities are ongoing.
-
- xi. Reporting through the GRM any suspected or actual GBV by a fellow worker, whether employed by my company or not, or any breaches of the Code of Conduct.
 - xii. Sanctions for any breaches in the code of conduct in line with national labour laws.

¹⁷ Consent is defined as the informed choice underlying an individual’s free and voluntary intention, acceptance or agreement to do something. No consent can be found when such acceptance or agreement is obtained through the use of threats, force or other forms of coercion, abduction, fraud, deception, or misrepresentation. In accordance with the United Nations Convention on the Rights of the Child, the World Bank considers that consent cannot be given by children under the age of 18, even in the event that national legislation of the country into which the Code of Conduct is introduced has a lower age. Mistaken belief regarding the age of the child and consent from the child is not a defense.

Annex VII: Community Health and Safety

Contractors and workers will participate in any training related to health and safety including but not limited to:

GBV, SEA and sexual harassment before working on the Project which will be provided by the Community Social Officers from the LGA and on the Child and Gender desk of the police. This will include information on the GBV reporting mechanisms.

- i. Contractors will be provided with signage on issues such as HIV/AIDS, GBV etc which will be posted at worksites.
- ii. Contractors/workers will attend education sessions on disease transmission notably HIV/AIDS, and malaria and will implement the control measures needed to protect public health.
- iii. Contractors/workers will ensure good housekeeping arrangements on-site to avoid creating breeding grounds for rodents and insects which can spread diseases.
- iv. Contractors will ensure access to potable water for all workers.
- v. Contractors will be required to abide by national law about vehicle conditions and movements and behaviour of drivers.
- vi. Signage will be erected at construction sites to advise the community of the dangers of entering the site and appropriate barricades (fencing, tape etc) will be put in place, especially around quarries, trenches, etc.

Annex VIII: Terms of Reference for the Contracting the Environmental Expert for the Environmental Management and Supervision of the construction projects

1. Introduction

The Revolutionary Government of Zanzibar (RGoZ) through the Ministry of Education and Vocational Training (MoeVT) has initiated the Zanzibar Improving Quality of Basic Education (ZIQUE) project. The Project aims to improve learning outcomes and support student progression through the learning cycle. The proposed ZIQUE project has four components to be implemented within six years from the 2023/24 to 2028/2029 financial year. The four main components of the project include: (i) Supporting the effective roll-out of the new curriculum in basic education; (ii) Strengthening teacher effectiveness; (iii) Supporting conducive learning environments; and (iv) Systems strengthening and project management. PBC-based activities are integrated within the components but are specified in separate sub-components.

The Zanzibar Improving Quality of Basic Education Project (ZIQUE) seeks to strengthen teaching and learning in basic education by supporting the roll-out of the new competency-based curriculum by focusing on high-quality teaching and learning materials; improving the learning environment; and providing regular, targeted and effective support to teachers; the Project aims to improve learning outcomes and support student progression through the learning cycle. The proposed project aims at addressing some of the most critical challenges to achieving quality basic education (primary and lower secondary) in Zanzibar.

2. Specific Tasks

The specific tasks of the Environmental Expert will be:

- a. Supervise the overall environmental management of the project and its subcomponents, specifically those related to Component 3 on supporting conducive learning environments. Provide guidance, support and orientation to increase environmental and social good practices and improve Environmental Management in school construction and operation in Zanzibar.
- b. Coordinate closely with the Project Coordination teams at the Ministry level, school and agency levels on anything related to the environmental aspects of the project, supervision, monitoring, consultations, stakeholders involvement, and participation in project development to reduce environmental and social impacts.
- c. Interact and coordinate closely with the Social Experts, hired or appointed by the project to co-lead the Environmental and Social Management of the Project.
- d. Interact and coordinate with other national agencies (NEMC, Ministry of Water, Ministry of Environment and other stakeholders to maintain a clear dialogue between the project, National institutions and local stakeholders.
- e. Provide support in the preparation/review of the Environmental Section of the Operations Manual based on the Project's established ESF instruments (ESMF, SEP, ESCP, and other approved instruments) and the World Bank's environmental health and Safety guidelines.
- f. Prepare and review terms of reference for contracting environmental evaluations, training, capacity building activities as described in the ESMF and the ESCP to increase national, school and agency/institution capacities in environmental management (ESMP, waste and

- pollution management, Laboratory guidelines, waste management plan and manuals, feasibility studies, etc.).
- g. Participate in training workshops for use of the Operations Manual under the programme.
 - h. Provide support in reviewing the Project bidding Documents, Direct Contracts, etc. to ensure the proper environmental and social management of the project by contractors.
 - i. Maintain dialogue and report about the project advances and overall development to the community, local stakeholders, national agencies, collaborators, etc.
 - j. Supervise contractors during construction and rehabilitation works and monitor compliance to the ESIA, ESMP and ESMF, National Legislation and the World Bank Environmental and Social Standards.
 - k. Monitor timely environmental and social performance of the project, contractors and subcontracts and other parties.
 - l. Develop capacity-building activities to increase the environmental management capacity of contractors and counterparts.
 - m. Track and verify the performance of the project in the application of achieving the PDO outcomes and the intermediate results.

3. Qualifications

The Environmental specialist will have the following qualifications:

- (a) A Master's degree in Environmental Management, Environmental Engineering, Biology, Ecology or a related field;
- (b) At least five years of experience in Environmental impact assessment of civil works and working as an environmental supervisor, inspection, monitoring and or coordinator of the environmental management plan;
- (c) The experience in the World Bank ESF will be an added advantage;
- (d) The professional will be registered in ZEMA and be active to present documentation;
- (e) Must have knowledge and experience in the country environmental regulations and permitting processes (civil works, water, waste management, etc.)
- (f) Demonstrated ability to work in teams and have leadership skills.
- (g) Fluency in English and good communication and writing skills.
- (h) Must be an organized person to keep track of many different project activities

4. Reporting

The Environmental expert will report to the PIU. He/She will be required to submit the following reports:

- Monthly progress report on the overall work of the portfolio in preparation, construction and operation to Implementing Agents/school
- Half-year Report to Implementing Agents/beneficiary school

- Annual Report to Implementing Agents/ beneficiary school
- Midterm Review Report to Implementing/ beneficiary school

All reports will be required to highlight the project application of the ESMF, SEP, ESCP and other instruments approved for the Project by the World Bank and in the application of national regulations. Reports will be shared with the Bank when requested.

5. Duration.

The assignment will be for the duration of Project Implementation expected to last 6 years.

Annex IX: Terms of Reference for the contracting of the Social Expert for the Social Management and Supervision of the construction project

1. Introduction

The Revolutionary Government of Zanzibar (RGoZ) through the Ministry of Education and Vocational Training (MoeVT) has initiated the Zanzibar Improving Quality of Basic Education (ZIQUE) project. The Project aims to improve learning outcomes and support student progression through the learning cycle. The proposed ZIQUE project has four components to be implemented within six years from the 2023/24 to 2028/2029 financial year. The four main components of the project include: (i) Supporting the effective roll-out of the new curriculum in basic education; (ii) Strengthening teacher effectiveness; (iii) Supporting conducive learning environments; and (iv) Systems strengthening and project management. PBC-based activities are integrated within the components but are specified in separate sub-components.

The Zanzibar Improving Quality of Basic Education Project (ZIQUE) seeks to strengthen teaching and learning in basic education by supporting the roll-out of the new competency-based curriculum by focusing on high-quality teaching and learning materials; improving the learning environment; and providing regular, targeted and effective support to teachers; the Project aims to improve learning outcomes and support student progression through the learning cycle. The proposed project aims at addressing some of the most critical challenges to achieving quality basic education (primary and lower secondary) in Zanzibar.

2. Specific Tasks

The specific tasks of the Social Expert will be:

- a. Supervise the overall social management of the project and its subcomponents, especially those related to Component 3 associated with the construction activities. This will include providing guidance and support to improve social management in school construction and operation in Zanzibar
- b. Coordinate closely with the ZIQUE Coordination Team to identify and manage social risks and impacts and ensure that these are given the required management attention.
- c. Interact and coordinate closely with the Environmental counterparts hired or appointed by the project to co-lead the Environmental and Social Management of the Project at the Universities and Agencies.
- d. Interact and coordinate with other national agencies and other stakeholders to maintain a clear dialogue Between the Project, National institutions and the local stakeholders in collaboration with the environmental counterparts
- e. Provide support in preparation/review of the social section of the Project Operations Manual based on the Project's established ESF instruments (ESMF, SEP, ESCP, RFP and VGPF) and the World Bank's Environmental, Health and Safety Guidelines as well as national legislation.
- f. Prepare and review terms of reference for contracting social evaluations, training, capacity building activities as described in the ESMF and the ESCP to increase national, regional, district and local capacities in social management (resettlement, labour and working conditions, community health (e.g. HIV/AIDS), vulnerable groups etc.)
- g. Participate in training workshops for use of the Operations Manual under the programme.

- h. Provide support to participating schools and agencies in reviewing the Project bidding documents, direct contracts, etc. to ensure the proper environmental and social management of the project by contractors.
- i. Provide support to participating beneficiary schools and agencies to undertake engagement in line with the requirements of the Stakeholder Engagement Plan (SEP).
- j. Provide support to beneficiary schools and agencies to supervise contractors and monitor compliance with Project and national requirements related to environmental and social management.
- k. Develop and implement capacity-building activities to increase knowledge and
- l. Awareness of social management, and tracking and verifying the performance of the project in achieving the PDO outcomes and the intermediate results.

3. Qualifications

The social specialist will have the following qualifications:

- (a) A Master's degree in Sociology, Anthropology or a related field.
- (b) At least five years of experience in managing social impacts including Resettlement planning and implementation, stakeholder engagement, information and education campaigns etc. on civil works sites.
- (c) The experience in international standards for social management ideally the World Bank ESF will be added advantage
- (d) Must have knowledge and experience in Zanzibar regulations and permitting processes related to social risk management
- (e) Demonstrated ability to work in teams and have leadership skills.
- (f) Fluency in Kiswahili and English and good communication and writing skills.
- (g) Must be an organized person to keep track of many different project activities.

4. Reporting

The Social Expert will report to the coordinator at the PIU and will work closely with beneficiary schools and agencies who will implement the Project. He/She will be required to submit the following reports.

- Monthly progress report to the PIU on the overall work of the portfolio in preparation, construction and operation
- Half year Report to NPIU and shared with World Bank
- Annual Report to NPIU and shared with World Bank
- Midterm Review Report to NPIU and share to World Bank

All reports will be required to highlight the project application of the ESMF, SEP, ESCP, RPF and VGPF and other instruments approved for the Project by the World Bank and the application of national regulations. Reports will be shared with the Bank.

5. Duration

The assignment will last for the duration of the Project (expected to be 6 years).

Annex X: Consultation details

MINUTES OF THE INTERVIEWS/FOCUS GROUP DISCUSSION

1. Attendance

- 1.1 Interviewees from Schools' committees /government offices/agencies/ministries/NGO
- 1.2 MoEVT ESMF Consultant Team
- 1.3 Representative from MoEVT

2. AGENDA

- 2.1 Opening of discussion
- 2.2 Projects description
- 2.3 Getting Stakeholder Issues Recommendations /perspectives /questions
- 2.4 Response from MoEVT ESMF consultant team
- 2.5 Closing of the discussion

3. Discussion of The Agenda

3.1 Opening of the meeting/

The discussions were opened by the MoEVT representative introducing the ESMF team. Thereafter self-introduction from respective stakeholder(s) was followed.

3.2 Projects description

The ESMF consultant team leader described the project in terms of;

- a) Project Rationale
- b) Key project activities
- c) Project Time Line
- d) Implementation arrangements
- e) Project Scope
- f) Funding

3.3 Stakeholder Issues /Recommendations / Perspectives /Questions

The consultants requested the respective stakeholders to provide their views, suggestions and comments for the proposed ZIQUE project with emphasis on environmental and social issues. Stakeholders provided their views/questions/recommendations for the proposed project as detailed in Table 9. The consultant team documented the same throughout the discussion.

3.4 Response from MoEVT ESMF Consultant team

The consultant Team responded to various issues raised/recommended by the stakeholders. However, follow-up questions were posed for further clarification from the stakeholders. Also MoEVT representative had an opportunity to clarify some raised issues and specific comments directed to MoEVT where needed. Responses to various issues under discussion were also documented as shown in Table 9.

3.5 Closing of the Discussions

The discussion was closed by the consultant team by thanking the stakeholder for their effective participation and comments/recommendations. However, a summary of the discussion was presented to participants to ensure key issues discussed are accommodated. Having agreed, the team requested the flexibility of the stakeholders for future consultations regarding the project. MoEVT representatives provided a vote of thanks for providing their valuable time and comments for the respective stakeholders.

Table 9: List of interviewees, date, venue and issues raised and response

Date	Venue/ Institution	Stakeholder Consulted- Position/Title	Gender (Male/ Female)	Topic/Issues Raised/ Discussed/ Recommendations / Perspectives from stakeholders/Questions	Response From MoEVT Consultant Team/MoEVT representatives
29/09/2022	Urban West A Municipality	Mkasi Thabit Head of Division of Environment	Female	1. Waste management issues are handled by Municipality. However, there is a shortage of tools which affects waste collection efficiency 2. There is a company registered for solid waste management but there is none for liquid waste management 3. Solid waste management is given priority to schools and hotels	1. The Municipality needs to work closely with the project during the construction period to avoid disease eruption 2. There should be a close relationship with schools in waste collection to avoid disease eruption 3. Prioritization shall help schools to have a clean and safe environment
		Abubakar Suleiman Environmental officer	Male		
29/09/2022	Urban West A District	Is-haka Ali Education officer	Male	4. The project finds a way to motivate teachers to teach science subjects 5. There is an unavailability of reference books in schools 6. The curriculum has a subject on ICT but there are no laboratories and computers 7. There is a need for regular refresher courses for teachers to update their teaching skills 8. There is a need for constructing offices at district education units and equip them with working tools like computers, tablets and transport 9. Construction activities should consider the availability of enough toilets for both normal children and disabled ones 10. Water is a problem in many schools. They lack boreholes and storage facilities	4. The project shall have a capacity building that caters for the needs of all teachers 5. The project shall consider it as a prerequisite for quality education 6. The project shall be designed in line with the competence-based curriculum 7. The project shall have a capacity building that caters for the needs of all teachers 8. The project design shall consider priorities for improving the quality of basic education 9. Toilets shall be part of improving infrastructures for a learning environment for all pupils and students 10. There are two ongoing water supply projects in Zanzibar which will solve the water problem by 2023
		Asha Is-hak Education officer	Female		
		Safia Hasi District Academic officer	Female		
29/09/2022	Urban West B Municipality	Biubwa Haji Health and Environmental Officer	Female	11. Waste collection is done by the municipality but the efficiency is about 50% due to a lack of reliable waste management infrastructures. Liquid waste receives less attention in a way that the municipality depends on the nearby municipalities 12. Major waste streams at schools are paper and plastics and there is one NGO that sort out and recycle wastes for fertilizer.	11. The modality should be maintained as the project shall not address the problem. However, contractors may wish to handle waste management during the construction period 12. It is a good practice and the municipality should find a way to encourage the recyclers to reduce waste streams for disposal
	Urban West B District	Meja Haji	Female	13. There are many schools which practice double shifts. This affects the performance of students	13. The project shall primarily address the double shifts by increasing the number of buildings

Date	Venue/ Institution	Stakeholder Consulted- Position/Title	Gender (Male/ Female)	Topic/Issues Raised/ Discussed/ Recommendations / Perspectives from stakeholders/Questions	Response From MoEVT Team/MoEVT representatives
		Academic officer		<p>14. The vertical construction should be adopted to have few buildings that accommodate more students while leaving open spaces for other activities like games</p> <p>15. There are few laboratories and congested. This may detract from the implementation of the competency-based curriculum</p> <p>16. The construction of the project should go in line with the recruitment of skilled science teachers</p> <p>17. Education officers at district levels need improvements in terms of transport infrastructures to execute their daily responsibilities</p> <p>18. Headteachers should be given incentives to administer quality education in schools and get good performance</p>	<p>14.The project design shall be done to address this as to be dictated by the geotechnical investigation</p> <p>15.The construction of such facilities is unavoidable since the curriculum demands the such facilities</p> <p>16.This is not part of the project but the government shall see its feasibility</p> <p>17.The project design shall consider priorities</p> <p>18.Incentives are not part of the project but the ministry shall handle it wisely based on the available financial resources</p>
29/09/2022	Zanzibar Teachers Union	Haji Omar General Secretary	Male	<p>19. To improve the learning environment, there is a need for establishing a teachers' service commission.</p> <p>20. Headteachers, coordinators for teachers' centres and district education officers should be given incentives in line with construction activities</p> <p>21. There is a need to amend the Education Act of 1982 and its policy of 2006</p> <p>22. The Ministry undertakes the training programme; however, there is a problem of documenting the same.</p> <p>23. The government should revisit the nursery school teachings so that pupils become good at reading, writing and counting before joining grade one</p>	<p>19.The ministry shall consider its feasibility during the ZIQUE project implementation</p> <p>20.Incentives is not part of the project but the ministry shall handle it wisely based on the available financial resources</p> <p>21.The amendment process is not part of the project.</p> <p>22.The training program shall adhere it to ensure its effectiveness and coverage</p> <p>23.The project design may dictate its implementations as it is a part of infrastructures improvement</p>
29/09/2022	Teachers Centre Mkwajuni	Khamis Teachers Center coordinator	Male	<p>24. Teachers' centres need rehabilitation and construction so that they become resources centres</p> <p>25. The project should consider improving the learning environments for schools found in rural areas as they experience the same challenges as those found in towns</p> <p>26. Construction of buildings should be vertical to leave more spaces for other activities</p>	<p>24. The project will consider its feasibility if it is in line with improving the quality of basic education</p> <p>25.The project shall select sites wisely to yield maximum results</p> <p>26.Vertical construction will depend on the recommendations from the geotechnical study</p>
	Teachers Centre Bububu	Daud Ali Teachers Center coordinator	Male		
	Teachers centre Saateni	Asha Mohamed	Female		

Date	Venue/ Institution	Stakeholder Consulted- Position/Title	Gender (Male/ Female)	Topic/Issues Raised/ Discussed/ Recommendations / Perspectives from stakeholders/Questions	Response From MoEVT Team/MoEVT representatives
		Teachers Center coordinator		27. The project should consider constructing a teacher's centre for early learners (nursery schools pupils) 28. The project should capacitate teachers regularly on the new content to be developed in the new competency-based curriculum 29. The ministry should arrange a meeting with coordinators of teachers' centres in the early period of the project design	27.The project is in line with improving the quality of basic education but priority shall be a prerequisite 28.The project shall have capacity building to teachers to be done throughout the project time 29.Stakeholders shall be engaged through the project life cycle. Thus, the meeting shall be arranged to get their detailed concerns and views
	Teachers Muauda	Mohamed Choum Teachers Center coordinator	Male		
	Teachers Centre Kitogani	Yussuf Simai Teachers Center coordinator	Male		
	Teachers Centre Dunga	Vuai Muya Teachers Center coordinator	Male		
	Teachets Centre Kiembe Samaki	Maryam Kasona Teachers Center coordinator	Female		
29/09/2022	Zanzibar Association of Private School	Hakim Yussuf General Secretary		30. Government schools have space constraints beyond the standards for class sizes 31. Teachers should be capacitated to get the best performance from their students. 32. The number of subjects should be reduced to a reasonable number 33. The ministry of education should revisit and improve vocational training to accommodate the average students who afford skills-based learning 34. Headteachers should be given incentives as there are a lot of operational costs to incur during their day-to-day activities	30.ZIQUE project is going to deal with the space constraints 31.Capacity building in the project component of the project 32.ZIE has reduced the number of subjects from 12 to 6 to 8 subjects 33.This is an important undertaking but may need another fund. But Ministry may consider it when found feasible under the same project budget 34.This is not part of the project but it can be considered by the government if it is in line with the project goals
28/09/2022	MoEVT- Inclusive Education and Life skills unit	Zuwema M Nassor Inclusive Education officer	Female	35. Zanzibar has a shortage of teaching staff with qualifications to teach children with disabilities especially deaf and blind 36. Special schools constructed to cater for the needs of early childhood learning for children with disabilities should be equipped with teaching facilities and staff	35.The project shall consider it as part of capacity building for teachers 36.ZIQUE project encourages inclusivity. It is therefore possible to consider it 37.ZIQUE project shall consider it for implementation as it is part of improving the children learning environment
		Fatma Hashim Inclusive Education	Female		

Date	Venue/ Institution	Stakeholder Consulted- Position/Title	Gender (Male/ Female)	Topic/Issues Raised/ Discussed/ Recommendations / Perspectives from stakeholders/Questions	Response From MoEVT Consultant Team/MoEVT representatives
		officer- Secondary		37. The MoEVT should capacitate the centres (7 in Unguja and 2 in Pemba) that cater for the needs of training basics for children with disabilities before joining other schools	38.ZIE has developed the supplementary curriculum framework for inclusive and special needs to be circulated for comments and improvement
		Kazija Juma Inclusive Education officer	Female	38. The curriculum should enhance the skills of children with disabilities to cope with the available opportunities	39.ZIQUE project shall consider it positively for inclusivity
				39. The unit for Education and life skills should be seen in the project management system so that the needs of the children with disabilities can be addressed in the project	40.Incentives are not part of the project but the ministry may wish to do that to encourage teachers to participate in teaching children with disabilities
				40. Teaching staff for children with disabilities should be incentivized to promote the majority of staff to increase additional skills	41.The project components include a package for training all staff to suit the needs of children learning
				41. All teachers should be given a tailored made refresher courses to capacitate them to teach children with disabilities	42.Interactive training in collaboration with medical doctors shall be done
				42. Teaching staff should be organized and taught by medical doctors the identification of children with disabilities	43.The project may wish to do that as part of the project component under improving education administration; however, the budget is the major constraint
				43. The project should consider building one-stop centre buildings for different sections under MoEVT which are currently scattered to increase the accessibility of citizens	44.ZIQUE project shall consider it if it will be a priority list during project implementation
				44. The Inclusive Education and Life Skills unit should be considered for transport facilities to reach a bigger population of children with disabilities	45.Designs shall ensure inclusivity
				45. The designs of buildings should adhere to the available standards for children with disabilities	46.The design shall consider it accommodation
				46. The design should provide a special room for counselling and guidance on life skills	47.All teachers shall be trained on how to encourage female children to study science subjects
				47. Females should be promoted to learn science subjects	48.It shall be part of the training to be done for teachers
				48. Teaching staff should be trained on how to sensitise children on issues of safety, sexual	49.ZIE has designed a curriculum which favours children with disabilities

Date	Venue/ Institution	Stakeholder Consulted- Position/Title	Gender (Male/ Female)	Topic/Issues Raised/ Discussed/ Recommendations / Perspectives from stakeholders/Questions	Response From MoEVT Team/MoEVT representatives
				harassment, disease transmission (HIV and AIDS), and drug abuse. 49. The Curriculum design should be friendly to people with disabilities	
28/09/2022	Occupational Health and Safety Department	Ame Faki Saleh <i>Senior Officer</i>	Male	50. Zanzibar has enough capacity to address OHS issues as there is an Act and policy 51. The building designs should be submitted to the OSH department for comments before construction. Among the issues given due weight in the design include; enough doors that open in both ways or outside direction, the presence of enough exists, lamps, handles, assembly point, equipment for a fire extinguisher, first aid box, strong earth rods, emergency plan, ventilations, fencing the construction site, toilets for both genders)	50.The presence of Act and Policy ensures government support in addressing safety, health and safety issues in development projects 51.The drawings shall be submitted to OSHA for scrutiny 52.The sites shall be registered for identity 53.Each beneficiary school shall have an OSH specialist to ensure an effective OHS administration 54.ZIE has considered to be part of the subject and not as a standalone subject 55.The design shall have provisions for safe laboratory operations
		Maryam Abdalah Coordinator	Female	52. The construction sites should be registered and there should be a consultant for OHS issues at the site 53. There should OHS officer in each beneficiary school to oversee the OHS issues during construction 54. The curriculum should consider the OHS issues to students based on their age/stage of learning as insisted in the Zanzibar OHS policy of 2017 55. The laboratories should not be wet, especially the chemical storage rooms	
28/09/2022	Milele Zanzibar Foundation	Samson John Project coordinator	Male	56. The ZIQUE project should consider recruiting more teaching staff in line with the efforts to increase more buildings	56.ZIQUE project has no component for recruiting staff. It is the role of the government 57.Capacity building will be conducted throughout the project cycle 58.ZIQUE project has no component for that. However, the ministry can do it in other ways 59.Child protection shall be part of the training to be done for teachers
		Alice Mushi <i>Livelihood coordinator</i>	Female	57. Teachers should be capacitated to improve the quality of learning in line with the needs of the 21st Century's skills 58. MoEVT should also strengthen the vocational training to advance the children trained on life skills	

Date	Venue/ Institution	Stakeholder Consulted- Position/Title	Gender (Male/ Female)	Topic/Issues Raised/ Discussed/ Recommendations / Perspectives from stakeholders/Questions	Response From MoEVT Team/MoEVT representatives
				59. The project should consider training children /teaching staff on child protection issues	
28/09/2022	Zanzibar Institute of Education	Mussa Zyuma Manager Human Resources	Male	60. There is a need to have a one-stop centre building for ZEC, ZIE, Loan board, Chief school inspector and Vocational Training Authority. 61. ZIE should be capacitated on curriculum design especially the selection of content, curriculum assessment, evaluation, review and research 62. The competence-based curriculum to be developed and implemented demands infrastructures like laboratories and workshops. Thus, the project should not consider increasing classrooms only	60. ZIQUE shall consider it if the budget allows 61. It shall be part of capacity building component 62. The design of buildings shall consider it to ensure the improvement of the quality of basic education
28/09/2022	Fire and Rescue Force	Ibrahim Hassan Training officer	Male	63. MoEVT should submit an official letter requesting the office their views concerning the fire safety issues in the building to be constructed	63.Stakeholder engagement is done in phases. The ministry shall arrange it for maximum collection of comments and views
28/09/2022	Ministry of Water Energy and Mineral	Mudrick Abbas Director water Development	Male	64. The proposed project areas (Unguja and Pemba) use borehole water. However, there are two ongoing water supply projects to be completed in December 2022 (The rehabilitation and improvement water supply system in Zanzibar and the CoVID-Project). Thus, there will be enough water for the project implementation from 2023 65. There is the ongoing construction of a 32million litre water tank to be built in Unguja and Pemba as well.	64.The presence of water shall reduce pressure on social services especially water 65.The storage tanks shall enhance the reliability of the water

REPORT FOR CONSULTATIVE MEETING WITH NURSERY AND PRIMARY SCHOOLS IN UNGUJA

1. INTRODUCTION

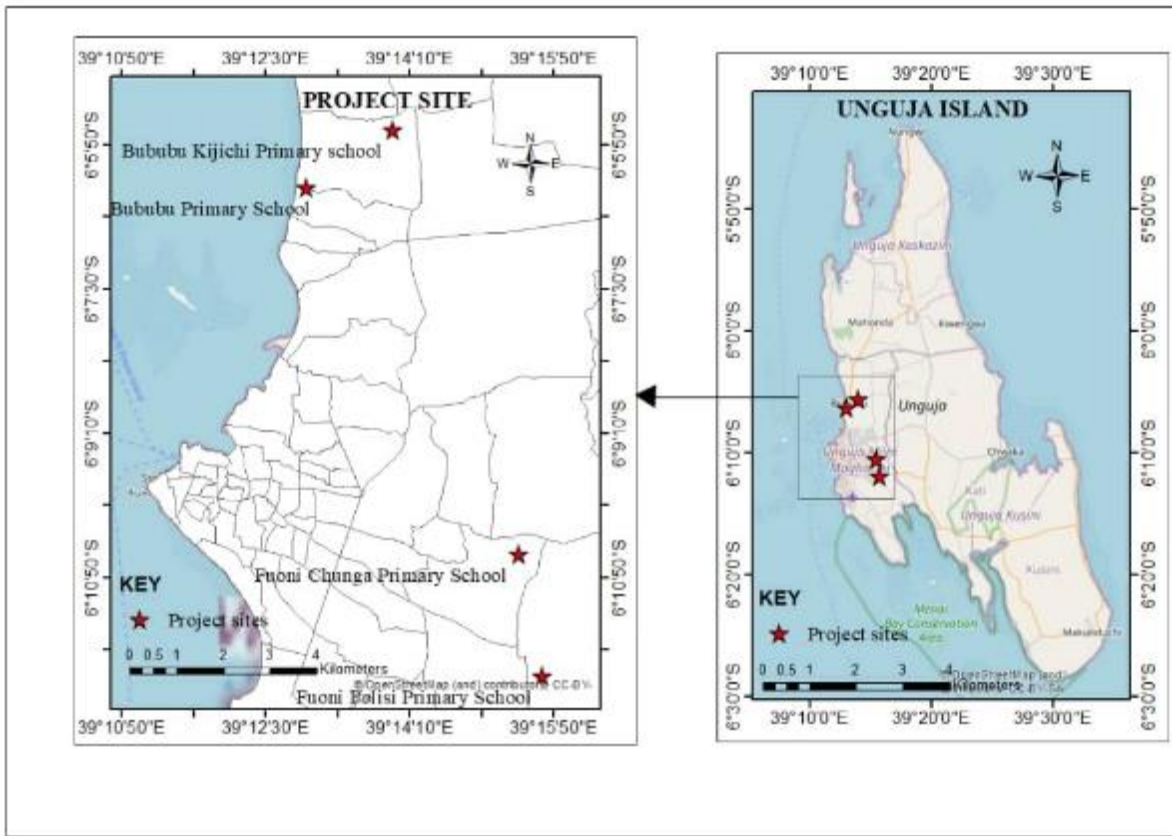
The Island Research and Consultancy Services as a consultant of the SEP for the project “Zanzibar Improving Quality of Basic Education (ZIQUE) Project Project” which is under the Ministry of Education and Vocational Training in Zanzibar conducted one-to-one consultative meetings from 21st to 29th August 2022. The consultative meeting considered the status, challenges, and achievements of the Stakeholder (selected primary and nursery schools) and how the present project can contribute to bridging the existing gap in the schools systems of Zanzibar.

1.1. Objective

The objective of the consultative meeting was to gather and document feedback and opinions received from stakeholders to improve the environmental and social documents for the project.

1.2. Methodology

Consultation meetings were done through a one-to-one interviews with school teachers, Shehia committees, community members around the schools and students followed by discussions. The main content for presentations and discussions were in line with the ZIQUE Project components and specifically focused on the status, achievements and challenges facing the nursery and primary schools in Unguja and how they can be integrated into the project components for the best success of ZIQUE Project. The interview started with the general project description, then followed by specific discussions on the existing situation of the school systems that aim to improve the school performance. Kiswahili and English languages were used throughout the discussions.



1.3. Opening Statements

The opening of the discussion was done by IRCS director (Dr. Said Suleiman Bakari) who is a leading consultant for this SEP along with other Company's consultants of different professions including social scientists in collaboration with MoEVT. The discussion was first started by acknowledging to participants for attending the meetings. Furthermore, brief information about the importance of the ZIQUE project was presented as well. In the concluding remarks and stakeholders were asked to commit and contribute their comments to improve the draft frameworks.

2. ISSUES RAISED

The discussions during the consultation revealed that the public schools are facing several challenges that merely hinder the performance of the schools in Zanzibar. ZIQUE Project will have a great contribution to tackling the challenges by effectively working on the performance of the project components.

The most raised concerns during the consultation include a large number of students compared to the capacity of classes. However, the issue here is not determined by the number of students because every individual student has an equal right to access to education but it seems to be attributed by the low number of classes, something that elucidates the need of the ZIQUE project.

The second important raised concern was limited access to the water supply. The boreholes were reported to provide enough water but storage tanks did not meet the expectations. Similar to latrines and the number of teachers. However, parents and guardians seem to be active and attentive to the need for education for their children despite the existing challenges. This has been linked to the number of enrolled students in the selected schools in the Urban West Region.

Table 1: The Status of the consulted schools for SEP of ZIQUE project

Parameter	Description	Fuoni Primary		Bububu primary		Fuoni Chunga	Bububu Kijichi
		A	B	A	B		
Female	Nr	934	853	1306	1286	1293	1394
Male	Nr	1027	831	1418	1214	1260	1264
Total number of students	Nr	1961	1694	2724	2500	2553	2658
Disabled students	Albinism	Nr	Nr	Nr	Nr	1	1
	Joints	3	4	Nr	Nr	2	4
	Mental	3	5	Nr	Nr	0	2
	Eyesight	1	24	Nr	Nr	10	
	Deafness	Nr	11	Nr	Nr	Nr	Nr
Number of students per class	Nursery	190	Nr	Nr	Nr	160	125
	Primary		Nr	Nr	Nr	130 - 260	120 - 150
Number of teachers	Females	Nr	Nr	63	63	29	54

	Males	Nr	Nr	Nr	Nr	8	Nr
Sports (Football grounds)	Nr	Nr	Nr	Nr	Nr	2	Nr
Latrines	Nr	6		24		14	12
Water supply	Storage tanks (ltrs)	3000		8000		11000	5000
	Borehole	1		1		1	

Nr: Not reported, **Source:** IRCS team

Moreover, the respondents commented on the challenges (Table 2) facing their corresponding schools and the need to overcome them. They further commented on ZIQUE project to consider those challenges not affecting the project. Among the most important challenge is a lack/poor of security, parent/guardians support, discipline, and limited space, learning materials such as TV, Computers, a library, benches, and staff rooms in almost all consulted schools. Despite some challenges that need to be addressed, the respondents also commented on achievements that will merely complement ZIQUE project components during its operation. Good performance of students in national exams was reported as one of the most important achievements of the consulted schools especially Bububu, Bububu Kijichi and Fuoni chungu. However, more efforts are required to maximize the number of performing students with emphasis to support in secondary schools (Form II, IV and VI) examinations.

Other general comments are bulleted hereunder:

- Education curriculum should also focus on mental disabilities, intellectual impairment, autism etc.
- ZIQUE project should invest in training teachers for students with special needs and not only on infrastructures.
- The project should reflect required number of students per classroom without compromising the basic right to education of the child. In other words, the classrooms should have the required number of students but there should no child is left because of the limited space in the school.

- The project to establish a mechanism to ensure all students in the classrooms are reached based on their conditions.
- The ZIQUE Project should set strategies that will help children at home to attain education.
- The project should set mechanisms that will adjoin primary and secondary education management efforts to stop school dropouts especially for students with special needs.
- ZIQUE project should consider capacity building to teachers.
- The project is to have Pre-primary Education Teachers Development System.

Table 2: Stakeholders' concerns

Fuoni (A+B)	Bububu	Fuoni Chunga	Bububu Kijichi
Response: Challenges			
No electricity generator	Too much students	Shortage of staff rooms	No lab, no equipment
No fence, it is needed	No fence	No water supply from ZAWA	Theft by the surrounding community
Security man available, not enough	No benches in classrooms	No fence, teaching aids not safe	Poor cooperation from parents/guardians
No good attendance of parents/guardians in school meetings	Some students are cruel, bad behaviour	Absenteeism	No changing room for women
No enough space for school premises	Land/Plot for the school in not enough	The whole school flooded during the season closed.	High incidence of school dropouts
No staff rooms, No computer lab	Neither enough teachers nor trainings	No lab building	Competence-based curriculum not well understood
No toilets for students with special needs	No facilities for students with special needs	Limited space for exams	No councillor room
			Need for discipline committee for teachers


Fuoni (A+B)	Bububu	Fuoni Chunga	Bububu Kijichi
No enough participation of school management by MoEVT in planning			No TV, Desktop computers, kitchen and prayers room
Response: Achievements			
Good collaboration from the surrounding community	Good performance of students in exams	Have hand wash place	The library is available and has both textbooks and toys for nursery students
	Good collaboration from the surrounding community	A good attendance of parents/guardians in school meetings	Good performance in national exams
	Security in good (Police available)	Good collaboration from the surrounding community	
		Good performance of students in national exams	

3. CONCLUSION AND WAY FORWARD

In general, all participating schools and the surrounding community were positive about ZIQUE project and felt that they have been treasured to be part of the consultations and have found the need of implementing this project. The following are some key issues that need special attention during the project implementation:



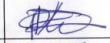


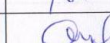
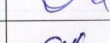
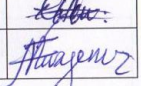
- Considerations of infrastructures that are friendly to students and teachers with special needs.
- Teachers' capacity building. Both teaching and teaching/learning materials.
- Shortage of teachers for children with special needs.
- Teachers' capacity to make teaching and learning materials as well as use them is in question.
- The project should have Nursery (Pre-primary) and Primary Education Teachers' Development System.
- The project to work on the challenges of the school environment that cause children to not attend the school.


List of Stakeholder consulted and signatures



MINISTRY OF EDUCATION AND VOCATIONAL TRAINING
ZEQUE MEETING ATTENDANCE PERIOD – 29/08/2022








ATTENDANCE

S/N	NAME	POSITION	CONTACT/E-MAIL	29/08/2022
1.	Khalid M. Wazir	Director	0773 824807	
2.	RANA KHATIB IDDI	ENVITAL OFFICER - WEMA	0659339236	
3	PILI Foum Ame	Ms/m/m/kuu	0173526301	
4.	Hashim A. Mohd	AFISA IES	076513731	
5.	DR. SAID S. BAKAR	CONSULTANT	0773512979	
6	Azz B. Ali	WJEE	0777484308	
7	YUNUS M. SULEIMAN	ENGINEER MOENT	0773-929274	
8	Dr. MICHAEL MWAGEMI	CONSULTANT	0712790905	



MINISTRY OF EDUCATION AND VOCATIONAL TRAINING
ZEQUE MEETING ATTENDANCE PERIOD – 25 - 26/08/2022

ATTENDANCE

S/N	NAME	POSITION	CONTACT/E-MAIL	25/08/2022	26/08/2022
1.					
2.	RANA KHATIB IDDI	ENVITAL OFFICER MOENT	0659339236		
3	ZAINA HAJI IDDI	MIKITI FUDNI B	0778 494912		
4	MWANAKHAMIS ABEID Omar	MIMKUU FUDNI B	0777 489299		
5	SABRA KHAMIS MOHAMMED	S/LEADER	0777 451121		
6	ABDULRAHIM ABDULSHAKUR HAJI	MWALIMU-KAMATI 'A'	0773 04 0046		
7	SAID Harouud Harouud	MWALIMU-	077292 2223		
8	ABDUL-WAHABI ALIKHAMIS	Ms/m/m/kuu	077846155		

S/N	NAME	POSITION	CONTACT/E-MAIL	25/08/2022	26/08/2022
9.	Hashim A. Molied	Afisa IES	0776-513731		
10	JUMR MOHAMMED JUMR	M/KAMATI A	0777417769		
11	ABUBAKAR AZI HAMDAN	M/KAMATI	0753847641		
12	KHAADIA ALI ICHAMUS	M/KAMATI	0682 571463		
13	YUNUS M. SULEIMAN	ENGINEER	0773-929224		
14.	Dr. Nicholas Mwangi	Consultant	0712790905		
15.	Dr SAID S. BAKARI	Consultant	0773512979		

S/N	NAME	POSITION	CONTACT/E-MAIL	25/08/2022	26/08/2022
1.	RANA KHAFIB IODI	Private Officer - WEMA	0659339236		
2	AMINA HUSEIN MIUMWA	BUBUBU 'A'	0777-998889		
3	AZIZA ALI KHAMIS	BUBUBU 'A'	0773 266065		
4.	SHUKURA HAJI CHUM	BUBUBU 'B'	0776082590		
5	TOFAA SULEIMAN ISSA	M/KITI WA KAMATI	0694359428		
6	SAYMU ABDALLA ALI	S/LEADER BUBUBU A	0777454946		
7.	Hashim A. molied	Afisa IES	0776573731		
8	YUNUS M SULEIMAN	MHANDISI WEMA	0773-929224		
9	MUSURI KH KHAMIS	M/ BUBUBU A	0443656358		
10	HADI MUSSA KOMBO	MJUMBE WAKAMATI	0777437510		
11	JATU ABUJI SIHAMME	S/LEADER BUBUBU B	0776130286		
12.	Dr. Nicholas Mwangi	Consultant	0712790905		
13	Dr SAID S. BAKARI	Consultant	0773512979		

ENVIRONMENTAL AND SOCIAL MANAGEMENT FRAMEWORK FOR ZANZIBAR IMPROVING QUALITY OF BASIC EDUCATION PROJECT

LIST OF STAKEHOLDERS CONSULTED

S/N	DATE/TIME	NAME	INSTITUTION/VENUE	POSITION/DESIGNATION	PHONE NO.	SIGNATURE
	29/09/2022	MEJA R. HAJI	MGB 'B'	AFISA TAALUMA	077425928	
	29/09/2022	KHAMIS M. KHAMIS	TC. MKWADUNI	TC. COORDINATOR	0773-66991	
	29/09/2022	DAUD M. ALI	TC BUBUBU	TC. COORDINATOR	0777425896	
	29/09/2022	ASHA M. MOH'D	TC SATHANI	TC. " "	0777484345	
	29/09/2022	HAJI JUMA OMAR	ZATU	GENERAL SECRETARY	077785597	
	29/09/2022	MUHAMMAD J. CHOCIM	TC MUAMBA	TC COORDINATOR	07787488	
	29/09/2022	YUSUF S. SIMA	TC KITOGANI	"	077746747	
	29/09/2022	YUANI S. MUYA	TC DUNGA	TC. COORDINATOR	077745794	
	29/09/2022	MARJAM D. KASONG	TC IC SAMATI	TC "	0777478366	
	29/09/2022	HAKIM YUSUF	ZAPS	GENERAL SECRETARY FUONI MBLITANO	0777422516	
	21/09/2022	KHADISA M SEIF	ZEMA	A/MAZINGIRA	07747749	

ENVIRONMENTAL AND SOCIAL MANAGEMENT FRAMEWORK FOR ZANZIBAR IMPROVING QUALITY OF BASIC EDUCATION PROJECT

LIST OF STAKEHOLDERS CONSULTED

S/N	DATE/TIME	NAME	INSTITUTION/VENUE	POSITION/DESIGNATION	PHONE NO.	SIGNATURE
1	28-09-2022	ZUWENA M. NASSER	IELS UNIT	IE OFFICER	0683984100	
2	28/09/2022	FATMA M. HASHIM	IELS UNIT	H. LIFE SKILLS SEC.	0777-422972	
3	28/09/22	KAZIJA H. JUMA	IELS UNIT	IE OFFICER	0777439963	
4	28/09/22	AME FAKI SAZEM	OSH	S. AFISA OSH	0777589841	
5	28/09/22	MARYAM ABDALAH	OSH	OSH COORDINATOR	0777423022	
6	28/09/22	SAMPSON JOHN	MZF	P. COORDINATOR	071398841	
7	28/09/22	ALICE MUSHI	MZF	LEVELHEAD COORDINATOR	0752-67711	
8	27/09/22	MUSSA H. ZYUMA	ZIE	MANAGER HR	0774628752	
9	28/09/22	SF Ibrahim A. Hassan	FIRE	MUAMUNZO	0621101373	
10	28/09/22	MUDRIK F. ABASS	MINEM	DIRECTOR WATER DEV.	0777848638	
11	29/09/22	MEASI HASSAN HAJI	B/MMA	HEAD OF DIVISION	077747423	
12	29/09/22	KEUBAKAR M. SULEIMAN	B/MMA	AFISA ENVIRONMENT	0621101566	
13	29/09/2022	IS-HAKA H. ALI	WILAYA YA MAGHA	AFISA ELIMU	0773204042	
14	29/09/2022	ASHA SHAIKIS-HAK	WILAYA YA MAGHA	AFISA ELIMU	0772602394	
15	29/09/2022	SAFIA KASIM HAJI	MAGHARIBI 'A'	D.A.O	0778152630	
16	29/09/22	BIBIWA F. HAJI	MAGHARIBI 'B'	A/MAZINGIRA	0774-847373	

Annexe XI: Pictures during consultation exercise with Zanzibar Teachers Union and Teachers Training Centres

