



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

DRAFT REPORT

STAKEHOLDER ENGAGEMENT PLAN (SEP)

FOR

ZANZIBAR IMPROVING QUALITY OF BASIC EDUCATION (ZIQUE) PROJECT

19TH October 2022

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LIST OF ABBREVIATIONS AND ACRONYMS

CBO	Community-Based Organization
ESS	Environmental and Social Standard
GBV	Gender-Based Violence
GRM	Grievance Redress Mechanism
IPF	Investment Project Financing
LMP	Labour Management Procedures
MoEVT	Ministry of Education Science and Vocational Training
NGO	Non-Governmental Organizations
NSA	Non-State Actors
OIP	Other Interested Parties
PAP	Project Affected Persons
PIU	Project Implementing Unit
SEP	Stakeholders Engagement Plan
URT	United Republic of Tanzania
WB	World Bank
ZIQUE	Zanzibar Improving Quality of Basic Education Project

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EXECUTIVE SUMMARY

1. Introduction

The Zanzibar Improving Quality of Basic Education Project (P178157)” (ZIQUE Project) intends to improve teaching competencies, strengthen learning outcomes, and reduce the gender gap in transition rates within basic education in the archipelago. This has been exacerbated by building on the achievements and concern with the ongoing challenges in basic education including universal access to basic education, enhancement of the teaching and learning environment, as well as improvement of the learning outcomes. Nonetheless, the ZIQUE Project aims at minimizing or preventing repetition by boys and girls throughout their primary and lower secondary education and getting ready to participate in high-stakes examinations in Form II and Form IV and improve the likelihood of their academic performance in secondary schools through higher education. The Program Development Objective (PDO) of the ZIQUE Project is to improve teaching competencies, strengthen learning outcomes, and reduce the gender gap in transition rates within basic education toward increased Continuous Professional Development (CPD) in Zanzibar.

2. Project components

The ZIQUE project has the following project components:

- (i) Support the effective roll-out of the new curriculum in basic education;
- (ii) Strengthen teacher effectiveness;
- (iii) Support conducive learning environments; and
- (iv) Systems strengthening and project management.

The components will be accomplished through Performance-Based Conditions (PBC) which will be integrated within the components.

ZIQUE project aims to strengthen the MoEVT capacity for implementing the project, financing the following activities in subcomponents covering project management, key technical assistance, as well as short and long-term capacity development within the Government, LGAs and implementing agencies. Specifically, ZIQUE will support (i) Project Management, Policy Development, Monitoring and Evaluation, and Verification; (ii) Capacity building in curriculum, learning assessment and teacher management; and (iii) LGA education Leadership and management capacity in programme delivery.

The ZIQUE project will be implemented by Project Implementing Unit (PIU) (financial, procurement, environmental and social) and be using the Environmental and Social Framework (ESF) applicable standards from ESS1 to ESS10 with exception of ESS 9. . This SEP is prepared in line with the World Bank's ESS10.

1. Objectives of the Stakeholder Engagement Plan

- i. To identify key stakeholders and guide engagement;
- ii. To build and maintain a constructive relationship with stakeholders;
- iii. To identify the most effective methods to maintain communication during project implementation;
- iv. To provide stakeholders with a means to raise issues and grievances and receive a response;
- v. To define the roles and responsibilities of Stakeholders within the project life cycle;
- vi. To assess the level of stakeholder interest and support for the project and to enable stakeholders' views to be taken into account throughout the project cycle;
- vii. To promote and provide means for effective and inclusive engagement with stakeholders throughout the project life cycle on issues that could potentially affect them;
- viii. 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; and
- ix. To define reporting and monitoring measures to ensure the effectiveness of stakeholder engagement.

2. Stakeholder Identification

The first step in the stakeholder engagement process is to identify the key stakeholders to be consulted and involved throughout the project life cycle. Stakeholders are individuals or groups who are affected or likely to be affected by the project (project affected parties PAP) and who may have an interest in the project as well as those who may have interests in a project and/or the ability to influence its outcome, either positively or negatively (other interested parties, OIPs). For the project, stakeholder groups include:

- **Government Authorities:** This includes Local Government Authorities (LGAs) having a role in implementing the project. Consultation with institutions and agencies at the early

stages of the project preparation will build consensus and ownership of the project. In addition, it will facilitate officials' involvement in implementing the project.

- **Project Affected Communities:** who can be directly or indirectly (positively or negatively) affected by the project. This group includes beneficiaries of the project (schools' governing board and teachers and administration) as well as people who live near to project sites.
- **Vulnerable Individuals:** include vulnerable households such as elderly, youth, women especially female-headed households, persons and students with disabilities.
- **Non-Governmental Organizations:** groups who are focused on enhancing education, protection of Human Rights, and support of vulnerable individuals such as the disabled, the elderly and the environment.
- **Academia:** departments at universities which may have an interest in issues that are being addressed by the project and environmental and social issues.
- **Private Sector:** stakeholders who may be able to access employment opportunities or provide goods and services as a result of the project.

3. Stakeholders' Engagement During Preparation and Implementation

During project preparation and implementation, engagement activities will be undertaken. This will include structured and formal meetings, community meetings, one-to-one interviews, distribution of information and education material (pamphlets) and site visits for key informants discussions. The various techniques will be used depending on the project activities, the community needs, issues to be discussed and the participants in the meeting etc to ensure that the engagement is effective and meet the needs of the stakeholders.

4. Grievance Redress Mechanism

A Grievance Redress Mechanism (GRM) is necessary for addressing the legitimate concerns of the project-affected persons. Grievance handling mechanisms provide a formal avenue for affected groups or stakeholders to engage with the project on issues of concern or unaddressed impacts. In the interest of all parties concerned, the grievance redress mechanisms are designed to solve disputes at the earliest possible time.

Given that ZIQUE is a World Bnk supported project, the community groups or individuals who believe that they are affected by the project or dissatisfied may submit their complaints to the PIU Grievance Mechanism Desk (GMD) within MoEVT in person (physically) or through the

provided suggestion boxes or by making phone calls. The Grievance Mechanism Desk (GMD) will ensure that complaints received are promptly reviewed to address project-related concerns. Project-affected communities and individuals may submit their complaints to the MoEVT for resolution. Complaints may be submitted at any time after concerns have been brought directly to the MoEVT's attention.

Grievances whether by project staff, consultants or other stakeholders (project beneficiaries and interested parties) will be addressed through the following steps:

1. **A Grievance complaint** can be submitted in writing (filling a grievance form or by email) or anonymously through suggestion boxes or via telephone to the Grievance Committee under Project Implementing Unit (PIU) will collect the complaints and document them in a grievance register (See Appendix II).
2. **Investigation:** If needed, a full investigation will be carried out by the Committee and all relevant evidence gathered. The findings will be sent to the aggrieved party in advance of the meeting. In cases of anonymity, since grievances would be made public, findings and solutions will be made available online (in the MoEVT website or any other platform that the MoEVT will direct) and or communicated at stakeholder consultations.
3. **The grievance matter** will be addressed within a minimum of one (1) to fourteen (14) working days depending on the nature of the matter reported.
4. **Grievance Meeting:** A grievance meeting will be arranged, and the aggrieved party will be invited for them to present their case. The aggrieved party will be reminded of their statutory right to be accompanied.
5. **Decision:** The aggrieved party will be informed in writing of the decision reached.
6. If the issue cannot be resolved by the Committee then the matter will be referred to the Zanzibar Labour Commission for their action and ruling.
7. **Appeal:** The aggrieved party will be notified of their right to appeal against the outcome of the grievance procedure. If either party is not satisfied with the ruling by either the Committee or the Department of Labour they may seek redress in the courts of the Country.
8. **Documentation/records:** will be kept on all grievance matters including the outcomes and at every stage of the grievance process and will be maintained by PIU of MoEVT.

The GRM will be monitored by being maintained in a database and activity file detailing public consultation, disclosure information and grievances collected throughout the program, which will be available for public review on request. Stakeholder engagement shall be periodically evaluated by the PIU. The following indicators will be used for evaluation:

- i. Annual grievances received, speed of resolution and how they have been addressed;
and
- ii. Level of involvement of affected people (disaggregated by gender and vulnerable groups) in ZIQUE activities.

The **person responsible for the monitoring of the GRM**, and reporting will be the Social Specialist of the Project. Contact information will become available, once he/she is hired and, likely once the project is effective.

CHAPTER ONE

1 INTRODUCTION

1.1 The Purpose of the Stakeholder Engagement Plan

The purpose of this plan is to establish the timing and methods of engagement with stakeholders in Zanzibar throughout the life cycle of the project entitled “Zanzibar Improving Quality of Basic Education Project (P178157)” (ZIQUE Project) which intends to improve teaching competencies, strengthen learning outcomes, and reduce the gender gap in transition rates within basic education in the archipelago. This has been exacerbated by building on the achievements and getting concerns with the ongoing challenges in basic education including universalizing access to basic education, enhancement of the teaching and learning environment, as well as improving learning outcomes. Nonetheless, the ZIQUE Project aims to minimize or prevent repetition by boys and girls throughout their primary and lower secondary education and get ready to participate in high-stakes examinations in Form II and Form IV to improve the likelihood of their academic performance in the secondary schools through higher education.

The objectives of the project are consistent with the implementation of the RGoZ’s Zanzibar Development Vision 2050 Pillar II which centres its development strategy on strengthening its human capital base where among other things, it considers the quality of inclusive education and training programs which seek to improve learning outcomes. However, there is a need for a Stakeholders Engagement Plan (SEP) to accomplish the success of the ZIQUE Project by managing and facilitating future engagement through the various stages of the Project’s life cycle.

The Project will use the new Environmental and Social Framework (ESF) applying the 5 relevant standards out of the 10 Environmental and Social Standards (ESSs). The Environmental and Social Standards (ESSs) that apply to Project include:

- Assessment and Management of Environmental and Social Risks and Impacts (ESS1);
- Labor and Working Conditions (ESS2);
- Resource Efficiency and Pollution Prevention and Management (ESS3)
- Community Health and Safety (ESS4);
- Land Acquisition, Restrictions on Land Use and Involuntary Resettlement (ESS5); and
- Stakeholder Engagement and Information Disclosure (ESS10).

1.2 Project location

The ZIQUE Project will be implemented within Zanzibar which is a semi-autonomous country in the United Republic of Tanzania (URT). The archipelago consists of two major islands, Pemba and Unguja, which are administratively divided into 5 regions and 11 districts. This project will be implemented on Unguja Island at four Schools locations as shown in Figure below:

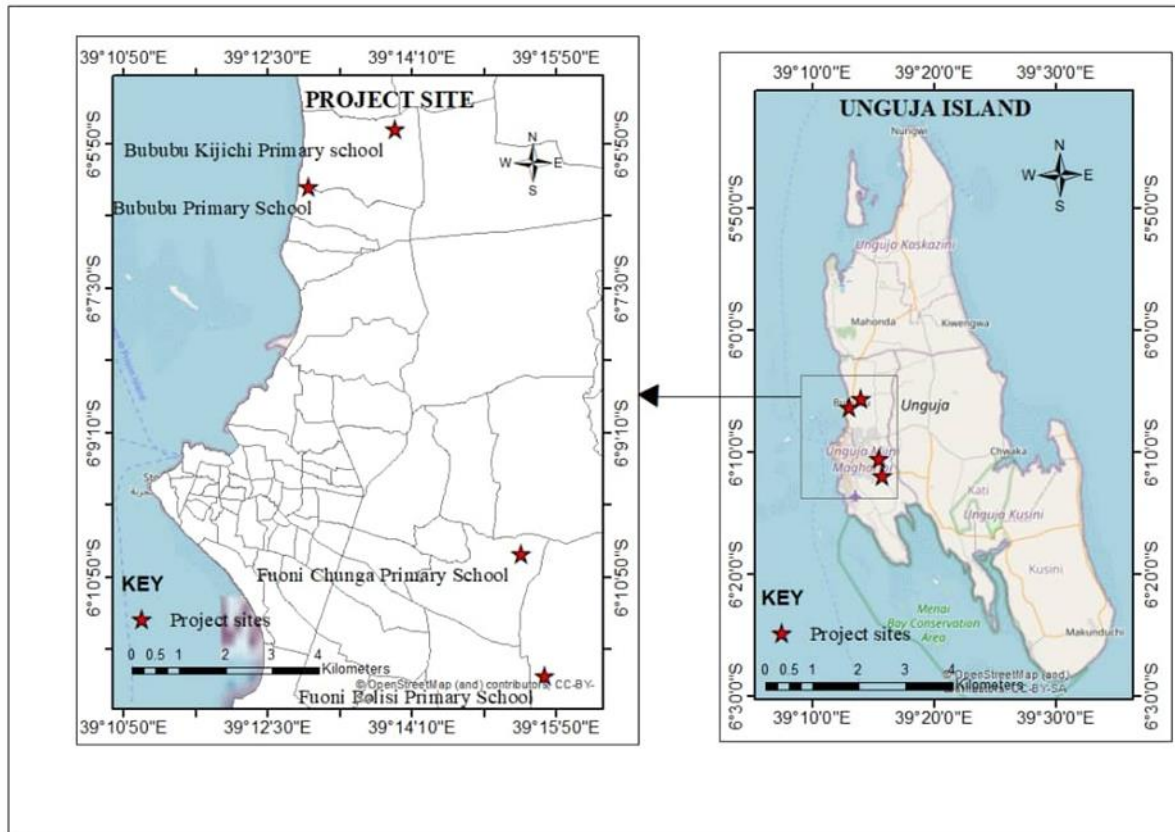


Figure 1: Map showing the location of the project area in Unguja Island.

1.3 Project Objectives

The primary and major objective of ZIQUE development project is to improve teaching competencies, strengthen learning outcomes, and reduce the gender gap in transition rates within basic education in Zanzibar. The Project will be implemented over six years and aims to address some of the most critical challenges to achieving quality basic education (primary and lower secondary) in the archipelago. The proposed design builds on:

- i. Global evidence regarding factors which impact learning, particularly in classrooms.
- 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.

Likewise, the project aims to support the roll-out of the new competency-based curriculum that addresses the core factors which impact learning (figure 2). In this context, the ZIQUE project will focus on providing an integrated, cohesive and coherent instructional core through:

- (i) High-quality inputs that are well-aligned with the curriculum,
- (ii) Relevant, ongoing and tailored teacher training and support activities,
- (iii) An integrated learning assessments system to provide critical feedback to teachers; and,
- (iv) Support to other core areas which strengthen teacher-learner interaction.

Similarly, the project will integrate the use of education technology to enhance teaching in the classroom, learner engagement and systems management. Finally, in alignment with Ministry of Education and Vocational training (MoEVT) priorities, the project aims to be inclusive in its design addressing the needs of students with disabilities as well as promoting boys’ retention and girls’ performance, especially in the fields of mathematics and science, in lower secondary. Nonetheless, the development act as an Investment Project Financing (IPF) with Performance-Based Conditions (PBCs) to incentivize strategic and critical changes in the system. The proposed PBCs are designed to be closely aligned and integrated within project activities to ensure concerted efforts are contributing to the overall development objective of the project.



Figure 2: Four factors imparting learning

The execution of the project will fall under activities organized in four components: (i) Support the effective roll-out of the new curriculum in basic education; (ii) Strengthen teacher effectiveness; (iii) Support 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 summarized in Table 1-1:

Table 1-1: The Project components, sub-components and their corresponding budget lines

Component	Sub-component	Budget (US\$ million)
1: Support the effective roll-out of the new curriculum in basic education	1.1: Provide adequate, high-quality and well-aligned instructional materials.	10
	1.2: Using National Learning Assessments to improve teaching	2
	Sub-total	12
2: Strengthen teacher effectiveness	2.1: Enhance teacher competencies and skills	7
	2.2: Provide high-quality digital content to support teaching and learning through the Virtual Learning Environment	6
	2.3: Strengthening linkages with the pre-service training	2
	Sub-total	15
3: Support conducive learning environments	3.1: Reduce highly congested classrooms, provide adequate sanitary facilities and bring schools closer to the community	13
	3.2: Develop a school construction strategy and standardized school designs.	1
	3.3: Boys and Girls Science and Leadership Program.	1
	Sub-total	15
4: Systems strengthening and project management	4.1: Strengthen capacity at the meso-level and the school-level to roll out school-based CPD and ensure teacher accountability	5
	4.2: Support project implementation, evaluation and management capacity	3
	Sub-total	8
Total		50

The project components along with sub-components will be integrated with Performance – Based Conditions (PBC) which are also summarized in Table 1-2:

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

Component	Performance Based Condition	Details
Component 1: Support the effective roll-out of the new curriculum in basic education	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	PBC 2: Development and adoption of a revised pre-service 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	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
	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

(Source: Project concept note)

1.4 Institutional Arrangements

The main implementing agencies for the ZIQUE project components include MoEVT. 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 in the development of the new curricula textbooks and deliver training.

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 of technical, fiduciary, procurement and environmental and social assessments during project preparation and implementation.

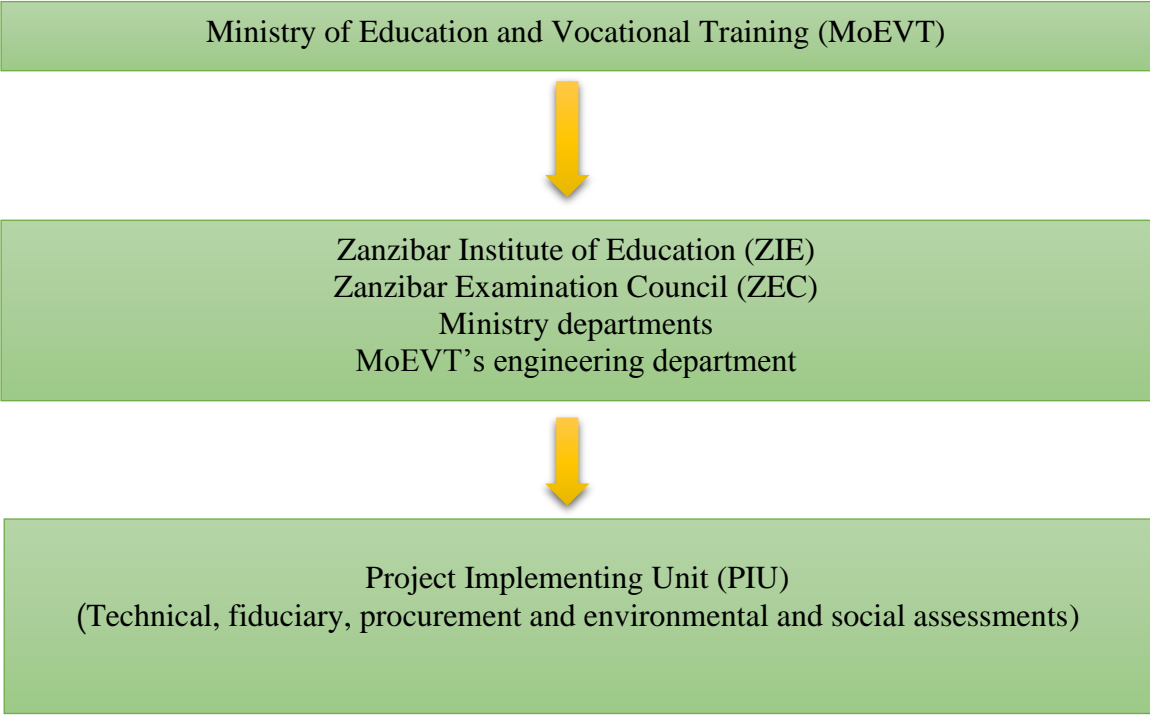


Figure 3: Institutional arrangements during project implementation

1.5 Environment and Social Arrangements

The Borrower has experience in dealing with education projects under ZISP, which was implemented by the MoEVT under IPF using the 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). Experience from the implementation of the previous project, ZISP, indicates that social risk management was inadequate. It lacked a dedicated unit for the Safeguards team for social risk management at the MOEVT level thus resulting in an individual being assigned tasks during missions. At the Local Government Authority (LGA) level there was minimal involvement of the LGA Officers responsible for environment and social in the management of social risks at the school level where the project was implemented, although an Inclusion Unit was responsible for gender and GBV issues in all schools in Zanzibar. The project will carry out a capacity needs assessment in environmental and social risk management of the proposed project implementation entities and recommend short-term training plan as part of the project preparation.

1.6 Climate Co-benefits.

The proposed project will be assessed for Climate Co-Benefits during project preparation.

1.7 Stakeholder Engagement

Stakeholder engagement is the continuous and iterative process whereby the Government (MoEVT) will identify, communicate, and facilitate a two-way dialogue with the people affected by its decisions and activities, as well as others with an interest in the implementation and outcomes of its decisions and the project. It considers the different access and communication needs of various groups and individuals, especially those more disadvantaged or vulnerable, including consideration of both communication and physical accessibility challenges. Engagement begins as early as possible in project preparation because early identification of and consultation with affected and interested parties allows stakeholders' views and concerns to be considered in project design, implementation, and operation.

Relevant stakeholders have been consulted during the preparation of ZIQUE Project. The stakeholder consultation is significant since it formed the basis for the determination of potential project impacts and viable mitigation measures. The stakeholder engagement and consultation process entailed seeking the views of stakeholders including various Government Ministries, departments, Authorities and Agencies (MDAAs) and other public and private sector players. ZIQUE preparation involved consultations with relevant MDAAs and project-implementing institutions. It is considered that the public involvement initiated by the SEP will be built upon at the various project implementation levels.

Activities involved during the consultation include gathering available documents (i.e. environmental/economic/social data); conducting interviews/discussions with Focal Persons and staff directly responsible or involved in ZIQUE project implementation and implementers, persons in-charge and beneficiaries.

As the situation permits depending on the public health circumstances, the project will ensure compliance with national law, policies and protocol requirements as well as World Health Organization (WHO) and World Bank guidance¹ regarding the emergency situations concerning stakeholder consultations, project worksites and related areas.

1.8 The Specific Objectives of the SEP

The specific objectives of the Stakeholder engagement plan are as follows:

- x. To identify key stakeholders and guide engagement;
- xi. To build and maintain a constructive relationship with stakeholders;
- xii. To identify the most effective methods to maintain communication during project implementation;
- xiii. To provide stakeholders with a means to raise issues and grievances and receive a response;
- xiv. To define the roles and responsibilities of Stakeholders within the project life cycle;
- xv. To assess the level of stakeholder interest and support for the project and to enable stakeholders' views to be taken into account throughout the project cycle;
- xvi. To promote and provide means for effective and inclusive engagement with stakeholders throughout the project life cycle on issues that could potentially affect them; and,
- xvii. 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.
- xviii. To define reporting and monitoring measures to ensure the effectiveness of stakeholder engagement.

The ZIQUE SEP is also guided by the principles of stakeholder engagement and information disclosure as outlined in ESS10 which include:

¹ World Bank Technical Note: Public Consultations and Stakeholder Engagement in WB-supported operations when there are constraints on conducting public meetings March 20, 2020

- i. To establish a systematic approach to stakeholder engagement that will help Borrowers identify stakeholders and build and maintain a constructive relationship with them, particularly project-affected parties.
- ii. 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.
- iii. To promote and provide means for effective and inclusive engagement with the project-affected parties throughout the project life cycle on issues that could potentially affect them.
- iv. 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.
- v. 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.

According to ESS 10, stakeholder engagement is the continuous and iterative process by which the Borrower identifies, communicates, and facilitates a two-way dialogue with the people affected by its decisions and activities, as well as others with an interest in the implementation and outcomes of its decisions and the project. It takes into account the different access and communication needs of various groups and individuals, especially those more disadvantaged or vulnerable, including consideration of both communication and physical accessibility challenges. Engagement begins as early as possible in project preparation because early identification of and consultation with affected and interested parties allows stakeholders' views and concerns to be considered in the project design, implementation, and operation.

CHAPTER TWO

2 STAKEHOLDERS IDENTIFICATION AND ANALYSIS

The ZIQUE project stakeholders are individuals or groups who are affected or likely to be affected by the project (project-affected parties PAP) and who may have an interest in the project and/or the ability to influence its outcome, either positively or negatively (other interested parties OIPs). The identification of stakeholders under the ZIQUE project will be based on (a) their roles and responsibilities; (b) possible influence/interest on the project; and (c) their particular circumstances they may be disadvantaged or vulnerable in different ways from each other.

Stakeholders' analysis involves identifying the stakeholder groups that are likely to affect or be affected by proposed project components and sorting them according to the potential impact the activities will have on them. The preliminary stakeholder analysis has identified the various interests of stakeholder groups and the influence these groups may have on the project. The analysis also shaped the design of stakeholder consultation events and how to engage them. Stakeholders' interest is determined based on the extent to which they may be involved in implementing elements of the project, the likelihood of being impacted (positively or negatively) or in which they may benefit from components. Influence is a measure of the extent to which stakeholders can positively or negatively influence project outcomes. It should be noted that stakeholders' interests and influence can change over time.

The main stakeholder groups identified for the ZIQUE project and which will be critical to engage during the preparation of the project and later in its implementation are shown in Table 2-1. The stakeholder list is likely to change during the project life cycle, as additional stakeholders are identified. A summary of stakeholders' needs is presented in Table 2-2.

2.1 Direct Stakeholders

Direct stakeholders also include MoEVT where the ZIQUE project will be implemented and the general population will be benefiting from the improvement resulting from the project. Impacted communities are groups of people who can be directly or indirectly (positively or negatively) affected by the project, through components of the natural or social environment in varying degrees. Consultation with project implementers at the early stages of the project preparation will build consensus and ownership of the Project. In addition, it will facilitate institutions, authorities and agencies' involvement in implementing the project.

Table 2-1: Summary of Stakeholders Identification

Organisation	Category	Interest/ Mandate/ Role	Interest in Project	Type of Stakeholder
NATIONAL LEVEL STAKEHOLDERS				
Ministry of Education and Vocational Training	Government	The overall project coordination through the existing Project Implementing Unit (PIU) which is currently responsible for the ZISP Project.	High	Direct Stakeholders
Zanzibar Environment Management Authority (ZEMA)	Government	Undertake environmental enforcement, compliance, review and monitor environmental impact statements, research and awareness raising.	High	OIP
Department of Environment (DoE)	Government	Oversee policy, planning and implementation on environmental matters; Coordinate lead ministries in environmental management.	Medium	OIP
Ministry of Information, Youth and Culture	Government	To supervise and control the activities of the sector ministries related to Youth, Information and Culture	Medium	OIP
Ministry of works, transport and communications	Government	To supervise and control the activities of the sector ministries related to Labour and Employment.	Medium	OIP
Minister of State, Office of the President, Constitution, Legal Affairs, Public Services and Good Governance	Government	To supervise and control the activities of the sector ministries related to the constitution, legal affairs, public services and good governance	Medium	OIP
Ministry of Social Welfare, Gender, Elderlies and Children	Government	To supervise and control the activities of the sector ministries related to children, boys and girls with consideration to students with Disability and gender equity and equality.	High	Direct Stakeholders
Ministry of Lands and Housing Development	Government	To supervise and control the activities of the sector ministries related to land acquisition for the construction of targeted schools	High	OIP
Members of the House of Representatives	House of Representatives	Political matters on environmental and social issues	Medium	OIP
REGIONAL LEVEL STAKEHOLDERS				

Organisation	Category	Interest/ Mandate/ Role	Interest in Project	Type of Stakeholder
Regional Secretariats	Local Government	Coordinates all matters within the region	Medium	OIP
District Secretariats	Local Government	Coordinates all matters within the district	Medium	OIP
IMPLEMENTING INSTITUTIONS AND AGENCIES LEVEL STAKEHOLDERS				
Regional Commissioners	Local Government	Management of the Regions including ensuring peace, security and harmony within the region	Medium	OIP
District Commissioners	Local Government	Management of the Districts including ensuring peace, security and harmony within the district	Medium	OIP
Council Chairperson	Local Government	Coordinates all functions of council management committees	Medium	OIP
Zanzibar Institute of Education (ZIE)	Government	Developing the syllabus based on the new curriculum and overseeing the textbook preparation process with support from providers and technical assistance. Oversee the implementation of the National Learning Assessment, with the support of technical assistance.	High	PAP
Zanzibar Examination Council (ZEC)		Oversee the implementation of the National Learning Assessment, with the support of technical assistance.	High	PAP
The MoEVT's engineering department		Overseeing school construction activities and monitoring contactors. Developing the school construction strategy and inclusive school design plans.	High	PAP
The State University of Zanzibar or other academic institution		Develop new curricula and textbooks and deliver training	Medium	OIP
City, Municipal, Town, District Councils offices (Council Directors)	Local Government	Coordinate all matters within the district.	High	OIP
WARD AND SHEHIA LEVEL STAKEHOLDERS				
Ward Executive Council	Local Government	General administration and coordination of socio-economic development at ward levels.	Medium	OIP

Organisation	Category	Interest/ Mandate/ Role	Interest in Project	Type of Stakeholder
Ward Councillor Office	Local Government	Responsible for mobilizing political support for programs in the sector at the local level	Medium	OIP
Shehia Office	Local Government	Responsible for mobilizing political support for programs in the sector at Shehia level	Medium	OIP
OTHER STAKEHOLDERS				
Community (neighbors, villages/mtaa and ward)	Community	Potential beneficiaries of Project.	Medium	PAP
Community members	Community	Potential beneficiaries of Project. Participation required in the Project including awareness raising.	High	PAP
School committees	Community	Involved in the development of new schools and the operation of schools.	High	PAP
Non-State Actors (NGOs, CBOs, FBO etc (National/ LGA))	Civil Society	Various including baseline information and representation of various groups at the national, local and regional levels.	High	OIP
Teachers/Head Teachers	Community	Role in project development and implementation of the various components	Medium	PAP
Students	Community	Beneficiaries of the changes in access and improvements in a teaching environment	High	PAP
Parents	Community	Parents of students are likely to be interested in the earning environment and safety of their children.	High	PAP
Media	Community	Require participation in the project	Medium	OIP
Companies, local contractors etc	Private Sector	Employment opportunities associated with the project	High	OIP
Academia	Academia	Interest in specific elements related to their research interests.	Medium	OIP

Table 2-2: Summary of project stakeholder needs

Stakeholder group	Key characteristics	Language needs	Preferred notification means	Specific needs
Direct stakeholders	Those who are affected or likely to be affected by the project	Language translators (Sign language, local language)	Public, formal, and focus group meetings	accessibility
Indirect stakeholders	Those who may have an interest in the project		workshops	large print
			round table discussions	daytime meetings
			local radios and television	gender, cultural and age sensitivity consultations
			Website	
			emails, print media	
			Surveys and site visits	

2.2 Indirect stakeholders

An interested party is any person, group of persons or organizations interested in an activity and may include project proponents, local or national government authorities, local or national politicians, traditional authorities, religious leaders, civil society organizations including NGOs, community-based organizations, and other businesses and/or private sector.

2.2.1 Disadvantaged Individuals and Vulnerable Groups and People

Disadvantaged individuals and vulnerable groups identified within the project will be treated in the equal manner during the consultation process. Consultation meetings will be planned to ensure the participation of vulnerable groups, disadvantaged individuals (with support provided to them where possible) or their representatives, but in some cases, separate focus group discussions may also be held to allow for their active participation. Consultations will be conducted in a conducive environment, in accessible locations and at flexible and comfortable hours of the day. The objective is to gather opinions on project implementation and recommendations for project design and implementation as well as environmental and social risks and mitigation that considers the needs of these groups who are often underrepresented or will not speak in open meetings.

The PIU will include a study that will be conducted to understand barriers faced by these groups in accessing primary education, to incorporate cultural and linguistic considerations and to ensure that the design and implementation of the program take into account the unique characteristics and needs of these groups.

2.2.2 Non-State Actors

In Tanzania, there are several active Non-State Actors (NSA) such as Non-Governmental Organizations (NGOs) and Community Based Organizations (CBOs) which are focused on enhancing education and the economy, protection of Human Rights, supporting vulnerable people such as the disabled, students with disabilities, elderly, people living with albinism, and protecting the environment. These NSAs have influence, particularly regarding activities allowed in project regions. Other NSAs groups to be consulted are those working at the national, regional or local level with a broader knowledge of the environmental and social characteristics of the different project areas and the nearby populations even if they are not directly affected. This group identified for stakeholder engagement is in Appendix I.

2.2.3 Private Sector

ZIQUE offers employment opportunities for companies and individuals within the private sector. This may include companies being able to apply for the Technical Assistance opportunities advertised during project implementation.

CHAPTER THREE

3 STAKEHOLDER ENGAGEMENT STRATEGY

A stakeholders Engagement Plan involves developing appropriate strategies to effectively engage stakeholders throughout the lifecycle of the project (i.e., planning, design and implementation) transparently and inclusively. The key benefit of this process is that it provides a clear, actionable plan to interact with project stakeholders to support the project's interests. Based on the information gathered in Chapter Two on the stakeholder analysis (Table 2-1) and the engagement strategy, ZIQUE will be responsible for engaging stakeholders throughout the lifecycle of the project.

Stakeholders engagement is the process of communicating and working with stakeholders to meet their needs and expectations and to address issues as they occur. The engagement systematically fosters appropriate stakeholder engagement in project activities throughout the life of the project. The key benefit of this process is that it allows the project management to increase broad support and address concerns from stakeholders hence increasing the chances to achieve project success. Stakeholders' engagement and consultations are to be continuous and form part of the scope of work. The Stakeholder Engagement Plan will be updated regularly to reflect project developments and/or changes. Any future consultation and disclosure activities will reflect the concerns and issues raised.

3.1 Project Preparation Stage Engagement Actions

To undertake the engagement, the following activities will be undertaken:

- (a) Disclosure of draft instruments (Table 3-2) on the ministry website and the WB website.
- (b) Announcement of meetings, release of invites to selected participants and advertisements in national newspapers of engagement activities including mechanisms for stakeholders to be able to submit comments directly to the ministries if they are unable to attend consultation meetings;
- (c) Summary and materials needed prepared and shared with stakeholders;
- (d) Undertake consultation meetings on the Project and the draft instruments; and
- (e) Update instruments and project design to reflect the findings/outcomes of the disclosure meetings.

Views of stakeholders will be sought on the SEP, LMP and Project design, including the identification of stakeholders and the proposals for future engagement.

3.2 Stakeholder Engagement During Implementation: Proposed Strategy for Information Engagement

Information disclosure strategies attempt to increase the availability of information on the project. By publicly disclosing the information it can motivate and improve the project's performance. During implementation, when new activities or consultancies in the project emerge, further engagement on the frameworks will also be undertaken.

Different engagement methods are proposed and cover different needs of the stakeholders.

- (a) **Structured Agenda** - This agenda is prepared based on the project component/ sub-project under consultation. Using a focused agenda will ensure that key strategic and risk items can be discussed with decision-makers and influencers to mitigate risk proactively. This tool will be used with both PAPs and OIPs.
- (b) **Focus Group Meetings/ Discussions** - A focus group aims to bring together stakeholders with the same interests or common characteristics into a meeting to discuss specific topics or project components in a focused manner. For example, focus group methods may be used to explore issues that are relevant to specific groups or sub-groups– such as youth, the elderly, women, students and people with disabilities.
- (c) **Community consultations** - These consultations are focused to identify and discuss stakeholder concerns and disclosing project information to both PAP and to a lesser extent OIP. Such consultations should, wherever feasible, make use of local languages and be accessible (location, time, open invitation etc) to reach a broad range of groups and individuals within communities. Participation of both men and women should be encouraged.
- (d) **Formal meetings** - These meetings are focused to identify and discuss specific stakeholder concerns and disclosing project information. Participation in these meetings will be influenced by the issues under consideration and should include adequate representation of women as well as other marginalised and vulnerable people where possible.
- (e) **One-on-one interviews** – The interviews will aim to give chance to individuals to air concerns on the project and will involve PAPs and OIPs depending on the issues to be addressed. Such meetings should be available to men and women as well as vulnerable and vulnerable individuals in a manner that would facilitate their attendance.

- (f) **Distribution of pamphlets** – This is a way of sharing information with a wide range of individuals.

Table 3-1 summarizes the main communication methods that will be used for each stakeholder group, indicating key characteristics and corresponding specific needs.

3.3 Communication Plan

The planned engagement (Table 3-1) about the development of instruments and activities should be reviewed and updated throughout the lifecycle of the Project. During this process, the focus and scope of the SEP may change to reflect the varying stages of project implementation and to encompass any changes in project design and lessons learnt from previous phases of the Project.

3.4 Engagement with Vulnerable Groups and Vulnerable Individuals.

As mentioned earlier, there will be a number of ESS7 vulnerable individuals including women, female-headed households, the disabled, people living with albinism, the poorest of the poor, students with disabilities, etc.) who may be less able to participate in stakeholder engagement activities. They must be invited to stakeholder engagement meetings and given equal opportunity to participate in stakeholder engagement activities for the ZIQUE project, in line with the requirements of the ESS10. The following will be undertaken to ensure their participation:

- i. **Special Group Discussions:** Such discussions will be held with vulnerable individuals in communities where project activities/ components are being undertaken to ensure they can participate. The nature of these group discussions will depend on the presence of vulnerable groups and vulnerable individuals in the community.
- ii. **Logistics:** Meetings must be held in central locations which are easily accessible by members and at timings which will not limit attendance of certain groups as they interfere with economic and household activities. Meetings should also be announced promptly and documents shared in advance so that all stakeholders hear about the meetings and can plan to attend as required.
- iii. **Language:** All information will be shared in a culturally appropriate manner. Meetings should be undertaken in the language(s) understood by the stakeholders and translation should be provided as needed. Similarly, documents should be presented and be available in hard copies at easily accessible locations such as Shehia offices. The needs of vulnerable groups should be considered in this e.g. use of non-technical language, Kiswahili with common and recognised Zanzibar dialects (such as Kimakunduchi, Kitumbatu, etc.).

Table 3-1 : Summary of Stakeholders' Communication Plan

Stakeholder group	Specific needs	Language needs	Communication Means	Timing
Government Entities and Implementing Institutions and Agencies	Inclusion in the decision-making processes and implementation role	Kiswahili (with corresponding dialects if required) and English	<ul style="list-style-type: none"> Correspondence by phone/email meetings Roundtable discussions 	Before disclosure of the project.
Communities (vulnerable Groups, marginalised individuals, parents, students, disabled, etc.)	Sensitization as to the project , its benefits and their role. Information on the Project and approach to managing environmental and social issues.	Kiswahili (with corresponding dialects if required) and English Translator needed	<ul style="list-style-type: none"> Community meetings. Focus group discussion Outreach activities 	Disclosure Project Preparation Project implementation
LGAs	Sensitization to the project, its benefits and their role. Regular feedback on capacity development outcomes.	Kiswahili and English	<ul style="list-style-type: none"> Roundtable discussions Focus group discussions Correspondence by phone/email 	Project implementation
Other interested parties (NSAs, NGOs, CSOs, RBO), private sector, etc.)	Depends on stakeholders to be met.	Kiswahili and English	Meetings, focus group discussions, letters, telephone and emails	Project implementation Disclosure Project Preparation

Table 3-2: Stakeholder Engagement strategy

	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	Representatives of implementing LGAs and agencies National and Regional NGOs Civil society	a) Present the Project – objectives, rationale, components, benefits and beneficiaries, and implementation arrangements.	<ul style="list-style-type: none"> Emails, Meetings Key informat interviews MoVET websites 	One-off activity as part of project preparation	MoEVT

	Objectives	Target Stakeholders	Messages/ Agenda	Means of Communication	Schedule/ Frequency	Responsibilities
	<p>following instruments:</p> <ul style="list-style-type: none"> ✓ Environmental and Social Management Framework (ESMF) ✓ Labour Management Procedures 	<p>Community groups representatives including representatives of vulnerable individuals such as Women, youth, the elderly and PWD</p>	<p>b) Indicative implementation schedule and period, project contacts.</p> <p>c) Describe the Grievance Redress Mechanism (GRM).</p> <p>d) Present stakeholders identified and describe a strategy to stakeholder engagement.</p> <p>e) Sets out measures, actions, plans, and expected timelines for compliance with ESS documents (SEP, LMP) as outlined in the ESCP</p> <p>f) The LMP identifies the main labour requirements and risks associated with the project.</p>	<p>Disclosure of Project documentation in a culturally appropriate and accessible manner and summaries on the project website that must be ready before the consultation (MoEVT and WB)</p> <p>- Organized public meetings / Consultations</p> <p>- Focus group discussions</p> <p>- Social media</p> <p>- Mass media</p>		
2.	To disclose finalized SEP, LMP and ESMF	<p>Government agencies, Representatives of implementing LGAs and agencies National and Regional NGOs Civil society Community groups representatives</p>	<p>Email message to advise Stakeholders of disclosure and where to access the disclosed documents.</p> <p>Advertisements in the Newspaper</p> <p>Disclosure of project documentation in a culturally appropriate and accessible manner</p>	<p>Upload on websites of Government agencies including MoEVT; WB and others.</p> <p>Hard copies in locally accessible places.</p> <p>Email copies to key individuals and organizations.</p>	<p>One-off and re-disclose whenever there is any significant revision.</p>	MoEVT
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; PAPs; OIP	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 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 OIP	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

CHAPTER FOUR

4 IMPLEMENTATION ARRANGEMENTS OF THE SEP

4.1 Management functions and responsibilities

The Environmental and Social Safeguard Team of ZIQUE in the PIU will be managing and implementing the Stakeholder Engagement Plan. The PIU and the Environmental and Social Safeguard Team will be responsible for carrying out each of the stakeholder engagement activities. The responsible team at LGAs will be comprised of environment officers and community development officers or social welfare officers.

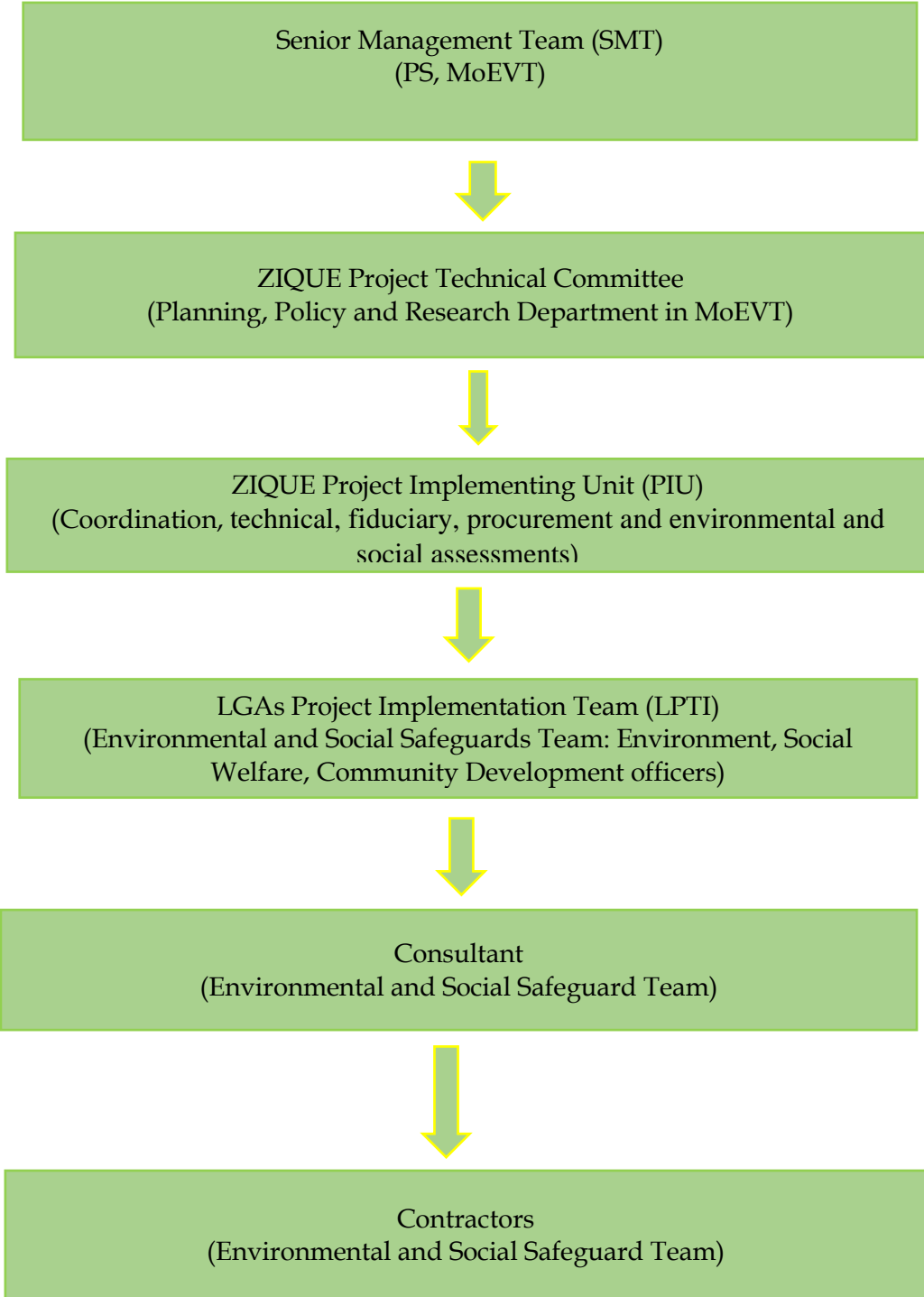


Figure 4: Institutional Arrangements for Environmental and Social Management

4.2 Human and Financial Resources

The Environmental and Social Safeguard Expert in the Project Implementation Unit (PIU) of the MoEVT will be in charge of managing and implementing the Stakeholder Engagement Plan. The project will facilitate the task of the team to effectively perform and deliver.

4.3 Estimated Budget for the SEP

A tentative budget for implementing the SEP over five years is reflected in Table 4-1. The stakeholder engagement activities featured above cover a variety of social issues, so they may have also been budgeted in other plans. However, the table below summarizes the stakeholder engagement activities in one place for better coordination and monitoring. The implementation will be financed by the project

Table 4-1: Stakeholder Engagement Plan– Estimated Budget (5 years) (USD)

Stakeholder Engagement Activities	Quantity	Unit Cost	Years	Total cost
Travel expenses of staff (cost per year)	1	1,000	5	5,000
Information desk (PIU - 2, LGAs - 22) = 24	24	100	5	12,000
Communication materials (leaflets, posters, PR kits including design) and Suggestions / GRM boxes	1	2000	5	10,000
Project meetings/focus group consultations	11	1000	5	55,000
Project press conferences (twice per year)	2	1,500	5	15,000
Training (Social issues, outreach, GRM, etc.) for PIU and LGAs	10	2,250	1	22,500
Miscellaneous				2,000
Total				121,500

CHAPTER FIVE

5 GRIEVANCE REDRESS MECHANISMS

5.1. General grievance

Transparency, fairness and the avoidance of adverse project impacts are critical to the success of a project. Achieving these requires MoVET GMD members to be fully conversant with all aspects of disciplinary processes, the grievance handling procedures and the legal requirements and rights involved. In implementing an effective dispute management system consideration must be given to the disputes resulting from the following:

- Disciplinary action
- Individual grievances
- Collective grievances and negotiation of collective grievances
- Gender-based violence, sexual exploitation and workplace sexual harassment

This Grievance Redress Mechanism (GRM) will form part of the public awareness campaign for this project. Beneficiaries will be informed of their rights related to this initiative and the requisite steps they would need to take to exercise those rights via this mechanism.

Grievances whether by project staff, consultants or other stakeholders (project beneficiaries and interested parties) will be addressed through the following steps:

- i. **A Grievance complaint** can be submitted in writing or anonymously through suggestion boxes or via telephone to the Grievance Committee under Project Implementing Unit (PIU) will collect the complaints and document them in a grievance register (-See Appendix II).
- ii. **Investigation:** If needed, a full investigation will be carried out by the Committee and all relevant evidence gathered. The findings will be sent to the aggrieved party in advance of the meeting. In cases of anonymity, since grievances would be made public, findings and solutions will be made available online (on the MoEVT website or any other platform that the MoEVT will direct) and or communicated at stakeholder consultations.
- iii. **The grievance matter** will be addressed within a minimum of one (1) to fourteen (14) working days depending on the nature of the matter reported.
- iv. **A grievance meeting** will be arranged, and the aggrieved party will be invited for them to present their case. The aggrieved party will be reminded of their statutory right to be accompanied.
- v. **Decision:** The aggrieved party will be informed in writing of the decision reached.
- vi. If the issue cannot be resolved by the Committee then the matter will be referred to the Zanzibar Labour Commission for their action and ruling.
- vii. **Appeal:** The aggrieved party will be notified of their right to appeal against the outcome of the grievance procedure. If either party is not satisfied with the ruling by either the Committee or the Department of Labour they may seek redress in the courts of the Country.

- viii. **Documentation/records** will be kept on all grievance matters including the outcomes and every stage of the grievance process and will be maintained by PIU of MoEVT.

Communities and individuals who believe that they are adversely affected by a World Bank (WB) supported project may physically submit complaints to the PIU Grievance Mechanism Desk (GMD) within MoEVT. The Grievance Redress Service (GRS) ensures that complaints received are promptly reviewed to address project-related concerns. Project-affected communities and individuals may submit their complaints to the MoEVT for resolution. Complaints may be submitted at any time after concerns have been brought directly to the MoEVT's attention.

Dissemination of GRM: As part of the effort to promote the use of the GRM, a flyer with information about the GRM will be developed and will be distributed in all public activities and relevant public offices. The flyer GRM will contain among other information: What is a GRM? The Project GRM, how to file a Grievance, contact information and appeal.

5.2. Gender Based Violence (GBV) Grievance Redress Mechanism

Any complaints related to Gender Based Violence (GBV), the PIU will treat these grievances with due confidentiality. PIU may refer the complainants an NGO or Agency for proper handling. Provisions will be included for complaints related to Sexual Exploitation and Abuse (SEA) derived from the project to ascertain the survivor's privacy and rights. Once all relevant means for grievance redress has been in place and if the complainant is still not satisfied then they should be advised of their right to referral pathways, particularly those related to Gender Based Violence (GBV), Sexual Exploitation, Abuse and Harassment (SEAH) occurrence during construction works.

Grievances must be made in writing and be signed (or thumb stamped) and dated by the PAP. However, anonymous grievances will be accepted recognizing that this may limit the possibility of investigation and resolution. Those who collect grievances will be trained on how to collect grievances related to GBV in the appropriate manner.

5.3. Record Keeping of grievances

All comment responses and, grievances are to be logged using grievance logging forms and registers. This includes details of the claim/grievance/complaint, the claimant/aggrieved. Good practice is to log all grievances, even recurrent ones or grievances that will eventually be dismissed as unreasonable. The grievance outputs and outcomes will be maintained in activity files by the PIU to record and track management of all grievances.

CHAPTER SIX

6 STAKEHOLDER ENGAGEMENT MONITORING AND EVALUATION

Stakeholder Engagement monitoring is the process of monitoring overall project stakeholder relationships and adjusting strategies and plans for engaging stakeholders. Stakeholder Engagement monitoring involves collecting data, assessing the level of engagement and using insights from the data collection to adjust strategies and tactics for engaging effectively with stakeholders. These will be the responsibility of the PIU within the MoEVT.

6.1 Monitoring and Evaluation

The project will maintain a database and activity file detailing public consultation, disclosure information and grievances collected throughout the project life cycle, which will be available for public review on request. Stakeholder engagement shall be periodically evaluated by the PIU by using indicators listed in Table 6-2.

6.2 Reporting

Imminent Reporting. Since the World Bank need to be informed of any grievances or issue affecting the normal implementation of the project, the PIU will inform the Bank immediately of an imminent issue affecting the works.

Imminent means: fire, explosion, death of a worker, incidence of GBV or SEA (e.g., rape), a wildlife attack on a worker or student in the project area, a health or outbreak in water quality, security issues, the collapse of works, others.

Annual reporting: The PIU will prepare a monthly report in issues related to the TA and capacity building or operation and will also inform any issues with the communities or grievances presented. The report must indicate details of the issues, resolution and compensation provided (if any) in line with the ESF at all times. The PIU will compile a report summarizing SEP results on an annual basis. This report will provide a summary of all public consultation issues, grievances and resolutions.

6.3 Reporting Back to Stakeholders

Important details on the progress of the project will be reported to stakeholders, the reporting may also include new or corrected information since the last report. The PIU will prepare a plan and organize measures to keep track on commitments made to various stakeholder groups at various

times, and communicate progress made against these commitments regularly. All comment responses and grievances are to be logged using grievance logging forms and registers. This includes details of the claim/grievance/complaint, the claimant/aggrieved, and ultimately the steps taken to resolve the grievance.

Reporting to stakeholders involves providing important details on the undertakings, routines, status, and progress of the project. Reporting to stakeholders may also include new or corrected information since the last report. Keeping track of the many commitments made to various stakeholder groups at various times and communicating progress made against these commitments regularly, requires planning and organization.

The report or findings on focus group discussions and the progress of project activities will be shared at the community level (Shehia assembly), LGA level and as well as the national level. Emphasis will be made on the availability of grievances redress mechanisms and the process involved in communicating grievances.

After the construction is finished and the school is equipped with the agreed materials (chairs, books, board, etc.). The District with the council and community will organize a meeting and ‘review tour’ to ensure there are no pending/unresolved issues with the contractor and that all projects have been resolved.

Table 6-1: Methods and frequency of reporting to stakeholders

Reporting Party	Reporting Method	Stakeholder	Reporting Information	Frequency
Project Implementing Unit (PIU)	Official Correspondence	Relevant Ministries & Agencies	<ul style="list-style-type: none"> ✓ Project progress ✓ Plans for the next step ✓ Issues and changes 	Quarterly
Safeguard Team	<ul style="list-style-type: none"> ✓ Official Correspondence ✓ Correspondence by email or postal mail ✓ Website and social media 	<ul style="list-style-type: none"> ✓ Local Community ✓ NSAs 	<ul style="list-style-type: none"> ✓ Project progress ✓ Plans for the next step ✓ Issues and changes 	<ul style="list-style-type: none"> ✓ Quarterly ✓ when changes occur

6.4 Stakeholder Monitoring Plan

The stakeholders' engagement plan shall commence before the start of the project to identify who are key stakeholders, the project is giving the stakeholders voice and maintain meaningful interaction with them throughout the program period. Stakeholder engagement is done throughout project implementation when monitoring is done twice a year (bi-annual) to assess the progress if the implementation is done according to plan, and if challenges are identified on time to allow for corrections. The monitoring results will be made available to the stakeholders for their review and comments in an accessible place, mainly at the project level for transparency.

Table 6-2: Stakeholder Monitoring Plan- SEP

SN	Program Phase	Type of Stakeholder	Consultation Method	Expected Outcome	Monitoring Indicator
1	Planning, Assessment and dissemination	Implementing institutions	meetings, Information Education and Communication (IEC) Materials	Full participation of Institutions on the design and implementation	Report of the meetings
		Beneficiaries, Vulnerable individuals	IEC Materials, meetings	Extends program knowledge to beneficiaries	Number of disseminated IEC materials
		Ministries, Development Partners (DPs)	Information sharing sessions, work sessions on guidelines review	Attain needed support from other stakeholders, systematic engagement of stakeholders	Number of consultations, Report of the meetings
		ALL including MoEVT	IEC Materials, meetings	Informed all interested parties on the works to be built	Number Project activities report Number of meetings conducted List of participants consulted
3	Implementation phase	Implementing institutions (i.e., MDAs, national and LGA)	IEC Materials, meetings	Full participation in design, implementation and participatory monitoring	disseminated Information Education and Communications (IEC) materials, implementation reports
		Indigenous groups, Project affected individual	IEC Materials, meetings	Resolutions of grievance cases addressed or reported	Number of open and closed grievances
		Participants, Vulnerable individuals	IEC Materials, meetings	Full participation of the community in Project design, implementation and monitoring.	Number of meetings conducted and disseminated reports
		DPs, CSOs, FBOs and NGOs	Meetings	Provide needed support to project design, implementation and participatory monitoring	Reports showing the number of the meetings conducted and their associated outcomes Number of grievances received Number of resolved grievances per each quarter Number of grievance cases recorded in the court of law

APPENDICES

Appendix I: List of Potential Stakeholders to be consulted

A. Non-State Actors

1. Milele Zanzibar Foundation
2. The Zanzibar Association for People with Developmental Disability (ZAPDD)
3. Donors and Education NGOs and CSOs organizations in Zanzibar working in education, water, vulnerable groups etc
4. Zanzibar Teachers' Union (ZATU)
5. Environmental organizations – ZEMA and DoP.
6. Zanzibar University Students Organization (ZANUSO)
7. Youth representatives
8. Religious Organizations.
9. Association of Non – Governmental organization of Zanzibar (ANGOZA)
10. Zanzibar Law Society (ZLS)
11. Chama Cha Wanaandishi wa Habari Wanawake (TAMWA, Zanzibar).
12. Zanzibar Fighting Against Youth Challenges Organization (ZAFAYCO)
13. Zanzibar Social and Economic Development Organization (ZASEDO)
14. Zanzibar Climate Change Alliance (ZACCA)

B. Academia

1. The State University of Zanzibar
2. Sumait University
3. Zanzibar University
4. Karume Institute of Science and Technology (KIST)

GRIEVANCE/COMPLAINT REGISTRATION
Number.....Date.....

A. COMPLAINANT

1. Important information of the Complainant (Optional no name for GBV cases)

First Name Middle Name

Last Name:.....

Occupation:..... Title.....

Address:.....

Mob. Phone..... E-mail:.....

2. Who is complaining

i. Project Affected Persons (PAPs).....

Specific PAPs are:

- School staff.....
- Scholar
- Representative of complainant
- Community members.....
- Others

ii. Technicians/Local Fundis

B. EXPLANATION OF THE GRIEVANCES

1. Source of Grievance/ Complaint.....

2. Brief explanation of the Grievance/Complaint emanating from the project implementation

.....

3. Nature of complaint/ person being complained about

.....

4. Place where the event occurred

5. Date of the event

6. Have you ever filed the same grievance before? **Yes**.....**No**.....

C: GRIEVANCE ANALYSIS AND RESOLUTION

Appendix III: Report on the Consultative Meeting with Nursery and Primary Schools in Unguja

REPORT FOR CONSULTATIVE MEETING WITH NURSERY AND PRIMARY SCHOOLS IN UNGUJA

1. INTRODUCTION

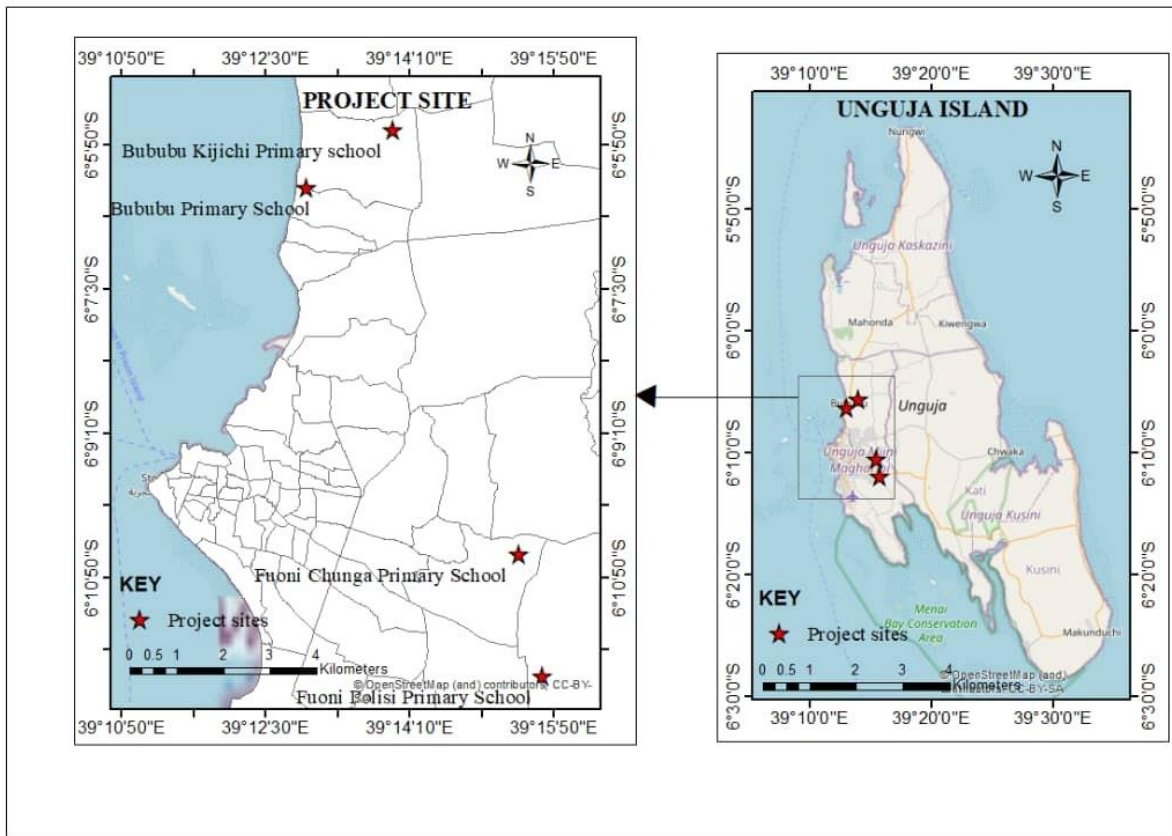
The Island Research and Consultancy Services as a consultant of the SEP for the project “Zanzibar Improving Quality of Basic Education (ZIQUE) Project Project” which is under the Ministry of Education and Vocational Training in Zanzibar conducted one-to-one consultative meetings from 21st to 29th August 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 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 frequently raised concerns during the consultation include a large number of students compared to the capacity of classrooms. 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 classrooms, 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 below:

- 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 establish 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' raised 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
No enough participation of school management by MoEVT in planning			Need for discipline committee for teachers
			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 the ZIQUE project and felt that they have been treasured to be part of the consultations and have found they need this project. The following are some key issues that need special attention during the project implementation:

- Consideration of infrastructure 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 materials as well as use them is in question.
- The project should have a Nursery (Pre-primary) and Primary Education Teachers' Development System.
- The project should work on the challenges of the school environment that cause children to not attend school.

Appendix IV: List of Participants in Consultation Meetings



MINISTRY OF EDUCATION AND VOCATIONAL TRAINING

ZEQUE MEETING ATTENDANCE PERIOD – 29/08/2022

ATTENDANCE



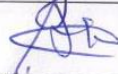
S/N	NAME	POSITION	CONTACT/E-MAIL	29/08/2022
1.	Khalid M. Wazir	Director	0773 824801	
2.	RANA KHAFIB IDDI	ENVITAL OFFICER - WEMA	6659339236	
3	PILI Foum Ame	Ms/m/m/kuu	0173526301	
4.	Hashim A. Mohd	AFISA IES	076513731	
5.	DR. SAID S. BAKAR	CONSULTANT	0773512979	
6	Azz B. Ali	WIEE	0777484308	
7	YUNUS M. SULEIMAN	ENGINEER MGEVT	0773-929224	
8	Dr. MICHAELUS MWAGANI	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.	RAYA KHAFIB IDDI	ENVITAL OFFICER MGMT	0659339236		
3	ZAINA HAJI IDDI	MIKITI FUONI B	0778 494912		
4	MWANAKHAMIS ABDEL OMAR	MIMKUU FUDNI 'B'	0777 489299		
5	SABRA KHAMIS MOHAMMED	S/LEADER	0777 451121		
6	ABDULRAHIM ABDULSHAKUR HAJI	MWALIMU-KAMATI 'A'	0773 040046		
7	SATID HAMOUD HAMDAN	MWALIMU -	077292 2223		
8	ABDUL-WAHABI ALIKHAMIS	Mstfm/mkcu	0777846155		

S/N	NAME	POSITION	CONTACT/E-MAIL	25/08/2022	26/08/2022
9.	Hashim A. Moh'd	Ajisa IES	0776-513731		
10	JUNA MOHAMMED JUNA M/KAMAII A		0777417769		
13.	ABUBAKAR ALI HAMDAN	M/KAMATI	0753847641		
14.	KHADWA ALI ICHAMUS	M/MKUMI	0682 571463		
13	YUNUS M. SULEIMAN	ENGINEER	0773-929224		
14.	Dr. Nicholas Mwangi	Consultant	0712790905		
15.	Dr SAID S. BAKARI	Consultant	0793512979		

S/N	NAME	POSITION	CONTACT/E-MAIL	25/08/2022	26/08/2022
1.	RANA KHALID IODI	ENVIRONMENTAL OFFICER - WEMA	0659339236		
2	AMINA HUSEIN MTUMWA	BUBUBU "A"	0777-998889		A Huss.
3	AZIZA ALI KHAMIS	BUBUBU "A"	0773 266065		Ahass
4.	SHUKRA HAJI CHUM	BUBUBU "B"	0776082580		
5.	TOFAA SULEIMAN ISSA	M/KITI WA KAMATI	0694359428		
6	SAYMU ABDALLA ALI	S/LEADER BUBUBU	0777454946		Ali
7.	HASHIM A. MOHID	AGRICULTURIST	0776573731		
8	YUNUS M. SULEIMAN	MHANDISI WEMA	0773-929224		
9	MUSRI KH. KHAMIS	M/ BUBUBU A	0443656358		
10	HADI MUSSA KOMBO	MJUMBE WAKAMATI	077437310		
11	TAFU ABU SIYAMA	S/LEADER BUBUBU B	0776130786		
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	0773-666991	
	29/09/2022	DAUD M. ALI	TC BUBUBU	TC. COORDINATOR	0777425896	
	29/09/2022	ASHA M. MOH'D	TC SAAIENI	TC. " "	0777484345	
	29/09/2022	HAJI JUMA OMAR	ZATU	GENERAL SECRETARY	077785597	
	29/09/2022	MUHAMMAD J. CHUM	TC MUAEDA	TC COORDINATOR	077871438	
	29/09/2022	FUSSUF S. SIMA	TC KITOGANI	"	077746747	
	29/09/2022	YUM S. MUYA	TC DUNGA	TC. COORDINATOR	0777457194	
	29/09/2022	MARJAN D. KASONG	TC IC SAMAI	TC "	0777478366	
	29/09/2022	MAKIM YUSEUF	ZAPS	GENERAL SECRETARY FUANI MOLI TANO	0777422516	
	20/09/2022	KHADISA M SEIF	ZEMA	A/MAZINGIRA	0774177409	

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. NASSOR	IELS UNIT	IE OFFICER	0683984100	
2	28/09/2022	FATMA M. HASSIM	IELS UNIT	H-LIFE SKILLS SEC.	0777-422972	
3	28/09/22	KAZIJA H. JUMA	IELS UNIT	IE OFFICER	0777439463	
4	28/09/22	AME FAKI SAZEH	OSH	S. AFISA OSH	0777589841	
5	28/09/22	MARYAM ABDALAH	OSH	OSH-Coordinator	0777423022	
6	28/09/22	JAMSON JOHN	MZF	P. Coordinator	071398541	
7	28/09/22	ALICE MUSHI	MZF	Livelihood coordinator	062-67911	
8	27/09/22	MUSSA H. ZYUMA	ZIE	MENAGER HR	0774428753	
9	28/09/22	Abdullah A. Hassani	FIRE	WILAYATI	0621101373	
10	28/09/22	MUDRIK F. ABASS	MINEM	DIRECTOR-WATER DEV.	0777848639	
11	29/09/22	MKASI HASSAN HASI	BMMA	HEAD OF DIVISION	0777476423	
12	29/09/22	ABUBAKAR M. SULEIMAN	BMMA	AFISA ENVIRONMENT	0621101566	
13	29/09/2022	IS-HAKA H. ALI	WILAYATI YA MAGHA	AFISA ELIMU	0773204042	
14	29/09/2022	ASHA SHAIIBIS-HAK	WILAYATI YA MAGHA	AFISA ELIMU	0772642394	
15	29/09/2022	SAFIA KASIM HASI	MAGHARIBI "A"	D.A O	0778152630	
16	29/09/22	BIUBWA F. HASI	MAGHARIBI "B"	ALIMAZINGIRA	0774-847373	

