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UNITED REPUBLIC OF TANZANIA

EDUCATION PROGRAM FOR RESULTS ADDITIONAL FINANCING

ENVIRONMENT AND SOCIAL SYSTEMS ASSESSMENT (ESSA)

Prepared by the World Bank

April 19, 2017

List of Acronyms

3R	Reading, Writing, Arithmetic
BEST	Basic Education Statistics in Tanzania
BRNEd	Big Results Now for Education
CAS	Country Assistance Strategy
CIDA	Canadian International Development Agency
CRB	Contractor Registration Board
CSO	Civil Society Organization
DfID	(UK) Department for International Development
EIA	Environmental Impact Assessment
EIS	Environmental Impact Statement
EMA	Environmental Management Act
EMIS	Education Management Information System
EMP	Environmental Management Plan
EPforR	Education Program for Results
ESDP	Education Sector Development Plan
ESIA	Environmental and Social Impact Assessment
ESMF	Environnemental and Social Management Framework
ESMP	Environnemental and Social Mitigation Plan
ESSA	Environmental and Social Management System Assessment
EWURA	Energy and Water Utilities Regulatory Authority
FBEP	Free Basic Education Policy
GDP	Gross Domestic Product
GoT	Government of Tanzania
LGA	Local Government Authority
MLHHSD	Ministry of Lands, Housing and Human Settlements Development
MoEST	Ministry of Education, Science and Technology
NEMC	National Environmental Management Council
NEP	National Environmental Policy
NGO	Non-Governmental Organization
OHS	Occupational Health and Safety
OSHA	Occupational Safety and Health Authority
PAP	Program Action Plan
PAP	Project Affected People
PDO	Program Development Objective
PEDP	Primary Education Development Program
PforR	Program for Results
PO-RALG	President's Office – Regional Administration and Local Government
SEDP	Secondary Education Development Program

SIDA	Swedish International Development Cooperation Agency
SIG	School Incentive Grant
STEP	Student Teacher Enrichment Program
ToR	Terms of Reference
ULGA	Urban Local Government Authorities
ULGSP	Urban Local Government Strengthening Program
USAID	United States Agency for International Development

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EXECUTIVE SUMMARY

This is a PforR lending operation. The implementation of the activities under the Education Program for Results (EPforR) Additional Financing(AF) Program will rely on the existing national legal framework and institutional systems that the counterpart uses to manage environmental and social risks. The purpose of this Environmental and Social System Assessment (ESSA) is to provide a comprehensive review of relevant environmental and social management systems and procedures in Tanzania, identify the extent to which the national systems are consistent with the Bank Policy and the Bank Directive for Program for Results (PforR), and recommend necessary actions to address eventual gaps as well as opportunities to enhance performance during the AF Program implementation.

The ESSA concluded that Tanzania, in general, has established a comprehensive set of environmental and social management systems to address the environment, health and safety, as well as social concerns related to the AF Program. Such systems are principally well-aligned with the core principles and key planning elements as defined in the Bank PforR Policy. However, there are certain inadequacies and gaps from the perspective of actual implementation of such system identified through this ESSA. The assessed weaknesses are related to lack of enforcement and compliance with existing laws, regulations and guidelines governing environmental and social management. In addition, inadequate attention to environmental, health and safety concerns, weak land management and resettlement practices, lack of environmental and social management data systematic collection and reporting, and weak coordination among agencies are other factors affecting the system. Awareness of the ESSA prepared for the original EPforR is low; thus, some recommended actions are proposed to address these shortcomings and are included in Disbursement Linked Results and the Program Action Plan for the AF Program.

Environmental and Social Effects of the Additional Financing to the Education PforR

The AF retains the same Project Development Objective, which is to improve education quality in primary and secondary schools in Tanzania. The program does not include land acquisition nor finance school construction or any physical/civil works and there are no works linked to any of the DLRs.

Environmental and Social Benefits

50.   The AF Program will support part of the Government of Tanzania's Education Sector Development Plan (2017-2021) currently being finalized. It provides an important opportunity to enhance environmental and social systems with regard to ensuring safe, clean and sustainable surroundings in schools, which is recognized as a basic prerequisite for ensuring a conducive learning and teaching environment and quality. Therefore, the AF Program is expected to contribute to improvement of the national guidelines for school constructions, by including appropriate environmental and social management requirements. Additional guidelines for promoting sustainable and ''greener'' building designs, as well as designs taking into account students with disabilities, greener measures to allow better resource management and larger involvement of beneficiary communities for supervising works, payment to contractors,

contribution to school facilities improvement, and maintenance of facilities, etc., will also be considered during the preparation of the school construction strategy. Moreover, the strategy and implementation plan will clarify agencies, roles and responsibilities for monitoring of the environmental and social management requirements in school construction. Furthermore, the strategy will layout good practices to be followed when and where land acquisition and resettlement becomes necessary.

The program interventions are not expected to have physical footprints in terms of loss of land or assets/livelihood etc., since land acquisition is not envisaged. Furthermore, the Government of Tanzania is making an effort to be inclusive of all groups without discrimination in its school system. The AF Program will help the inclusion of all social/economic groups, gender, vulnerable and other less advantaged groups, and underserved regions and allow for holistic development of the education sector with no student left behind. It will also enhance relevant meaningful stakeholders' participation in decision making that will foster learning and retention among children in Tanzania, as well as better institutional functioning for results through social accountability and stakeholders' monitoring.

Environmental and Social Risks

The AF Program does not finance physical constructions or civil works, therefore, the anticipated adverse environmental and social effects of such a program are therefore not expected to be significant or detrimental. However, the potential environmental risks are related to integration of environmental and social measures into the school construction strategy. These include: (i) inadequate water supply and sanitation facilities as well as electricity, (ii) weak compliance and enforcement of environmental and social requirements, (iii) lack of awareness and capacity of sanitation, hygiene, and environmental and social protection and management, (iv) inadequate safe drinking water, (v) unsafe building materials and unmaintained building structure, (vi) inadequate facilities and access for physically challenged in all schools, and (vii) lack of integration and networking/collaboration.

The anticipated social effects of the program are not expected to be significant but sufficient to require attention to improve the quality of the AF. Therefore, the AF will address the following social implications: (i) class absenteeism(participation of pupils from low income households even with free tuition), (ii) inclusion (better vs. poor performers, the vulnerable and disadvantaged, etc.), (iii) inequities in distribution of teachers across geographical regions and between schools), (iv) stakeholder participation (at national, subnational, community, school and parents levels), (v) gender (access to school opportunities for both boys and girls), (vi) challenges of capacity to supervise social standards, and (vii) lack of a grievance redress mechanism at school, community, council and coordinating agency levels.

Recommendations for Environmental and Social Management Actions

Objective	DLRs	Environmental and Social Management Actions
To improve environmental and social management systems in education sector	DLR 1.4 Approved a School Construction Strategy	• The national guidelines on school constructions will be reviewed and revised to include appropriate environmental and social management requirements in design, construction, operation and maintenance of school infrastructures. • Additional guidelines for promoting sustainable and "greener" building designs, as well as designs taking into account students with disabilities, greener measures to allow better resource management and larger involvement of beneficiary communities for supervising works, payment to contractors, contribution to school facilities improvement including aspects from the National School WASH Strategic Plan, maintenance of facilities will also be considered during the review and revision of national guidelines for school construction. • The School Construction Strategy will clarify agencies, roles and responsibilities, as well as incentives and training for monitoring and reporting of implementation of the environmental and social management requirements in school construction. And where land appropriation and resettlement becomes necessary, the strategy should seek to adopt measures and guidelines consistent with Bank policies.
	Program Action Plan	The EPforR coordination team will include the environmental focal point (Environmental Education Coordinator) of the MoEST. This team will also include a social development specialist knowledgeable in social inclusion matters.
To improve capacity for supervision of environmental and social performance (improve enforcement)	DLR 3.1 Released an Annual Summary Education Performance Report (ASEPR) in acceptable format	School level indicators on access/availability of electricity and number of water points and source to be included in the AESPR.
To improve systems for Information Disclosure and Stakeholders Consultation	Program Action Plan	A Grievance Redress Mechanism (GRM) to be established at the school and LGA levels. The operation structure and protocols of the GRM and a complaint hotline will be made available to the public. The GRM has been discussed with stakeholders.

Consultations and Information Disclosure

The Bank organized several consultations during the preparation of this AF Program. Initial consultations with MoEST was during December 5-9, 2016. Bank Specialists undertook a series of meetings, consultations with different stakeholders including national and local government agencies and school visits. A multi-stakeholder consultation meeting took place in Dar es Salaam on February 23, 2017 on the draft ESSA report to receive specific feedback on its findings and recommendations. A description of the workshop, consultation participants, and main issues raised is provided in Section VII of this ESSA.

During the consultation, the Bank team presented the detailed information on the PforR instrument, activities to be supported under the Additional Finance Program, and key findings and recommendations of the ESSA. The participants concur with findings and recommendation presented in the ESSA, and voiced their strong support in implementing the proposed Program to improve education quality while improving environmental and social management in the education sector for safe, clean and sustainable surroundings in schools. The draft ESSA was disclosed on March 21, 2017 in the country (MoEST website) and the final ESSA will be re-disclosed in-country and in the World Bank's external website after negotiations of the AF Program.

SECTION I: INTRODUCTION

1.1 Background

A. National Context

1. **In 2013, the Government launched the "Big Results Now (BRN)" initiative for seven critical sectors** (energy, agriculture, water, education, transport, resource mobilization, and business environment) to advance the implementation speed of the first Five Year Development Plan (FYDP I 2011-2016) and the Millennium Development Goals (MDGs). As part of the BRN initiative Big Results Now in Education (BRNEd) was introduced in February 2013 to fast-track improvements in education quality, with focus on improvements in learning outcomes in primary (Standard 1-7) and lower secondary (Form 1-4).

2. **The 'Big Results Now' branding and temporary oversight infrastructure was dissolved by the Government in late 2015 and the BRNed program was renamed Education Program for Results (EPforR) in October 2016.** Government commitment to the education program remains strong and the core activities supported by the original EPforR are fully aligned with the priorities of the Government on Basic Education as reflected in the draft Education Sector Development Plan (ESDP) (2016-2021) as well as the Second Five Year Development Plan (FYDP II) 2016-2021, *Nurturing Industrialization for Economic Transformation and Human Development.*

3. **Introduction of the Free Basic Education Policy (FBEP) in December 2015.** The FBEP universalizes 11 years of basic education, from pre-primary up to lower secondary through eliminating (i) informal fees at the pre-primary and primary levels; and (ii) formal tuition fees at the lower secondary level. This has led to a massive influx of new students into schools in 2015/16 and 2016/17. This rapid expansion almost overnight of the system's capacity poses a substantial challenge in logistical terms, but even more so in sustaining student achievement gains made in the first two years of implementation of the original EPforR program.

B. Technical Background

4. **The Government program is currently supported by US$252 million equivalent in financing from the following three Development Partners:** The UK Department for International Development (DFID; £60 million equivalent to US$100); Swedish International Development Agency (Sida; US$30 million); and World Bank (US$122 million equivalent, original PforR). The original program was approved on July 10, 2014 and became effective on December 5, 2014. It closes on June 30, 2018, but will be extended to January 31, 2020 with the AF.[1]

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[1] During Years 1 and 2 of the Program assessment, verification and disbursement of DLR claims has taken around 6-7 months. The AF design incorporates an additional 2 years of program activity and allows a seven-month period after the completion of DLR achievement to allow for verification and disbursement.

5.   **The original EPforR has supported nine activities of the government's BRNEd program, focused on four key priorities:** (1) strengthen performance of schools and improve the system's transparency; (2) motivate teachers and schools through incentives; (3) provide support and address unequal resource distribution; and (4) to improve teacher conditions. To date, US$59 million[2], 47.3 percent was disbursed against the Disbursement Linked Results (DLRs)for the first two years of the original program.

6.   **The original EPforR has performed well to date.** The Implementation Progress and Development Objective ratings were rated Satisfactory or Moderately Satisfactory in the last two Implementation Status Reports (ISRs). Three out of the four PDOs are already achieved or surpassed their end targets at the time of the MTR. The Government completed all seven foundational DLRs within 12 months of implementation; and fully achieved six out of the nine recurrent DLRs for Year 2 of the EPforR. There are no unresolved fiduciary and safeguards issues.

Due to lack of awareness of the Environmental and Social System Assessment (ESSA) report under the original EPforR, it was decided that the recommended environmental and social management actions through another ESSA during preparation of the EPforR AF Program will be fully integrated into the AF Disbursement Linked Results (DLRs) and its Program Action Plan (PAP).

7.   **The Government has requested AF in the amount of US$75 million equivalent to (i) help bridge part of the immediate financial gap** stemming from this enrolment surge; (ii) promote the capacity of and incentives for critical central, local and school level actors to maintain and improve quality service delivery while effectively responding and managing this three-fold capacity expansion of the system; and (iii) strengthen in-house sectoral policy and planning units in forecasting, planning and coordinating all aspects of the FBEP. The AF is expected to enhance the financial and technical capacity of MoEST and PO-RALG, enabling the Government to sustain the performance of EPforR on key DLR and PDO indicators.

1.2 Objectives and Scope of the ESSA

8.   This is a PforR lending operation. The implementation of the activities under the PforR (Program) will rely on the existing national and provincial legal framework and institutional systems that the counterpart uses to manage environmental and social risks. The purpose of this ESSA is to provide a comprehensive review of relevant environmental and social risk management systems and procedures in Tanzania, identify the extent to which the country/local systems are consistent with the PforR Bank Policy[3] and the Directive[4], and recommend necessary actions to address eventual gaps as well as opportunities to enhance performance during implementation.

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[2] Including US$ 15.5 million in process.

[3] OPCS5.04-POL.01, July 10, 2015
[4] OPCS5.04-DIR.01, July 10, 2015

9.   According to the PforR Bank Policy, the ESSA considers, as may be applicable or relevant in a particular country, sector, or Program circumstances, to what degree the Program Systems:

a) Promote environmental and social sustainability in the Program design; avoid, minimize, or mitigate adverse impacts, and promote informed decision-making relating to the Program's environmental and social impacts
b) Avoid, minimize, or mitigate adverse impacts on natural habitats and physical cultural resources resulting from the Program
c) Protect public and worker safety against the potential risks associated with: (i) construction and/or operations of facilities or other operational practices under the Program; (ii) exposure to toxic chemicals, hazardous wastes, and other dangerous materials under the Program; and (iii) reconstruction or rehabilitation of infrastructure located in areas prone to natural hazards
d) Manage land acquisition and loss of access to natural resources in a way that avoids or minimizes displacement, and assist the affected people in improving, or at the minimum restoring, their livelihoods and living standards
e) Give due consideration to the cultural appropriateness of, and equitable access to, Program benefits, giving special attention to the rights and interests of the Indigenous Peoples and to the needs or concerns of vulnerable groups
f) Avoid exacerbating social conflict, especially in fragile states, post-conflict areas, or areas subject to territorial disputes.

10.   Specifically, the main tasks of the ESSA are to:
a) Review the national legal policy framework related to environmental and social risk management applicable to the Program;
b) Review management and implementation procedures of environmental and social risk management systems, especially those relevant to the activities supported under the Program;
c) Review and assess the institutional capacity of various relevant agencies involved in the environmental and social impacts management during implementation; and
d) Recommend actions to improve the performance of existing systems in line with the core principles of the PforR instrument.

11.   The ESSA provides a reference that is used to monitor environmental and social systems performance during the Program implementation, and identifies actions, as needed, to enhance the systems during the Program preparation and implementation (the latter are included in the Program's Action Plan). The environmental and social risks, and proposed mitigation measures, as appropriate, are inputs to the integrated risk assessment of the Program. The assessment includes a review of the arrangements by which the Program activities that affect communities will be disclosed, consulted upon, and subject to a grievance redress process and proposes actions and measures to address consultation, disclosure and grievance as appropriate to the activities to be supported under the Program.

1.3 Methodology

12.　　The ESSA is a World Bank document prepared by Bank staff and consultants through a combination of reviews of existing materials and available documents related to activities to be supported under the Program, interviews with government staff, and consultations with key stakeholders and experts. In developing the ESSA, the Bank undertook the following tasks:

a) Reviewed existing laws, policies, regulations, frameworks and guidelines with regards to environmental and social risk management, as well as the national programs associated with the Education sector;

b) Conducted meetings and interviews with different stakeholders ranging from provincial level agencies to district/county level agencies, particularly those involved in the environmental and social assessment as well as planning, implementation and monitoring of activities to be supported under the Program, and visited a sample of schools;

c) Assessed the environmental and social management system in place relative to the PforR Bank Policy and Bank Directive;

d) Assessed the capacity and performance of involved government stakeholders;

e) Recommended actions and measures to enhance environmental and social management capacity and performance during implementation of the proposed Program.

13.　　Before appraisal of a PforR Program, and as part of the ESSA, the Bank makes the draft assessment publicly available. The Bank subsequently consults with the Program stakeholders on the draft assessment. The Bank makes the final assessment publicly available. In addition, the PID, which is made publically available at the concept and appraisal stages, includes information about the environmental and social issues related to the Program.

14.　　Initial consultations were carried out in December 2016 to better understand the environmental and social systems in the country and the environmental and social concerns of stakeholders and in February 2017to seek feedback on the findings and recommendations of the publicized ESSA draft. A consultation meeting on the draft ESSA involving key stakeholders took place during appraisal in Dar es Salaam on February 23,2017.

SECTION II: PROGRAM DESCRIPTION

2.1 Program Contents

15.   The Program Development Objective of the original EPforR, to improve education quality in Tanzania's primary and secondary schools will be maintained for the AF Program.

The Government of Tanzania's Education Sector Development Plan (ESDP) 2016-2021and Linkage with the Bank-financed Revised EPforR and AF Program

16.   The government's Education Sector Development Plan (ESDP) 2016-2021is currently being finalized.[5] The main ESDP objectives in basic education are the following: (i) completion of basic education (primary and secondary) for all; (ii) improving internal efficiency and addressing the causes of dropouts, with particular attention to marginalized groups and reducing regional inequalities; and (iii) improving quality. The Government plans to achieve these objectives in part through the introduction of FBEP.

17.   **The AF will continue to support the following four existing key results areas of the Government's program, which is the basic education part of the ESDP**. These key results areas are centered on basic education quality and consist of: (1) strengthen performance of schools and improve the system's transparency; (2) motivate teachers and schools through incentives; (3) provide support and address unequal resource distribution; and (4) improve teacher conditions.

18.   **The objectives and design will remain the same as those of the original PforR, and the current institutional arrangements for implementation and results monitoring will remain in place.** The Program Development Objective (PDO) of the original EPforR and the AF is *to improve education quality in Tanzanian primary and secondary schools.* The majority of the initiatives under the original Government BRNEd program and EPforR will be continued in the AF.

19.   **The proposed AF will provide intensified support to the key results areas of the original PforR program:** (i) Improved mastery of 3R (reading and numeracy) skills in Grade 2 students and (ii) improved teacher performance, as well as an additional key results area, (iii) improved performance in Form IV examinations.

20.   **The DLR revisions agreed to at the Mid-Term Review (MTR) of the original PforR in September-October 2016 are integrated into this Project Paper, applicable for verification of DLR achievement for Year 3[6] of the program.** Changes made at the MTR for the AF will be included in the amended legal agreement and will be retroactively effective as of July 1, 2016 (start of Year 3). The new DLRs proposed under this AF will intensify support for education quality improvements by (i) expanding results-based financing incentives for student learning outcomes; (ii) adding incentives for new indicators on student survival and transition

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[5]The Government is expected to finalize the ESDP by March 2017.
[6]The Program Year 3 is from July 1, 2016—June 30, 2017.

rates, especially for girls; and (iii) supporting and incentivizing new and scaled-up rewards for teacher performance, initiatives for enhanced school Quality Assurance (QA), and distribution of textbooks. The Government expects to meet the AF DLRs by June 30, 2019. The AF will however remain open until January 31, 2020, an extension of about 1.5 years over the original closing date of June 30, 2018, to allow around six months for verification of the DLR achievement.

Table 2.1: Government Program and Revised EPforR and AF Scope

			Original Govt. Program (BRN-Ed)	Original BRNEd PforR	Revised EPforR AF
			Objective: Improve education quality in Tanzanian primary and secondary schools		
ESDP Priority Program 2: Quality of Basic and Secondary Education (Government Program) Objective: Improved and equitable learning outcomes for all in basic and secondary education	**ESDP Area**	**Activity supported by the PforR**			
	System-Level	Foundational activities (original)	✓	✓	
		Foundational activities (new)			✓
		Timely release of funds	✓	✓	✓
		Official school ranking[1]	✓	✓	✓
		Policy, Planning and Innovation Capacity			✓
	Learning Environment and Curricula	Capitation grants	✓	✓	✓
		Teaching and learning materials			✓
	In-service Training	3R training[2]	✓	✓	
		STEP[2]	✓	✓	
	Teacher Motivation	Teacher motivation (clear backlog of claims)	✓	✓	✓
		School Incentive Grants (SIG)	✓	✓	✓
	School Leadership and Quality Assurance	School Improvement Toolkits[2]	✓	✓	
		School- and Ward-level leadership training			✓
		Quality Assurance Inspections			✓
		School Report Cards			✓
Other basic education expenditure	*Construction*		✓		
	Wages				

1. Official School Ranking activities continue but require no financial support from program.
2. These activities are completed and mainstreamed into regular in-service teacher and head teacher training.

21.   **The AF design consists of the following changes:**[7]

(i)   new foundational DLRs which support reforms to policies and procedures;
(ii)   new recurring DLRs incentivizing improvements in timely provision of resources, learning outcomes, student survival and transition, QA, and education policy and planning capacity;
(iii)   scaling-up/restructuring of selected original DLRs to further strengthen incentives for results.

22.   More specifically, the changes include (i) addition of four new foundational DLRs in Year 4; (ii) addition of two new DLRs on QA to be implemented from Year 4; (iii) addition of a DLR to incentivize improvements in numeracy for grade 2 students from Year 4 onwards; (iv) addition of two DLRs on student survival and girls' transition rates; (v) addition of a DLI on policy, planning and innovation in Year 4; (v) addition of a DLR on provision of textbooks in Years 4 and 5; (vi) dropping of the original DLR on STEP as it is already achieved.

1. **New Foundational DLRs in Support of System-level Reforms to Policies and Procedures**

1.   Four new foundational DLRs will be introduced in 2017/18 (Year 4) to produce system-level policies and frameworks for school QA, teacher deployment, construction, and students with special needs. The results of these activities serve as inputs to new and revised recurring DLRs.

DLR 1.1 Approved a School Quality Assurance (QA) operations manual

23.   **The QA system's tools and procedures need updating to provide timely feedback to head teachers, teachers and relevant stakeholders at the community level for taking remedial actions at the school level on performance, monitoring, and accountability.** While some progress has been made on teacher presence at school and increased teaching time in the classroom, much room for improvement remains. The Service Delivery Indicators Survey (SDI) shows that on average, primary pupils received only 2h 46 minutes of teaching per day in 2014, an improvement of 43 minutes from 2012, but still too little time for learning. Pressure on teaching time and quality is likely to increase in response to increases in enrolment under FBEP.

24.   **In order to address these issues, the DLR supports the updating of key tools and manuals for the QA system**, including: handbook and inspection tools for school inspectors; introduction of guidelines for sub-district education officials[8] for in-service support to schools to promote student learning; development of templates for School Report Cards for public display

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[7] For further details of all new activities and revised DLRs, see Annex 3, Detailed Program Description.
[8] District and Ward Education Officers

in schools, including assignment of an Overall School Performance Score[9]; and the review of QA staffing to ensure adequate and equitable staffing in all districts. The DLR supports the development of training modules and reporting templates for sub-district officials to follow-up with schools on implementing recommendations of the inspectors, and provide support to teachers where needed. The School Report Cards will serve to inform School Management Committees/Boards on a school's quality and help guide the drafting of Annual School Improvement Plans, and thus promote greater transparency, accountability and community engagement. The Foundational DLR is expected to be achieved by December 2017, enabling roll-out of Report Cards during 2017/18.

DLR 1.2. Approved an updated National Teacher Deployment Strategy that includes agreed formula for deployment of new teachers across LGAs

25. **The surge in enrolment has led to very high pupil-teacher ratios in many schools.** The development of this updated Teacher Deployment Strategy will (i) provide a framework for sustainable financing of teacher transfer costs for reallocation; (ii) include transparent and objective criteria and a formula for the distribution of newly recruited teachers; and (iii) review any school-level practices inconsistent with the policy of not using teachers to teach more than one subject in primary schools.

DLR 1.3Approved a Strategy for primary and secondary students with special needs

26. **Tanzania has made progress on inclusive education.** There is a National Strategy on Inclusive Education (2009-17) which aims to enhance educational services for children with special needs, and funding is set aside within the capitation grants that provides double the allocation for students with disabilities.

27. **However, implementation of the strategy has been challenging and children with special needs continue to be underrepresented in the formal school system.** Data from the education sector analysis shows that currently there are around 31,500 pupils with disabilities in primary and secondary schools. Research suggests that in Tanzania having a disability doubles the probability of never having attended school[10]. The number of teacher trainees obtaining the certificate of special education is inadequate and has increased only from 138 in 2009 to 419 in 2013.

28. **The DLR supports the development of a comprehensive Strategy for ensuring equitable participation by and outcomes for students with special needs**, including provision of accessible facilities and adequate training and deployment of teachers with special education certification. The strategy will include details of financing, support and monitoring of improved education for students with special needs.

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[9]Overall School Performance Score will include measures of teacher-on-task, improvements in management of resources available at school (textbooks, teachers, learning materials), compliance to minimum quality standards established in earlier training program (3R, STEP, School Improvement Toolkit), among other relevant indicators.
[10] UNESCO, 2014.

DLR 1.4Approved a School Construction Strategy

29.   **Tanzania's schools accommodate a large number of students, with an average primary school enrolment of 518 and 77 students per classroom, and the average distance primary pupils travel to schools is 4.4 km.**[11] A large number of classroom and toilets will need to be constructed to meet enrolment increases in the next 10 years. The Government is currently revising its school construction guidelines, which are expected to be completed by December 2017.[12] In addition to achieving ambitious targets for construction of new school infrastructure, the Government is likely to need to introduce policies for more efficient utilization of existing and new infrastructure. (See Annex 5, Technical Assessment – Addendum, for more information of the financing gap for school construction.)

30.   **The foundational DLR supports the operationalization of these guidelines through a detailed Strategy, approved by the Government and informed by consultation with subject specialists.** The completion of this activity will lay the groundwork for potential pipeline program support from the World Bank and other development partners to enable the Government to meet the rapidly increasing need for new infrastructure. This will also ensure adequate provision for girls in future investments, including toilets and other facilities.

   2. **New DLRs to Improve School Quality Assurance**

31.   **The objective of the Government's QA initiatives, supported by two new DLRs, is to move away from one-off training with often little practical applicability towards a continuous, comprehensive school quality support structure and in-service training system, based on the level closest to the school.**

DLR 8.1 Percentage of public primary and secondary schools displaying School Report Cards based on Whole School Inspection

32.   **This new recurring DLR provides support to the school QA system to meet inspection targets, improve follow-up support to schools, and introduce and employ School Report Cards at the school level for community engagement in school improvement, planning and monitoring.** Tanzania's QA system aims to inspect 50 percent of schools each year (approximately 11,000 schools). In recent years the system has been unable to meet this target owing to underfinancing, with remote areas in particular rarely receiving visits. Inspection reports are comprehensive but unnecessarily complex, the majority of recommendations in these assessments are hard to resolve at the school level, and follow-up support to schools and the

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[11]Any distance larger than 2km increases probability of non-attendance and drop out. Also, due to security concerns, parents tend to delay school enrolment until their children are older than the required age, leading to larger number of overage children (see Verspoor and Lockheed)

[12]The Government is already updating school construction guidelines with support from DFID and World Bank. DFID is also supporting construction of two schools in Kagera, which were destroyed earlier in an earthquake, to meet earthquake resilience and other safety standards

LGAs to help implement recommendations is limited. Following the development of School Report Cards under DLR 1.1, this new recurring DLR supports the introduction and widespread use of these Cards at schools following inspection. The DLR will be achieved according to the proportion of schools receiving full inspections and displaying School Report Cards on school premises three to six months afterward.

DLR 8.2 Increase in School Quality Score for selected schools to be inspected twice in consecutive years

33. **District and sub-district officers play an important role in supporting schools to implement the recommendations of QA inspections.** District Education Officers (DEOs) in each of Tanzania's 185 districts support quality improvements at an average of around 120 schools. In addition, each of 3880 sub-districts, Wards, has a Ward Education Officer (WEO) responsible for providing in-service support to quality improvement to around five schools.

34. **This DLR in 2018/19 rewards the achievement of demonstrated improvements in Overall School Performance Scores in the following year's QA inspections at a nationally representative sample of schools, to incentivize the implementation of QA recommendations and measurable improvement in school quality.** As part of the development of School Report Cards under DLR 1.1, an Overall School Quality Score will be developed as a single quantified indicator of school quality. A nationally representative sample of schools will receive inspections in both Years 4 and 5 of the program, and the DLR will reward LGAs which demonstrate the biggest improvements in School Quality Score among the sampled schools.

3. DLRs for School Improvement Incentives

DLR 5.2 Number of primary and secondary schools that have received monetary School Improvement Grants (SIG) based on performance

35. **Under the original EPforR, the School Incentive Scheme provided monetary rewards to 120 primary and lower secondary schools which achieved improvements in students' national examination performance.** This has proven to be an effective driver of school motivation to improve learning. The existing recurrent DLR on the School Improvement Grant will continue to reward incentive grants to a target number of schools each year, but the number of schools eligible will be increased from 120 to 400 schools (300 primary and 100 secondary).

36. **The AF will further leverage the success of this DLR to incentivize schools to address the gender disparity in the performance of girls in examinations.** Although this gender disparity has decreased in recent years, girls' pass rate for Primary School Leaving Examination (PSLE) in 2015/16 was seven percentage points lower than boys', while girls' pass rates for Certificate of Secondary Education Examination (CSEE) in 2015/16 ranged from six to fifteen points lower than boys' across subjects. In the AF, the formula for the School

Improvement Grants will be revised to give equal weight (50 percent) to improvements in male and female examination scores for PSLE (primary) and CSEE (secondary) respectively.

4. New DLRs to Improve Girls' Transition to Secondary School and Overall Student Survival Rates

DLR 7.1 Percentage of LGAs/regions achieving year-on-year increase in aggregate primary and basic education survival rates

37. **Student survival within basic education in Tanzania, while improving, remains low.** Modelling of current grade-specific enrolment data suggests a survival rate in primary of 51 percent, in lower secondary of 65 percent, and a survival rate for the whole 11 years of basic education of only 22.4 percent. The large influx of students in pre-primary and Standard 1 has brought more students from disadvantaged backgrounds into the schooling system, which is encouraging. However, these children are even more vulnerable to school dropout than the current cohorts.

38. **To address incentives at the LGA level to provide adequate resources at the school level for student retention, the AF will reward LGAs that show the greatest improvements in year-on-year average primary and basic education survival rates.** Funds will be received by the LGAs who demonstrate the biggest improvement in primary survival rate (from Standard 1 to Standard 7), and the LGAs within the region which demonstrates the biggest improvement in basic education survival rate (from Standard 1 to Form IV).

DLR 7.2: Percentage of regions achieving year-on-year increase in girls' transition rate from primary Standard 7 to secondary Form I

39. **Girls seem to be particularly disadvantaged in the transition from primary to lower secondary.** The transition rate from primary to lower secondary Form I is only 65 percent for girls compared to 71 percent for boys.

40. **DLR 7.2 thus creates incentives at the LGA level to encourage transition from primary to secondary level.** By focusing on transition to secondary, the DLR rewards improvement for female students in three related areas where fewer girls participate than boys: participation in the PSLE Standard 7 exam; passing of the PSLE; and transition to secondary school of passing students. In this way the DLR provides incentives for LGAs to support schools to improve both the learning outcomes of girls at primary level and secondary-level barriers to girls' participation such as a lack of sanitary facilities for girls and the limited number of female teachers available in lower secondary schools. To encourage LGAs to address specific constraints faced by girls in transitioning to secondary school the DLR is introduced to reward LGAs in regions with the highest improvement in girls' transition from Standard 7 (primary) to Form I (secondary).

5. **New DLR for Improved Distribution of Textbooks**

DLR 2.3: Percentage of schools providing evidence of receipt of textbooks showing subject and grade level

41.   **Up until 2014, responsibility for the purchase of textbooks rested with schools directly, financed through the capitation grants.** However, textbooks availability in schools was a challenge: only about 25 percent of Standard 4 students had textbooks for math or English in 2014.[13] In 2014/15, the Government therefore introduced a single textbook policy, centralizing textbook development at the Tanzania Institute of Education, (TIE). Financing for central textbook procurement and distribution was made available from part of the capitation grants budget.

42.   **However, owing to rising enrolment and delays in procurement and delivery, shortages of textbooks persist.** A 2016 survey in a sample of 21 schools in seven districts found only one book for all subjects for every three students in Standard 1. In view of these challenges of textbook development, procurement and distribution across levels of education, across a vast number of schools and rising pupil enrolment, the Government is planning to prepare a comprehensive Textbook Strategy to address these issues, establish clear responsibilities, and thus effectively facilitate textbook availability and monitoring in schools.

43.   **The DLR will support the operationalization of this Strategy by incentivizing improvements in the provision of textbooks to public primary schools.** Specifically, the DLR will support the setting up of a monitoring system for textbook distribution and incentivize improvements in both distribution and monitoring of textbooks by rewarding the presentation of detailed evidence of textbook receipt by schools.

6. **New DLI for Enhanced Policy, Planning and Innovation Capacity**

DLR 9.1: Number of New Policy, Planning and Innovation commissions granted

44.   Implementation of the FBEP, with the expected rapid increase in enrolment, infrastructure and staff requirements, and resource constraints, requires a significant upgrade to Government capacity to project and plan resource requirements, evaluate trade-offs, and implement evidence-based policy. The Policy and Planning Division of the MoEST is increasingly focused on troubleshooting and operational issues, with limited time and capacity to undertake long term strategic planning, prioritization, financial and other projections,

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[13] 24.6 percent for math, and 26.3 percent for English.

evaluation and costing of policy trade-offs. Increased capacity is required to enable the system to manage the increased financial, staffing and resource burdens of FBEP in a systematic manner. Furthermore, the Government requires the capacity to competitively identify opportunities for innovation in service delivery, such as the use of digital technology to reach out-of-school students.

45. **This DLR thus supports the commissioning of in-country capacity building of sectoral Policy and Planning units in MoEST, PO-RALG and associated institutions, and competitive awards for innovation in education service delivery.** Government will develop procedures and frameworks for quick, competitive commissioning of capacity building activities from pre-qualified list of local universities, research institutions, and private firms; as well as competitive calls for proposals for innovations and trials in education service delivery to receive investment or grant funding. It is expected that around US$1 million will support 'internal' capacity building within MoEST, PO-RALG, in associated institutions such as NECTA and TIE, and at local level; while around US$1 million will support innovation activities.

46. **This DLR complements the Technical Assistance Support package of EPforR financed by DFID, which is central in facilitating progress on implementation of activities under the original program.** This assistance is expected to continue as part of the revised program until at least 2018, and will continue to support AF activities. The DLR, in addition to program-specific technical assistance, is focused on system-level capacity of MoEST, PO-RALG and associated institutions to continue to pilot and scale-up promising innovative interventions.

7. Scale up and Restructuring of Original EPforR DLRs

47. **In addition to introducing new DLRs, the AF scales up several key existing DLRs as well as incorporating adjustments to targets and measurement of certain DLRs as agreed at the MTR.** DLR 5.2 is expanded to provide rewards to 400 schools from the original 120. DLRs 2.1, 2.2, 3.1, 3.2, 4.1 and 4.2 are maintained at current pricing levels for the duration of the extended program, with alterations to targets and some additions to achievement requirements. Amendments to DLR 2.1 set maximum levels of expenditure on teacher motivation to quality for disbursement. The requirements for DLI 3 are updated to require information on student survival rates and unique school identifiers. For further details of these revisions, see Annex 3.

Table 2.2: Overview of DLRs Original EPforR and Additional Financing

Year 3 Allocation (US$27m Original and US$6m re-allocated from unclaimed Years 1 and 2 DLRs to compensate for exchange rate loss)		Year 4 Allocation (US$17 Original and US$39m AF)	Year 5 Allocation (US$36m AF)
Original EPforR DLRs		**New AF DLRs**	**Level of Incentives[1]**
Foundational DLRs:[2] **DLR 1.1** Budget Framework **DLR 1.2** Streamlining EMIS system **DLR 1.3** Collection of data for CGs **DLR 1.4** Scope of Primary and Secondary Schools (identifiers) **DLR 5.1** Prepare SIG and STEP Guidelines **DLR 6.1** Develop 3R Assessment Tool		Foundational DLRs: **DLR 1.1** Approved a School Quality Assurance (QA) operations manual **DLR 1.2** Approved an updated National Teacher Deployment Strategy that includes agreed formula for deployment of new teachers across LGAs **DLR 1.3** Approved a Strategy for primary and secondary students with special needs **DLR 1.4** Approved a School Construction Strategy	Central[3]
DLR 2.1: The Recipient has released, quarterly, total levels of funds as per BRNEd Budget Framework		**DLR 2.1** Released bi-annually total level of funds per agreed EPforR Budget Framework (Revised at MTR)	Central
DLR 2.2: The Recipient has quarterly released full amount of capitation grants (CG) to schools within each LGA		**DLR 2.2** Released monthly full amount of capitation grants agreed for each year to all schools within each LGA	Central
NEW		**DLR 2.3:** Percentage of schools providing evidence of receipt of textbooks showing subject and grade level	Central/LGA[4]
DLR 3.1: The Recipient has released an Annual Summary Education Performance Report (ASEPR) in acceptable format		**DLR 3.1** Released an Annual Summary Education Performance Report (ASEPR) in acceptable format[5]	Central
DLR 3.2 The Recipient has made available online an annual school-level EMIS data		**DLR 3.2** Made available online annual school-level EMIS data with unique school identifiers	LGA
DLR 4.1 The Recipient has met the annual target for number of LGAs achieving the acceptable range for primary PTRs		**DLR 4.1** Percentage of LGAs achieving the acceptable range for primary PTRs[6]	Central
DLR 4.2 The Recipient has met the annual target for number of primary schools achieving the acceptable range of primary PTRs in each LGA		**DLR 4.2** Number of primary schools achieving the acceptable range of primary PTRs in each LGA[6]	LGA
DLR5.2 The Recipient has met the annual target for number of schools that have received SIG grant		**DLR 5.2** Number of primary and secondary schools that have received monetary School Improvement Grants (SIG) based on performance[7]	Schools[8]
DLR 5.3: The Recipient has met the annual target for schools that have conducted STEP activities		**[DROPPED at MTR]**	
DLR 6.2: The Recipient has met the annual target of improvement in words per minute		**DLR 6.2** National average for reading correct words per minute (wpm) in Oral Reading Fluency	Central

(wpm) in national 3R average	(ORF) sub module of 3R assessment among Grade 2 students	
NEW	**DLR 6.3** National average on Level 2 Addition and Subtraction sub module of 3R assessment among Grade 2 students	Central
ADDED at MTR	**DLR 7.1** Percentage of LGAs /regions[9] achieving year-on-year increase in aggregate primary and basic education survival rates	LGA
NEW	**DLR 7.2** Percentage of regions achieving year-on-year increase in aggregate transition rate from primary Standard 7 to secondary Form I for girls.	LGA
NEW	**DLR 8.1** Percentage of public primary and secondary schools displaying School Report Cards based on Whole School Inspection	Central
NEW	**DLR 8.2** Increase in School Quality Score for selected schools[10] to be inspected twice in consecutive years	LGA
NEW	**DLR 9.1** Number of New Policy, Planning and Innovation commissions granted	Central

1. As in the original program, funds for certain DLRs are passed by the Ministry of Finance and Planning (MoFP), via MoEST/PO-RALG, on to LGAs as part of the disbursement formula.
2. Fully achieved in Years 1 and 2
3. Central funds are passed by MoFP onto either MoEST or PO-RALG.
4. 50 percent disbursed to LGAs
5. As defined in the Program Operational Manual, acceptable format includes disaggregated pupil survival rates
6. Acceptable range will be updated based on Foundational DLR 1.3
7. PSLE and CSEE performance, 50 percent weighted on girls' performance
8. Funds are provided to schools as part of SIG program. PforR funds are received by MoEST to finance future grants.
9. LGAs for primary survival, regions for basic education survival (Standard 1 to Form IV)
10. Nationally representative sample of around 800 schools to be selected for inspections in consecutive rounds.

2.2 Institutional Arrangement for Implementing the AF Program

48. Implementation arrangements will be the same as those in the original EPforR program. The AF program will be implemented by MoEST and President's Office - Regional Administration and Local Government (PO-RALG) (formerly PMO-RALG), with MoEST responsible for overall implementation, setting of standards, and conduct of examinations, and PO-RALG, through Local Government Authorities, responsible for day-to-day implementation of school-level activities. The Director of Policy and Planning within MoEST serves as the primary day-to-day program coordinator, with the Director of Basic Education at PO-RALG serving as the counterpart coordinator.

49. Following the dissolution of the 'Big Results Now' program, overall strategic oversight of the EPforR has moved from the former National Key Results Area Steering Committee chaired by the Minister of Education to a new Strategic Management Committee, co-chaired by the Permanent Secretaries of both PO-RALG and MoEST. This new body provides better

strategic direction and a more equitable voice for PO-RALG as a co-implementer of the program. M&E functions formerly carried out by the BRN Ministerial Delivery Units are now mainstreamed into MoEST.

Fig. 1. Program Institutional Arrangements
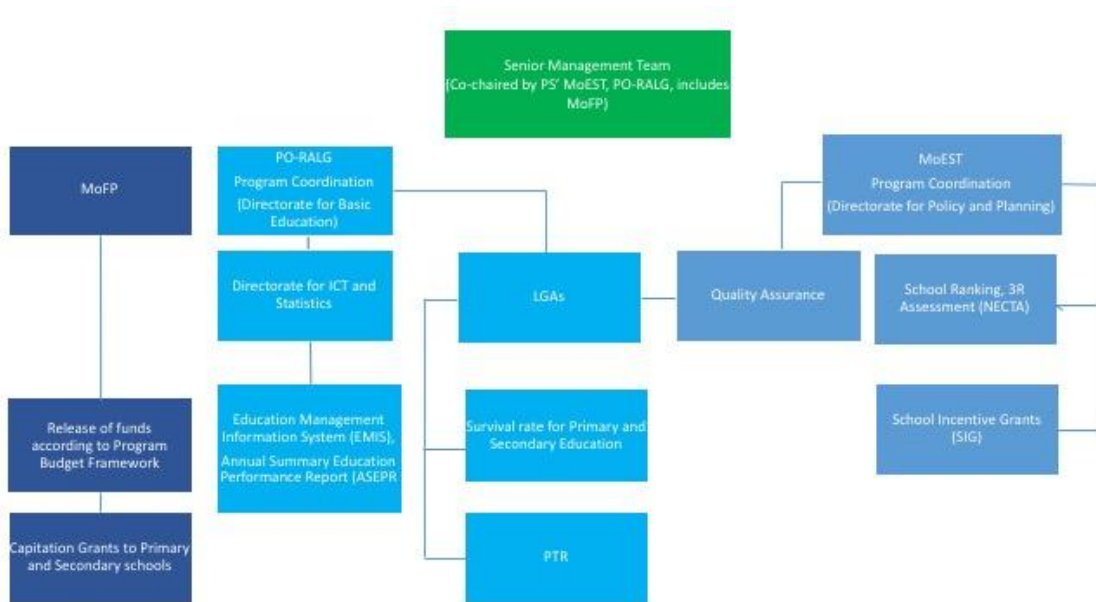
SECTION III: NATIONAL ENVIRONMENTAL AND SOCIAL MANAGEMENT SYSTEMS Relevant to the Education Sector

50.   Tanzania has a number of policies, instruments and laws that support environmental and social management and the environmental and social assessment processes. There are a number of sectoral directives to integrate environmental and social considerations in the decision-making process. The Constitution of Tanzania 1977 (amendments in 1988), Article 27 calls upon the public to ensure that the natural resources of the country are managed properly: (i) every person is obliged to safeguard and protect the natural resources of the United Republic, State property and all property jointly owned by the people; and (ii) all persons shall by law be required to safeguard State and communal property, to combat all forms of misappropriation and wastage and to run the economy of the nation assiduously, with the attitude of people who are masters of the fate of their nation.

3.1 National Environmental and Social Management Legal Framework

3.1.1 Environmental Management

51.   **The National Environmental Policy (NEP, 1997).** The NEP provides the framework for incorporating and mainstreaming environmental and social considerations into decision-making in Tanzania. The overall objectives are to:

a) ensure sustainability, security and the equitable use of resources without degrading the environment or risking health or safety.
b) prevent and control degradation of land, water, vegetation and air
c) conserve and enhance the natural and manmade heritage, including biological diversity of the unique ecosystems of Tanzania.
d) improve the condition and productivity of degraded areas, including rural and urban settlements,
e) raise public awareness and understanding of the essential linkages between environment and development, and promote individual and community participation in environmental action.
f) promote international cooperation on the environmental agenda.

52.   The NEP is a comprehensive attempt to guide the conservation and management of natural resources and the environment. It provides for cross-sectoral and sectoral policy guidelines, instruments for environmental policy, and the institutional arrangements for environmental management for determining priority actions and monitoring. The NEP requires environmental education and awareness-raising programs to be undertaken in order to promote informed opinion. It encourages environmental education to be introduced into primary and secondary school curricula to inculcate values that support responsible environmental care, and discourage attitudes that are incompatible with sustainable ways of life.

53.   As stated in the NEP, the environmental objective of the Water, Sewerage and Sanitation sector is to support the overall national objective of providing clean and safe water within easy reach, to satisfy basic needs, to protect water sources and prevent environmental pollution. The

NEP requires planning and implementation of water resources and other development programs in an integrated manner and in ways that protect water catchment areas and vegetation cover and promotion of technology for efficient and safe water use.

54.   Apart from the State of Environment reports which are meant to provide regular assessments of status and trends of environment resources that sustain the economy, there has not been systematic monitoring of progress of implementation of the NEP and no reviews of environmental performance are undertaken annually. There are no published documents/reports on monitoring and reviewing environmental performance.[14] It has also not been widely distributed in the Kiswahili language, which is used by the majority of the implementers, most of whom do not speak English.

55.   **The Environmental Management Act (EMA) (No. 20, 2004).** The objective of this Act is to provide for and promote the enhancement, protection, conservation, and management of the environment. This Act provides a legal framework necessary for coordinating harmonious and conflicting activities with a view to integrating such activities into an overall sustainable environmental management system by providing key technical support to Sectoral Ministries. It includes provisions for sustainable management of the environment, prevention and control of pollution, environmental quality standards, public participation, and the basis for the implementation of international environmental agreements[15]. The Act sets out the mandates (roles and responsibilities) of various actors to undertake enforcement, compliance, review and monitoring of environmental impact assessment, to facilitate public participation in environmental decision-making and to exercise general supervision and coordination matters relating to the environment. Institutionally it provides for the continuation of the National Environmental Management Council (NEMC), which is mandated to oversee environmental management issues and review programs to decide whether they need to undertake environmental impact assessment and prepare Environmental Impact Statements (EISs).

56.   The EMA has established environment units in all ministries and environmental committees at the regional, district and village levels. Within each ministry, it is the Environmental Section's responsibility to ensure that environmental concerns are integrated into Ministry's developmental planning and project implementation in a way that protects the environment. It requires project developers to develop and implement Environmental Management Plans (EMP) as well as monitor any identified environmental issues associated with their project.

57.   **The Environmental Impact Assessment and Audit Regulations (2005).** The regulations present the EIA process in Tanzania:

   a) *Registering a project:* The proponent is required to register the project with the NEMC through by a project brief.

   b) *Screening:* The project is classified to determine the level at which the environmental assessment should be undertaken. It is at this stage that the decision is made whether to conduct the EIA or not.

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[14] A Review of Current Tanzanian National Environmental Policy July 18, 2008 By Maro, Paul S
[15] Environmental law in Tanzania; how far have we gone? Daniel Mirisho Pallangyo

- o Type A - Project requiring a mandatory EIA: Project is likely to have significant adverse environmental impacts and that in-depth study is required to determine the scale, extent and significance of the impacts and to identify appropriate mitigation measures.
- o Type B - Project requiring Preliminary Environmental Assessment: Project is likely to have some significant adverse environmental impacts but that the magnitude of the impacts is not well-known, a preliminary environmental assessment is required to decide whether the project can proceed without a full environmental impact assessment.

c) *Conducting an EIA:* This involves the three main stages of the EIA process: scoping, preparing terms of reference, baseline studies (on the existing social, economic, physical, ecological, social-cultural and institutional environment within the project boundary area), conducting of EIA by experts and preparing an EIS.

d) *Reviewing the EIS*: A cross-sectoral Technical Advisory Committee established by the NEMC reviews the EIA. The NEMC will also invite comments from relevant Ministries, institutions and the general public and may arrange for on-site visits and determine whether to hold or not to hold a public hearing. Upon completion of the review process, NEMC shall prepare a report on the review of environmental impact statement and submit it to the Minister of Environment in accordance with section 91 of the MEA.

e) *Decision of the Minister:* The Minister will give his decision on an EIS, taking into account (i) the validity of the environmental impact assessment statement with emphasis on the environmental, economic, social and cultural impacts of the project; (ii) the comments made by relevant Ministry, institution and other interested parties; (iii) the report of the person presiding at a public hearing, where applicable; (iv) other factors which the Council may consider relevant in the implementation of the project; and (v) advice of the Director of Environment in such application. If the EIS is approved, the Minister will issue and EIA certificate.

f) *Environmental Monitoring and Audit:* The NEMC shall, in consultation with the relevant sector Ministry, Government Department, agency or institution monitor ongoing projects on a continuous basis using parameters and indicators as may be prescribed in the guidelines made by the Minister in that respect, in order to evaluate the performance of the mitigation measures following the prepared Environmental and Social Management Plan as well as the Monitoring Plan. An environmental audit (self-auditing or by NEMC) will be carried out by a qualified and authorized environmental auditor or environmental inspector who shall be an expert or a firm of experts registered in accordance with the Environmental Regulations (Registration of Environmental Experts), 2005 through questionnaires, and environmental site visits and test analysis, etc. An environmental audit report shall be reviewed by cross sectoral advisory committee for purpose of establishing the accuracy and coverage of key issues and providing appropriate recommendations for remedial measures.

g) *Decommissioning:* A decommissioning report is prepared at the end of the project life. This report outlines the restoration/rehabilitation activities to be carried out by the proponent and is lodged with the NEMC.

58.   *Public participation* is required during the scoping stages and while fulfilling the terms of reference for the impact assessment of the EIA process. The proponent is responsible for identifying interested and affected parties and ensuring that all parties concerned are given adequate opportunity to participate in the process. A public information program is initiated, and public notices are issued during the scoping and EIA stages. Whenever a strong public concern over the proposed project is indicated and impacts are extensive and far-reaching, the NEMC is required to organize a public hearing. The results of the public hearing should be taken into account when a decision is taken whether or not an environmental impact assessment certificate is to be issued.

59.   *Information Disclosure.* Subject to the freedom of access to environmental information, any project brief, environmental impact statement, terms of reference, public comments, report of a person presiding at a public hearing, environmental impact assessment statement, decision letter or any other information submitted to the NEMC under these Regulations, shall be public documents.

60.   **Environmental (Registration of Environmental Experts) Regulations, 2005 (G.N. No. 348 of 2005).** These Regulations make provision with respect to Environmental Experts and establish the Environmental Export Committee. The Regulations provide for the certification and registration of Environmental Experts and contain rules relative to the practice and discipline of Environmental Experts and define functions, powers and internal organization of the Committee.

61.   **Environmental Management (Hazardous Waste Control and Management) Regulations (2009).** The Regulations control all categories of hazardous waste and address generation, storage, transportation, treatment and disposal of hazardous waste and their movement into and out of Mainland Tanzania. They require hazardous waste management be guided by principles of environment and sustainable development namely, the precautionary principle; polluter pays principle; and the producer extended responsibility. The Regulations places responsibility to the generator of hazardous waste for the sound management and disposal of such waste and shall be liable for damage to the environment and injury to human health arising thereby. The regulations further recognize management and control of pesticides, radioactive and industrial and consumer chemical waste to be regulated under respective legislation. The Division of Environment issued in 2013 the Guidelines for Management of Hazardous Waste.

62.   **Other Regulations under EMA.** Other regulations under the EMA also include:

a) Fees and Charges Regulations (2007);

b) Ozone Depleting Substance Regulations (2007);

c) The Biosafety Regulations (2009);

d) Solid Waste Management Regulations (2009);

e) Strategic Environmental Assessment Regulations (2009);

f) Air Quality Standards Regulations (2007);

g) The Soil Quality Standards Regulations (2007);

h) Water Quality Standards Regulations (2007);

i) Noise and Vibrations Standards Regulations (2009);

j) Environmental Inspectors Regulations (2011);

k) Control of Plastic Bags Regulations (2015); etc.

63. **Water Utilization (Control and Regulation) Act, (No. 42, 1974).** This Act, and its amendments, is the principal legislation dealing with the protection of water resources and control of water extraction for different uses. The extraction of water for different users is controlled through a "water right permit". The projects need to undertake the procedures for acquiring and managing water rights, discharges to open environment and maintenance of water quality, which are provided by this act.

64. **Water Supply and Sanitation Act (No. 12, 2009).** The legal framework for water supply and sanitation is based on this Act. The Act outlines the responsibilities of government authorities involved in the water sector, establishes Water Supply and Sanitation Authorities as commercial entities. The National Water Sector Development Strategy (NWSDS) 2006-2015 sets out a strategy for implementing the National Water Policy, which aims to achieve sustainable development in the sector through an "efficient use of water resources and efforts to increase the availability of water and sanitation services." The National Water Sector Development Program (WSDP) of 2006-2025 sets out to promote the integration of water supply and sanitation with hygiene education.

65. **The Occupational Health and Safety Act (No. 5, 2003)** aims to improve health, safety, and general wellbeing of workers and workplaces by promoting occupational health and safe practices in order to eliminate occupational accidents and diseases, hence achieve better productivity in the workplaces. In addition, it provides for the protection of persons other than those at work against hazards to health and safety arising out of or in connection with activities of persons at work. Section 15 gives powers to the Registrar of factories and workplace to enter any factory or workplace to perform his duties as provided by the Act. Section 16 requires that factories and workplace should register with Registrar of factories and workplaces before commencing operations.

66. **National Rural Energy Act, 2005.** This is an Act to establish the Rural Energy Board, Fund and Agency to be responsible for promotion of improved access to modern energy services in the rural area of Mainland Tanzania and through a Fund within the Agency Board to provide for grants and subsidies to developers of rural energy projects and for related and consequential matters.

67. **The Industrial and Consumer Chemicals (Management and Control) Act, 2003.** The Act provides for the management and control of the production, import, transport, export, storage, dealing and disposal of industrial and consumer chemicals in the country. The law provides for the registration, restrictions, prohibition and inspection of chemicals. Furthermore, it has provisions for safe handling, chemical wastes, accidents; management of spills and contaminated sites and decommissioning of plants.

68. **The Wildlife Conservation Act 2009**. The Act aims to (a) protect and conserve and administer areas with great biological diversity, including wetlands which are representative of the major wildlife habitats; (b) protect and conserve wildlife resources and its habitats in game

reserves, wetland reserves, game controlled areas, wildlife management areas, dispersal areas, migratory route corridors, buffer zone and all animals found in areas adjacent to these areas; (c) promote and enhance the contribution of the wildlife sector to the sustainable development of Tanzania; (d) promote and enhance the development of wildlife eco-system, as well as development of protected areas network; (e) support, strengthen and enlarge the wildlife protected areas network; (f) enhance the conservation of wildlife and its habitats outside wildlife protected areas by establishing Wildlife Management Areas; (g) encourage, promote and facilitate active involvement and participation of local and traditional communities in the sustainable management, use and conservation of wildlife resources; (h) integrate wildlife conservation with rural development through the transfer of the management responsibility of Wildlife Management Areas to local communities; (i) foster sustainable and legal use of wildlife resources and take appropriate measures to prevent illegal use of wildlife; (j) facilitate greater public awareness of the cultural, economic and social benefits for conserving wildlife resources;(k) mitigate human-wildlife conflicts wherever they occur; (l) create an enabling environment for the private sector to invest in different forms of wildlife utilization and conservation; and (m) enable Tanzania to participate in relevant international agreements.

69.   **The Antiquities Act, 1964 amended in 1979 and 1985.**The Act protects all relics that were made, shaped, carved, inscribed, produced or modified by humans before 1863. Also, the act protects all *monuments* (buildings, structures, paintings, carvings, and earthworks) made by humans before 1886. In addition, the act protects all objects such as wooden doors or doorframes that were carved before 1940. Under the Act, the Minister responsible for antiquities is empowered to declare protected status for any object, structure, or area of cultural value. The Act vests the Department of Antiquities ownership of tangible cultural heritage resources. Moreover, the Act prohibits the sale, exchange, and export of such cultural heritage resources without a permit. Also, it regulates cultural heritage resources research undertakings. The Act gives the Director of Antiquities the power to regulate, supervise and control tangible or physical cultural heritage resources together with research undertakings. It also gives the responsible minister immense powers to declare any area, object or structure, a monument or conservation area as a heritage site[16].

3.1.2 Social Risks Management

70.   **Land Policy (1997):** The Land Policy and the laws emanating from it address issues of land tenure; promotion of equitable distribution of land access to land by all citizens; improvement of land delivery systems; fair and prompt compensation when land rights are taken over or interfered with by the government; promotion of sound land information management; recognition of rights in unplanned areas; establishment of cost effective mechanisms of land survey and housing for low income families; improvement of efficiency in land management and administration and land disputes resolution; and protection of land resources from degradation for sustainable development.

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[16] Cultural Heritage Management in Tanzania's Protected Areas: Challenges and Future Prospects, by Audax Z. P. Mabulla and John F. R. Bower

71. **Land Act No 4 of 1999:** Private property is given either through Granted Rights in General and Reserved Land (Land Act, Section 19) or through Customary Rights in Village land (Village Land Act, Section 22). Provision is also made for holding land by joint occupancy or occupancy in common (Land Act, Part XIII). This is under the Ministry of Lands and Human settlements.

72. **Village Lands Act, No. 5 of 1999:** This Act requires each village to identify and register all communal land, and obtain the approval of all members of the village for identification and registration (Village Assembly, Section 13). A Register of communal land (section 13(6) is to be maintained by each village land council, and land cannot be allocated to individuals, families or groups for private ownership (section 12(1) (a)). This is also under the Ministry of Lands and Human Settlements.

73. **Land Act, Cap.113 R.E. 2002:** The major function of the Land Act is to promote the fundamentals of the "National Land Policy", through giving clear classification and tenure of land, land administration procedures, rights and incidents of land occupation, granted rights of occupancy, conversion of interests in land, dispositions affecting land, land leases, mortgaging of land, easements and analogous rights, co-occupation and partitioning and settlement of land disputes. Section 1(4) classifies Tanzanian land into three categories: Tanzanian land falls into three categories, namely:
   a) Reserved Land: Set aside for wildlife, forests, marine parks, etc. Specific legal regimes govern these lands under the laws which established them e.g. Wildlife Conservation Act, Cap 283 National Parks Ordinance, Marine Parks and Reserves Act, etc.
   b) Village Land includes all land inside the boundaries of registered villages, with Village Councils and Village Assemblies given power to manage them. The Village Land Act, Cap 114 governs the land and gives details of how this is to be done.
   c) General Land is neither reserved land nor village land and is therefore governed by the Land Act and managed by the Commissioner.

74. All urban land falls under General Land Category, except land which is covered by laws constituting reserved land, or that which is considered hazard land. General land is governed by the Land Act. Reserved land includes environmental protected areas as well as areas intended and set aside for spatial planning and (future) infrastructure development.

75. Rights of occupancy is given in two categories that separate the rights of citizens and noncitizens to occupy land. Section 19 (1) confers right to all citizen to occupy land; 19 (2) and 20(1) excludes non-citizen to occupy land except for purpose of investment (Tanzania Investment Act 1997). Property rights can be created over surveyed general land or reserved land; for a period of 33, 66 or 99 years; confirmed by a Certificate of Title.

76. **Land Acquisition Act Cap118, 1967 R.E. 2002:** The Land Acquisition Act is the principal legislation governing the compulsory acquisition of land in Tanzania. Sections 3-18 of the Act empower the President to acquire land, and provide the procedures to be followed when doing so. The President is empowered to acquire land in any locality provided that such land is

required for public purposes, and those who will be adversely affected to the acquiring of land by the government are eligible for the payment of compensation.

77.   **The Local Government Act, 1982 (as revised in 2002) and its amendments:** The village, district and urban authorities are responsible for planning, financing and implementing development programs within their areas of jurisdiction. Each authority has to suppress crime, maintain peace, good order and protect the public and private property. LGAs are also capable of holding and purchasing, or acquiring and disposing of any movable or immovable properties.

78.   **Gender Policies:** There are a number of policies positively impacting gender. Important among them include: i) A Gender Policy with positive implication; ii) Affirmative Action Policy; iii) The Sexual Offences Act passed in 1998; and iv) an Action Plan against Gender Based Violence enacted in 2010.

79.   Constitution of Tanzania 1977 (amendments in 1998) Article 11
   a)   Every person has the right to self-education, and every citizen shall be free to pursue education in a field of his choice up to the highest level according to his merits and ability.
   b)   The Government shall endeavor to ensure that there are equal and adequate opportunities to all persons to enable them to acquire education and vocational training at all levels of schools and other institutions of learning.

80.   **Rights of the Child:** Tanzania is a signatory to the Convention on the Rights of the Child and has submitted three reports in 2013.

3.2 Technical Guidelines, National Plans/Programs and Tools Involving Environmental and Social Management

81.   **Technical Guidelines for School Construction.** The GOT, through its Ministry of Education and Culture (MoEC) established a Development Grant in 2004 with the overall objective to improve the quality of and access to secondary education in Tanzania. The architectural and engineering standards and construction guidelines, along with verification, reporting and monitoring instructions were defined in a series of Technical Guidelines and Handbook: such as Guidelines for Sanitary Facilities for Primary Schools, Guidelines for Monitoring Construction, etc.

82.   There are the following special requirements for all existing and new schools[17]:
   a)   Drinking water facilities must be available or included as part of the community or DG contribution.
   b)   Latrines or toilets must be available or included as part of the community or DG contribution. The Head of School must ensure that hygiene awareness training is available for students and separate latrines or toilets are allocated to girls.

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[17] Construction guidelines for secondary education development plan 2004 - 2009

c) An effective School Construction Committee must be in place for new schools, and should be made up of at least 30% women.

83. The standardized guidelines for monitoring quality control of works includes aspects related to location and siting of school building, habitat conservation, foundations, school building design etc.

84. **National Environmental Action Plan.** Mainstreaming environmental concerns into development policies, plans and strategies is one of the priorities in Tanzanian՚s Sustainable Development Agenda. One of the initial mainstreaming efforts has been the preparation of National Environmental Action Plan (NEAP) in 1994. This was a response to the recommendations by the Earth Summit in 1992 held in Rio de Janeiro, Brazil. At this Summit, countries were required to prepare and implement National Environmental Action Plans.

85. The EMA 2004 also provides for preparation of the NEAP in the interval of five years. According to the Act, the NEAP is the basis for integrating environmental concerns in formulation and implementation of development plans and programs. In addition, the EMA 2004 requires Sector Ministries and Local Government Authorities to prepare their respective Environmental Action Plans in conformity with the NEAP so as ensure environmental mainstreaming at respective levels.

86. The NEAP (2012 - 2017), has been prepared to update information on natural resources and environment, and in devising strategic interventions, taking into account emerging issues. It highlights the state of the environment identifying key environmental issues. These include Land degradation; Water resources degradation and pollution; Aquatic resources degradation; Loss of wildlife habitats and biodiversity; Deforestation; Urban pollution; Climate change; Modern biotechnology; E-waste; Invasive alien species; and Biofuels. Furthermore, the NEAP sets targets and indicators for tracking implementation progress.

87. **National Strategic Plan for School Water, Sanitation and Hygiene (SWASH), 2012 - 2017.** While significant success has been made in extending access, improving quality remains a challenge. The increase of number of schools is inversely proportional with the increase of sanitation facilities. The MoEST has defined clearly the standards for school sanitation facilities. These standards include setting latrines with the ratio of one drop hole per 20 girls and one per 25 boys. In 2009, the United Nations Children's Fund (UNICEF), Water Aids and Netherland Development Organization (SNV) carried out a survey (2009) to find out the existence situation and standards of WASH facilities in schools. Survey revealed that most of the schools have not met these standards. This situation has prompted the MoEST to join effort with Development Partners to design a SWASH program in scaling up the sanitation facilities in schools. In order to embark in this situation and bring effective implementation of the SWASH program strategic plan was necessary to be developed.

88. The SWASH Strategic Plan aims at enhancing the provision of adequate safe water, sanitation and hygiene facilities as well as improving the academic performance, school attendance and overall health of school children. It acts as a guide to various stakeholders including the Government, Development Partners, NGOs, Civil Society Organizations

Communities and others to work together towards attainment of better healthy learning environment among school children. It stipulates key strategic areas including policy guidelines and strategy formulation, institutional arrangements, awareness and capacity building, infrastructure development and maintenance (including mobilization of construction resources for WASH facilities, construction and development of operation & maintenance manual and training), and cross-cutting issues (including waste disposal be separately from sanitary waste and sanitary waste be disposed through incineration) that need to be collaboratively addressed by four key Ministries. It also complements other regional and national efforts on improvement of school sanitation and hygiene contributing to a positive learning environment, quality education and health for school children. It targets to increase by 50% WASH facilities in schools by 2016/17. Future phases will be determined based on the review of the initial phase during 2012-2017.

89.   **National Guideline and its Toolkits for School Water, Sanitation and Hygiene in Tanzania, 2010, First Draft for Piloting and Consultation.** For implementation of the SWASH Strategic Plan, the School WASH Guideline was developed in 2010, which is a joint effort of four key Ministries responsible for School WASH including Prime Minister's Office – Regional Administration and Local Government, Ministry of Education and Vocational Training, Ministry of Health and Social Welfare, and the Ministry of Water and Irrigation in close collaboration with other stakeholders including development partners, NGOs, Civil Society Organizations, local government authorities and institutions and the communities. It sets out the minimum requirements for WASH that are relevant to various types of schools in different contexts in Tanzania. It is designed for use in different school settings where simple; affordable and replicable options can be promoted to contribute significantly to improving water; sanitation and hygiene conditions in schools and pre-schools. It is developed with the aim to:

a) Assist local authorities (including school's management) and the local communities to assess the existing situation and to evaluate the extent to which those schools may fall short of national standards; and subsequently plan and implement any intervention or improvements required.
b) Provide basic information (such as technical designs, cost estimation and simple operation and maintenance requirements) on a range of technical options that are suitable for various social economic conditions, for different ages, gender friendly and for children with disabilities.
c) Set out specific standards to ensure that the improvement of existing and construction of new WASH facilities in schools meet the minimum requirements;
d) Assist schools and communities with the development of comprehensive and realistic action plan so that acceptable conditions are maintained;
e) Provide relevant tool-kits that can be used by different target groups (school teachers/pupils; LGAs, International/local NGOs and contractors; Development Partners; decision-makers) for development and implementation of strategic action plan for SWASH improvement.
f) Support the implementation of the relevant National Policies through setting and achieving specific targets.
g) Assist LGAs to involve and support communities and schools in planning; budgeting; implementing and monitoring for School WASH improvement

90.   The Guideline has five toolkits:

   a) Toolkit 1- Assessment and Monitoring Tools for SWASH (including SWASH Situation Assessment, SWASH Monitoring and Inspection for External Use, Checklist for Monthly Monitoring by School Committees, Parents and Teachers, SWASH Planning and Implementation Checklist)
   b) Toolkit 2- Technical Options for SWASH (2A: Options and Operation & Maintenance, and 2B: Designs and Bills of Quantities)
   c) Toolkit 3- Sanitation and Hygiene Education for Primary Schools (3A: Handbook for Teachers, and 3B: Posters)
   d) Toolkit 4- Manual on use SWASH Guidelines, Handbook for Trainers
   e) Toolkit 5- Manual on use of Teachers' Handbook on Hygiene Education in Schools, Handbook for Trainers

91.   **National Sanitation Campaign.** In 2012, the Government of Tanzania launched the National Sanitation Campaign (NSC), under which, the Government has committed to facilitate 7 million Tanzanians gaining access to improved sanitation by 2015. In addition, a draft National Sanitation and Hygiene Policy[18]demonstrates the priority of the Government to this sector. A MoU among Ministry of Health and Social Welfare, MoEST, Ministry of Water, and PO-RALG summarizes institutional responsibilities and outlines a dialogue structure among the parties to improve coordination among key institutions. The NSC is delivered through Water Sector Development Program under the overall coordination of the Ministry of Water. About 65% of the funding (US$16 Million) is provided directly to LGAs for household sanitation promotion and school infrastructure improvement with the balance is targeted for national and regional level for monitoring and supervising LGAs activities.

92.   **Tanzania's Education Management Information System (EMIS).** EMIS is an Education sector's primary source of information in order to better manage, plan and formulate effective education policies. EMIS also gives an overview of the education system and its performance in a country. It facilitates decision-and policy-making by providing information on the current condition of the system. EMIS information plays an important role in determining educational needs so authorities may decide how to best allocate the limited resources in the face of competing priorities. EMIS is used for:

   a) Monitoring and evaluating progress;
   b) Identifying challenges; and
   c) Strategizing possible solutions at the National, Regional, District and School levels

93.   The EMIS is now up and running and the 2016 comprehensive data was uploaded to the Open Data portal by target date and provides a wealth of detailed school-level information for monitoring and planning purposes, as well as making the sector's performance much more transparent. In order to strengthen the use of EMIS data, made available through open data initiative supported through the DLI# 3 in the original EPforR Program, the TA under the AF

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[18] The draft policy is yet to be approved by Cabinet.

Program will support education research initiatives in leading universities in Tanzania. This is expected to create a culture of evidence-based education policy accelerating progress on key education outcomes in the country, while creating demand for high quality data and encouraging continuous investments in data infrastructure beyond the life of the program. A review of EMIS provision is ongoing to ensure it is better coordinated nationally, including finalizing unique school identifier codes, and that the formats of publicly available EMIS data are more user-friendly for various stakeholders, particularly parents, teachers and LGAs.

94.   Adequate financing from the Government is expected to be made available to the EMIS Unit in PO-RALG to ensure that data can be collected, cleaned and uploaded faster immediately after the Annual School Census, allowing enough time for the Government to complete its analysis of the data before the draft Annual Summary of Education Performance Report based on the final data is made available by the end of August.

95.   **Basic Education Statistics in Tanzania (BEST).** The MoEST has been publishing annually the statistics booklet named "Basic Education Statistics in Tanzania" since 1980. The recent booklet published in August 2016 contains education data at national level for the period of five years that is from 2012 to 2016. The statistics published in the 2012-2016 booklet not only makes people more informed but also facilitates better decision making and planning for the Education Sector. The publication also provides basic indicators for all Education Sub-sectors namely, Pre-primary, Primary, Secondary, Teacher Education, Adult and Non-Formal, Folk, Vocational, Technical and Higher Education. The booklet is prepared based on agreed national indicators of access (enrolment), equity, Internal efficiency, quality (Number of teachers, Examination Results), School Quality Assurance and Education Financing. It is useful for monitoring of education sector performance and tracking Sustainable Development Goals (SDG Number 4). The booklet contains SWASH facility information and data by only one indicator "the number of latrines in all schools", the following indicators **have not** been included in the booklet yet. However, the consultation informs that the following indicators have been included in the agreed Annual School Census for 2016 and the 2017 School Census might include additional variables.

   a) Number of schools with availability of water or functional water point by source, distance and ownership
   b) Number of schools with availability of electricity by source location and ownership
   c) Number of schools with availability of health services by distance location and ownership
   d) Number of Teacher's Toilets in schools by sex, location and ownership
   e) Number of schools with playing facilities/playground by types location and ownership
   f) Number of schools with WASH (Water, Sanitation and Hygiene) program by region and ownership
   g) Number of schools with literacy clubs (HIV/AIDS, environmental, anti - corruption, human right education, scouts)
   h) Number of schools providing meals by location and ownership
   i) Number of schools' students receiving meals by type of meal, location and ownership

96.   **Environment and Social Management Frameworks (ESMFs).** All the World Bank funded investment financing projects in the Education sector (although some have been closed) in Tanzania have implemented ESMFs, which have been developed after disclosure and

consultation with key stakeholders. As per World Bank supervision records, all these ESMFs have been implemented by the implementing agencies responsible for the projects. The ESMFs identified environmental and social impacts of those projects (with school constructions) and clearly outlined mitigation measures, capacity building and monitoring requirements. These ESMFs can still be referred as needed.

3.3 Institutional Framework for Environmental and Social Risks Management

97. **The Vice President Office (VPO)'s Leaders: The Minister Responsible for Environment.** The Minister for Environment is responsible for matters relating to environment and in that respect be responsible for articulation of policy guidelines necessary for the promotion, protection and sustainable management of environment in Tanzania.

98. **The National Environmental Advisory Committee.** It is an advisory body established with the mandate of advising the Minister responsible for Environment or any sector Ministry in all matters related to the protection and management of environment.

99. **The Vice President Office (VPO) –Environment Division (ED).**With regards to the environmental management in Tanzania, the overall responsibility lies with the Vice President's Office (VPO) – Environment Division. The legal and institutional framework for environmental management in the country is provided in the EMA (2004). The ED was established in 1991 under the Ministry of Natural Resources and Tourism. In 1995, the ED was transferred to the VPO to give it the requisite priority and attention on promoting management of environmental agenda. The ED is responsible for the overall environmental policy and regulation, formulation, coordination and monitoring of environment policy implementation in the country. Institutions, with enforcement role in environmental management include Sector Ministries, National Environment Management Council (NEMC) and Local Government Authorities (LGAs).

100. The vision of the VPO ED is "to attain sustainable human development, eradication of poverty, security and equitable use of resources on a sustainable basis to meet the basic needs of the present and future generations without degrading the environment or risking health or safety and also maintain the union between the mainland Tanzania and Zanzibar". The mission of the VPO ED is "to formulate policies and strategies on poverty eradication, protection of environment and non-governmental organizations as well as co-ordinate all issues pertaining to the mainland Tanzania and Zanzibar".

101. The ED is responsible for coordination of national and international matters related to environmental conservation and management. The Division is led by a Director and comprises of three Sections as follows:

a) *Environmental Natural Habitats Conservation.* This section is responsible for developing, reviewing and coordinating implementation of environmental policies, acts, regulations, guidelines, programs and strategies which are related to natural habitats and environmental conservation. Some of the specific areas of focus include biosafety; State of the Environment reporting; and biodiversity conservation of major lake basins such as

Lake Tanganyika and Lake Nyasa. In addition, the section coordinates Global Environment Facility activities.

b) *Environmental Management of Pollution.* The section is charged with the preparation, review and provision of advice on policies, legislation and guidelines which are related to environmental management of pollution. Some of the specific areas of focus include ozone depleting substances; persistent organic pollutants; and sustainable consumption and production.

c) *Environmental Impact Assessment.* The main responsibilities of this section is to prepare and review environmental management policies, legislatives, regulations, guidelines, criteria and procedures for environmental impact assessments, risk assessments and Strategic Environmental assessments. Some of the specific areas of focus include climate change; poverty and environment mainstreaming; approval of Environmental Impact Statement and Strategic Environmental Assessment;

102.   The Director of Environment is responsible for coordinating various environment activities being undertaken by other agencies and promotes the integration of environment considerations into development policies, plans, programs, strategies, projects and undertake as well as process or issue several environmental permits.

103.   **The National Environment Management Council** is the national authority responsible for ensuring compliance with the National Environmental Act. To ensure compliance, project must be issued an environmental license or permit, which confirms that all necessary environmental and social due diligence requirements have been fulfilled. NEMC also provides periodic oversight, monitoring the national portfolio of activities to ensure that no adverse cumulative impacts result. NEMC further provides oversight and technical assistance at the district level when required.

104.   Overall, NEMC performs three critically important roles:
   a) Oversee the ESIA process;
   b) Train district officials to carry out environmental and social due diligence monitoring; and
   c) Monitor implementation of environmental and social risk management.

105.   NEMC is also responsible for:
   a) Ensuring that operators comply with Tanzania's environmental laws and requirements, a function it carries out with the assistance of the environmental officers assigned to district and regional governments;
   b) Receiving, reviewing, issuing comments and requests for revision, and providing clearance of completed ESIAs, when they are required, for subprojects prior to issuance of environmental permits and disbursement of financing from the fund;
   c) Reviewing and compiling monitoring reports for the district coordinators;
   d) Issuing directives, based on monitoring and evaluation reports, to the operators and district environmental coordinators; and
   e) Conducting, in cooperation with other ministries, programs to enhance environmental education and increase public awareness.

106. **Local Government Authorities.** LGAs maintain Environmental Management Committees the membership of which typically consists of:
   a) District planning officer, who coordinates the planning process;
   b) District natural resources officer, who manages the development of natural resources/forestry, wildlife, beekeeping, fisheries, and so forth;
   c) District agricultural and livestock development officer, responsible for land use and management;
   d) District water engineer;
   e) District health officer; and
   f) Co-opted members (depending on nature of project).

107. The Committees are supported by a designated or appointed Environmental Management Officer, employed by the District LGA but linked to and trained by NEMC, and having these main functions:
   a) Issuance of ESIA registration forms to developers and operators and provision of information on relevant policy, legal, and other administrative requirements at the district level;
   b) Coordination of the ESIA process at the district level as needed; and
   c) Linkage with NEMC on all undertakings within the district.

108. LGAs review and clear the environmental and social management process, required of the School Boards, prior to funding any construction or civil works program. They ensure proper accounting at the school level and are responsible for:
   a) ensuring school construction programs comply with Tanzania's environmental laws and requirements;
   b) receiving, reviewing and commenting and clearing of School Boards completed environmental and social screening forms and checklists;
   c) carrying out a regular and intrusive monitoring regime during the planning, implementation, construction, operations and maintenance stages of the schools;
   d) preparing periodic monitoring reports on the school construction programs at all stages of operations and to send these reports on a regular basis to the MoEST; and
   e) complying with (consistent with national laws) the directives of NEMC and MoEST,

109. **Sectoral and District Level Environmental Units.** Environmental Units at sectoral and district level are the collaborating partners in the EIA process. The linkages between NEMC and the sectoral and district environmental units are legally binding to ensure clear lines of command to facilitate effective implementation. The roles and responsibilities of these units shall be the following:
   a) Sectoral Environmental Units:
      • With assistance from NEMC to develop sectoral guidelines within the framework of the national EIA guidelines;
      • To issue EIS registration forms to proponents and provide relevant information on policies and other administrative requirements; and
      • To assist the general EIA process administration at sectoral level
   b) District Environmental Units:

- To issue EIA registration forms to proponents and provide relevant information on policy, legal and other administrative requirements at the district level;
- To coordinate EIA process at district level; and
- To link and liaise with the NEMC on all undertaking with district.

99. **School Committees or School Boards.** The School Management Committees (for primary schools) or School Boards (for secondary schools) are responsible for:
   a) complying with all national laws regarding the environment and with all social/poverty guidelines, parameters and targets;
   b) implementing school construction program with all appropriate mitigation measures as defined in the construction planning cycle, technical and engineering designs and drawings, and civil works contracts, etc.; and
   c) ensuring that these mitigation measures are complied with during construction and post construction (i.e. operations) stages of their activities, by self-monitoring of their activities and by periodically reporting to LGAs; and maintaining an adequate budget to implement the appropriate maintenance procedures

100. **The Ministry of Water and Irrigation** is the agency responsible for co-ordination, monitoring and regulating community water supply. The promotion of hygiene and sanitation rests with the Ministry of Health and Social Welfare. Due to decentralization in the water and sanitation sector LGAs are responsible for service provision of water and sanitation in their administrative areas, with advice from the PO-RALG.

101. **Energy and Water Utilities Regulatory Authority, 2001**. The general functions of EWURA are to regulate the provision of water supply and sanitation services by a water authority or other person including the establishment of standards relating to equipment and tariffs chargeable for the provisions of water supply and sanitation services.

102. **The Occupational Safety and Health Authority (OSHA)** was set up in 2001 under the Ministry of Labor and Employment to administer occupational health and safety at workplaces in the country. The role of OSHA is to improve health and safety (wellbeing) of workers and workplaces by promoting occupational health and safe practices in order to eliminate occupational accidents and diseases, hence achieve better productivity in the workplaces The Ministry of Labor and Employment is the main actor with the oversight role of ensuring that decent work is practiced and maintained in Tanzania. It provides directives, technical advice, enforces legislations, proposes amendments, allocates resources, oversees all activities carried out by OSHA and ensures that occupational safety and health rules and regulations are adhered to and maintained at workplaces.

103. **Ministry of Education, Science and Technology (MoEST).** The MoEST is responsible for hygiene education and the provision of clean water and sanitation facilities in schools. However there is a gap between MoEST at the national level and the School Committees (formed by parents, local government officials [village and ward] and school management) and who bear the major responsibility in facilitating community engagement in addressing school level environmental and social risks. This gap gives rise to inadequate enforcement of existing

standards on quality school facilities, despite the school inspection process. This existing shortcomings in coordination and criteria for monitoring limit the effectiveness of School Committees to supervise standards as well as community engagement in supporting the provision of basic school facilities. A new Government Directive (Letter with Ref No. DC297/507/01/145 dated 27th November, 2015 of the PS, PO-RALG) seeks to clarify the responsibilities of government on primary education and the roles and responsibilities of different stakeholders in this sector, specifically delineating the contribution of communities which is basically to be in kind. Compliance however will vary due to differences in understanding and capacities in resource mobilization which will have impact on the EPforR AF Program.

SECTION IV: POETENTIAL ENVIRONMENTAL AND SOCIAL EFFECTS OF THE PROGRAM

4.1 Environmental and Social Screening

104.   As described in Section II, the AF Program will scale up some activities under the original EPforR: *school incentive scheme, teacher motivation (non-financial performance incentives for teachers & clear backlog of claims), and Capitation Grants (increase to include costs of teaching and learning materials (TLMs) and school meals)*, and include new activities as well: *foundational activities, technical assistance, school inspection system and training for head teachers/principals*. An environmental and social screening of all these activities was undertaken. The purpose of the screening was to: (i) identify activities likely to have significant adverse impacts that are sensitive, diverse, or unprecedented on the environment and/or affected people; those activities are not eligible for the Financing, and should not be included under the Program; and (ii) to determine the priority areas for further attention during the environmental and social system assessment. The results of the screening are as follows:

a) Positive environmental and social benefits will be expected as major results of the Program, if environmental and social actions and measures are included into the implementation of the Program to enhance compliance and integration of environmental and social risks management.
b) Considering that the original EPforR does not include any school constructions or any physical civil works and all the new activities are also in the nature of non-civil works, similarly the AF program will not have a direct or significant environmental footprint either.
c) Environmental and social risks in the AF Program are specially related to environmental, health, safety and social concerns including: (i) inadequate water supply and sanitation facilities; (ii) unsafe building materials and building structure damage, (iii) inadequate potable water, (iv) inadequate facilities and access for physically challenged, (v) gender disparity, (vi) lack of parents and community participation and(vii) lack of structured grievance redress mechanisms on environmental and social risks at LGA or school institutions.
d) Environmental and social risks management systems should be enhanced during the AF Program implementation, as part of the Disbursement Linked Results/Indicators and the Program Action Plan.

4.2 Potential Environmental Benefits and Risks

4.2.1 Potential Environmental Benefits

105.   The AF Program of the World Bank does not finance physical constructions or civil works. The anticipated adverse environmental and social effects of such a program are therefore not expected to be significant or detrimental. The ESSA is intended to facilitate the GOT and implementing agencies in overcoming the deficiencies with regard to environment, health and safety aspects in schools and institute systemic improvements including implementation. The AF

Program provides an important opportunity to enhance environmental and social systems with regard to ensuring safe, clean and sustainable surroundings in schools, which is recognized as a basic prerequisite for ensuring a conducive learning and teaching environment and quality. In this context, the broad environmental goals/benefits of such a Program would be to:

a) Improve relevant standards and guidelines for school facilities (new construction and existing) and sanitation/hygiene requirements
b) Improve awareness/behavior and capacity of school constructors, school managers, teachers, school communities, school boards, education and environmental officers in LGAs on construction and school management in order to create a clean, safe, hazard-free school environment with easy accessibility
c) Remove policy and managerial/institutional barriers to expansion of basic school facilities: water supply, sanitation, hygiene and electricity
d) Avoid exposure to toxic building materials
e) Conserve energy and natural resources, employ day-lighting strategies and promote sustainable use of locally sourced materials and water harvesting
f) Employ sustainable purchasing and green practices such as waste management efforts and recycling

4.2.2 Potential Environmental Risks

106. The potential environmental risks in the Program are specifically related to **environmental, health and safety concerns of students and teachers** in the following aspects:

a) **Inadequate water supply and sanitation facilities as well as electricity**. Poor quality and unavailability of water supply and inadequate sanitation are known to have adverse impacts on health and also on school attendance and thereby educational performance and quality. Poor maintenance of water and sanitation systems and insufficient awareness of hygiene can also have health impacts.
b) **Weak compliance and enforcement** of environmental and social requirements, which are often the key reasons for inadequate school WASH facilities.
c) **Limited awareness and capacity** of sanitation, hygiene, and environmental and social protection and management
d) **Inadequate safe drinking water**, particularly in areas where ground water has fluoride or heavy metals
e) **Unsafe building materials** such as asbestos and low cost chemical (lead) paints might have been used in the school buildings, and **unmaintained building structure**.
f) Inadequate facilities and **access for physically challenged** in all schools
g) **Lack of integration and networking/collaboration,** within governments, between governments and with economic and community institutions outside governments, in particular, with business and with environmental non-governmental organizations
h) Locations of some schools are in or near sources of **high potential pollution** such as waste disposal sites/landfills, slaughter houses, cattle-sheds, or any other probable source of infectious diseases.
i) **Lack of disaster/safety** and emergency response arrangements, especially if the schools are located in difficult sites such as hilly areas; erosion prone sites or high vulnerability areas.

107.   School water, sanitation and hygiene can make an enormous difference in the lives of school children, particularly girls. A clean, safe, secure and enabling environment in which pupils can learn and perform to their full potential is a vital part in any child's life and a basis for development. The Government has been making efforts since 1997 through the launch of the Education Sector Development Plan (ESDP) in the education sector on increasing the enrolment of pupils (through the abolition of school fees in 2002 and the recent Free Basic Education Policy in 2016), improving teaching and learning processes, provision of teaching and learning facilities and strengthening teachers and coordinators capacity. Efforts to increase school enrolment have been successful but this has at the same time placed heavy burden on the existing school infrastructure, particularly the water, sanitation and hygiene facilities which generally were already suffering from poor operation and maintenance. Many new schools and classrooms were built with no consideration for WASH facilities or if built, these rarely followed any standards. Children in such schools also face increased health risks including diarrhea, worms and urinary infections - which can impact their ability to learn and could result to increased absenteeism. Poor attendance often translates into poor performance, and students who perform poorly are more likely to drop out early from school.

108.   According to the BEST 2012-2016 National Data, the national average male Pit Latrine Ratio (PLR) is 1:53 against the Standard of 1:25 and that of females is 1:52 against the standard of 1:20 for primary schools; and the make PLR is 1:25 and that of females is 1:24 for secondary schools in 2016. The adequacy of latrines is still a major challenge in primary schools. The BEST also provides the data on electricity availability for primary and secondary schools: the schools with electricity is about 85% and 90% respectively for primary and secondary schools, however, only 22% of primary schools and 44% of secondary schools have been connected to the national grid.

109.   A survey on rural institutional sanitation and hygiene in Tanzania in 2014 further revealed that there were 67% improved toilets, 26% unimproved toilets, 6.3% broken/incomplete/under construction toilets and 0.8% no toilets in primary schools.   Improved latrines[19] were the norm, being present in more than two thirds of primary schools, which is high in general, while the survey also showed that the number of pupils per available drop hole(latrine) in primary schools are 60 for boys and 59 for girls. Both ratios significantly exceeded the recommended standards. The survey also evaluated the availability of water (for cleaning, flushing, etc.) and handwashing facilities in latrines. Only 16% of primary schools have adequate water available and more than 60% of primary schools do not have water in latrines. Less than 10% schools have water and soap and 68% of primary schools have no handwashing facilities in latrines.

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[19] Ministry of Health's definition of improved latrines: facilities that ensure hygienic separation of human excreta from human contact, and can include: Flush or pour- flush toilet / latrine to piped sewer system, septic tank, pit latrine, cess pits; ventilated improved pit latrine (VIP) latrine; Pit latrine with slab; Composting toilet.

4.3 Potential Social Benefits and Risks

4.3.1 Potential Social Benefits

110. The anticipated social effects of the program are not expected to be significant but sufficient to require attention to improve the quality of the program. On the positive side, the physical interventions are not expected to have significant footprints in terms of loss of land or assets/livelihood etc, since land acquisition is not envisaged. Besides, the just ended complementary project by the Government of Tanzania applies a Social and Environmental Management Framework to mitigate negative social impacts from either construction or inclusion challenges for all beneficiaries. In addition, the Mid-Term Review (MTR) of the original EPforR project held in October 2016 assessed the implementation of the environmental and social system as being on track without any substantive issues. Furthermore, the overall assessment of the MTR is that the program is on track largely because of a wide and impressive engagement from the Government during the program implementation. However, the social implications of the interventions the program is expected to address include, among others:

   a) Poverty (participation of pupils from low income households even with free tuition)
   b) Class absenteeism
   c) Challenges of capacity to supervise social standards
   d) Gender (opportunities for both boys and girls)
   e) Security and better basic school facilities (better training environment for healthy children, learning, retention, etc.)
   f) Stakeholder participation (at national, subnational, community, school and parents levels)
   g) Inequities in distribution of teachers across geographical regions and between schools)
   h) Inclusion (better vs. poor performers, the vulnerable and disadvantaged, etc.), focus on all regions (including underserved areas)
   i) Existence of a grievance redress mechanism at school, community, council and coordinating agency levels

111. In Tanzania, despite the decline in poverty and general improvements observed in households' living conditions, only 30 percent of the population has been able to significantly improve its economic status and move to higher income classes. Around 12 percent of those at the bottom of the consumption distribution remain trapped in chronic poverty. Around 13 percent of the population has moved down to the lowest quartile (bottom 25 percent) of the consumption distribution. The movement across the welfare classes occurred mainly among households in the middle classes, with those lacking assets and experiencing a worsening of their incomes moving to lower economic status.[20] Further, 47 percent of the total population comprises of dependents, and only 9 percent in the 15- 24 years age bracket is gainfully employed.[21] Hence despite the proposed Government's efforts to ensure successful completion of 11 years of free and mandatory basic education for all, the challenge lies in the operationalization of the scheme to

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[20] Tanzania Mainland Poverty Assessment, 2015
[21] National Bureau of Statistics, Integrated Labor Force Survey, 2014

ensure consistent inclusion of the beneficiaries in the low income household category and those in underserved locations.

112.   Despite some notable progress in the education sector, many challenges remain in retention and quality of education service delivery at the primary and secondary levels. The primary completion rate was at about 74 percent in 2013, above the Sub-Saharan Africa (SSA) average of 70 percent; however, drop out during the primary cycle is high. In addition, about 2 million rural children, mostly from rural areas, were still out-of-school in 2014 (about 23 percent of the primary school age population). Up until 2015, enrolment in primary and secondary education had been declining, despite school age population growth. At the primary level, school enrollment had been decreasing by about 0.6 percent annually over the 2009-2013 period. Since 2015 and continuing in 2016, absolute student enrolment has risen, but not in relative terms, due to high dropout rates. The primary Gross Enrolment Ratio (GER) has remained at about 93 percent over the past few years.

113.   Gender issues exist in most countries where women are disadvantaged due to lower initial asset endowments than men. In Tanzania, with a gender ratio of 95 males per 100 females women are poorer in terms of asset ownership (including land), financial endowments, and human capital development (including education levels). This is also due to the type of economic activities they pursue. Culture also greatly influences the gender balance and sustains the inequality. The Government of Tanzania has undertaken a number of initiatives to improve the status of women and promote gender equality, including the establishment of the Ministry of Women Affairs and Children; the creation of a gender committee to oversee and ensure that sectoral investments respond to the priority needs of both women and men; and recent land legislation providing women the right to inherit, own, and dispose of property. Although significant progress is visible across gender in the primary school cohort, the gap between boys' and girls' enrollment tends to widen at the secondary and higher education levels. Furthermore, the quality of education is not tied to the number of years spent in school and this affects the benefits women derive from education both in terms of employment opportunities and contribution to life skills. Therefore, more focused attention is required to improve the educational attainments of girls at different levels, more specifically for girls at the higher secondary level, short term, technical and vocational, and university education levels.

114.   The success of all program initiatives would require ownership by the participants, the target groups, and relevant stakeholder groups at all levels. The extent and nature of stakeholders' participation will encourage training attendance and completion, and ensure better institutional results/achievements through social accountability and stakeholders' monitoring of the functioning of the institutions and the agreed upon results.

115.   The epidemic of HIV/AIDS has impacted not only the life expectancy (48 years) but also influences the coverage and quality of education. The demand for education in such a scenario is constrained by fewer resources from reduced income (related to HIV/AIDS) and alternative uses of resources with health care consuming a major chunk. The HIV/AIDS epidemic has had a two-fold impact on education. It has led to more children becoming orphans, dropping out of school to seek work and contribute to household income and/or to care for sick parents. On the supply

side, it affects the delivery of training services through reduced personnel due to increased mortality, morbidity and absenteeism.

116. The Government of Tanzania is making an effort to be inclusive of all groups without discrimination. The inclusion of all social/economic groups, vulnerable and other less advantaged groups, and underserved regions is important in terms of equity in distribution and to allow for holistic development of the sector with no student left behind. The government's efforts must continue to ensure that equal benefits reach all these groups.

117. No structure exists for grievance redress mechanisms on environmental and social risks at LGA or school institutions. General complaints are addressed to school management or ward education officers. At the national level, there is a government portal available for registering complaints. In addition, MoEST has a well-established Complaints Handling Mechanism (CHM) with a fully dedicated office and personnel. The existence of this mechanism needs to be made more widely known but also extended to local councils and school institutions (primary and secondary)

4.3.2 Potential Social Risks

118. The social risks may include the following:

a) *Land requirements*: The normal practice in the education and skills sector is for land to be contributed by the community and local authorities. Land has not been a constraint in the past in Tanzania, even though land issues are now getting more pronounced and require strong measures to ensure the protection of local people from land grabbing. However, for this program there is no land acquisition expected in any form, and in the absence of any new civil works, considered a low level risk.

b) *Weak participatory decision making*: Participatory decision making, transparency and stakeholder involvement are major aspects of the program. Even though the key stakeholders are represented and involved through the school committees, differences in understanding and capacities determines their level of involvement. In this situation participatory decision making gets blurred since decisions are often far removed from key stakeholder groups like parents and local councils that are historical agents of participatory approaches. However, decision making that takes into consideration the active involvement of all relevant actors at the local councils, schools and school committees should be encouraged by the program. This would require sustained planning, attitudinal change and outreach.

c) *Conflict management*: Conflicts/complaint management mechanism is an important part of any development activity involving various players at different levels, particularly when new ways of working and innovations are introduced. In particular, activities that will require transparency and collective decision making include capitation grants and equitable deployment of teachers. If unmitigated, this risk may upset the expected outcomes.

d) *Equity between regions/ethnic and vulnerable groups/low income households; elite capture of most incentive programs; and politicization of decision making.* Since the

program is spread across the country, these are relevant risks and need to be addressed. Targeting students from low income households is a significant challenge that requires an 'impermeable' mechanism to avoid abuse of the system. Regular monitoring can point out signs of capture or inequity that require mitigation.

SECTION V: OPERATIONAL PERFORMANCE AND INSTITUTIONAL CAPACITY ASSESSMENT

119.   Based on the screening of environmental and social effects of the AF Program, review of the existing national environmental and social management systems, and the potential environmental and social risks to the achievement of the Program PDO, the assessment of environmental and social management systems relevant to the activities supported under the Program for each PforR Bank Policy and respective Bank PforR Directive is presented in the table below, using the Strengths-Weaknesses-Actions approach as adapted and applied to the Program context in the following way:
   a) Strengths of the system, or where it functions effectively and efficiently and is consistent with the Bank Policy;
   b) Inconsistencies and gaps ("weaknesses") between the country's environmental and social systems and the Bank Policy and Directive, and capacity constraints
   c) Actions to strengthen the existing system, especially being integrated into the relevant DLRs/DLIs and PAP for the AF Program.

120.   The ESSA concludes that, in general, the national regulatory framework for environmental and social management in Tanzania is consistent with the Bank PforR Policy and Directive in terms of principles and key elements. The legal framework provides a reasonable basis for addressing environment, health, safety and social issues likely to arise in the proposed AF Program. Technical guidelines and national plans/programs exist for environmental and social due diligence with respect to the potential impacts of the AF Program and risks to the Program's achieving its results. There are also ESMFs under the past complementary World Bank funded education projects (with school constructions) through the Investment Financing Project (IFP) instrument, which had been deemed satisfactory in their implementation. However, the capacity to effectively enforce certain regulations and guidelines and implement the national programs (especially the SWASH program) in some agencies could be improved through the AF Program implementation. Thus, several recommendations (actions) are made to address these shortcomings and are included in the PAP and DLRs/DLIs for effective implementation and progress monitoring.

Table 5.1: Environmental and Social Management System Assessment

Bank PforR Policy 1: promote environmental and social sustainability in Program design; avoid, minimize or mitigate against adverse impacts; and promote informed decision-making relating to a Program's environmental and social effects.
Bank PforR Directive: Program Systems will: ▪ Operate within an adequate legal and regulatory framework to guide environmental and social impact assessments at the Program level. ▪ Incorporate recognized elements of environmental and social assessment good practice, including (i) early screening of potential effects; (ii) consideration of strategic, technical, and site alternatives (including the "no action" alternative); (iii) explicit assessment of potential induced, cumulative, and trans-boundary impacts; (iv) identification of measures to mitigate adverse environmental or social impacts that cannot be otherwise avoided or minimized; (v) clear articulation of institutional responsibilities and resources to support implementation of plans; and (vi) responsiveness and accountability through stakeholder consultation, timely dissemination of Program information, and responsive grievance redress measures.

Assessment Summary – Overall, the national regulatory framework for environmental and social management in Tanzania, especially at the Program level, is consistent with the Bank PforR Policy and Directive in terms of principles and key elements. These are supported by political commitment at the highest level for a strong union and a safe, healthy and sustainable environment.

The national EIA system has well-defined guidelines covering project registration and screening, EIA process (scoping, alternative analysis, impact assessment, mitigation measures, management plan and consultation), monitoring and auditing, and decommissioning.

The assessed weaknesses are systemic related to lack of enforcement and compliance with existing laws, regulations and guidelines governing environmental and social management. In addition, inadequate attention to environmental, health and safety concerns, lack of environmental and social management data collection in systematic collection and reporting in BEST and EMIS, and weak coordination among agencies.

System Strengths	Gaps
In VPO-ED, NEMC, MoEST and PO-RALG there is **recognition of environmental sustainability** and the desire for the original EPforR and AF Program interventions to contribute to improved sanitation, reduced pollution and a better quality of life, as well as strengthened institutions. They are familiar with issues and mitigatory measures required for Education project and programs. These initiatives are still being mainstreamed in a systematic manner in the education sector and can be further strengthened under the EPforR AF Program.	ESSA field interviews and the original EPforR Program supervision reports indicate that although the direct environmental and social impacts of the EPforR and its AF Programs are generally low, environmental management activities are weak in some areas, such as inadequate knowledge on sanitation at community and school level, lack of commitment on maintenance of school infrastructure, weak systematic compliance, inspection/enforcement, and monitoring/reporting of implementation of environmental and social regulations, guidelines and national programs (weak and insufficient institutional and technical capacity), poor coordination and weak inter-institutional coordination between the various related agencies. These weaknesses pose potential risks that the Program will not successfully achieve its results as expected.
The system for clearances and approvals of ESIAs is well established under the MEA and its regulations. After clearance of designs, construction is required to be done by only certified contractors and all civil works, laboratory and fire equipment need to conform to the standard guidelines. The Regional Engineers and School Boards certify satisfactory completion of civil works and random visits to schools are done to verify compliance of quality, in accordance with instructions for quality provided in the technical handbook. The Inspectorate unit at MoEST approves quality of construction and operations capacity of the schools.	**Weak implementation of the national programs:** The basic school facilities constructions through the national SWASH program, the NSC program and the Big Results Now in Energy program are being implemented. However, from the school visits, it seems that the pace of the GoT's school infrastructure progress for improving SWASH and electricity facilities has been slow.
There are technical construction guidelines for school design and construction that are presently being used by the MoEST. These include guidelines for siting and locations of schools, including land use zoning conditions; designs for school buildings, ventilation, water supply and sanitation, waste management for laboratories, kitchen designs, numbers of toilets per student	There are also **limited awareness of environmental health risks** associated with poor quality of water, inadequate sanitation and hygiene, which prevents adequate attention be paid to these issues.

Lack of clearly defined roles and responsibilities and coordination for ongoing and continued supervision and monitoring/reporting of quality and quantity of drinking water and sanitation facilities at the school level.

Technical guidelines need updating to integrate |

(male and female), use of safe local materials and worker safety and rubble management requirements during construction works.

There are also **national strategic plans and programs or champions to promote SWASH** facilities and awareness.

The completed education projects (related to constructions) **with school constructions in Tanzania had detailed ESMFs** which had been well accepted and were implemented reasonably and satisfactorily. Supervision reports and field visits confirmed impacts had been modest and measures to mitigate potential impacts had been done through the ESMFs.

environmental and social requirements in all stages of school construction: design, construction, operation and maintenance, and also include emerging issues such as (i) greener solutions in new buildings, (ii) designs taking into account students with disabilities, (iii) climate adaptation and resilience measures.

Public disclosure of documents for those programs requiring a full EIA is a requirement. But the actual process of public review and comments can be onerous and public hearings are at NEMC's discretion during the EIA review and approval process.

Under the EMA, there is a procedure related to **grievances** with respect to decisions about granting the EIA certificate. However, in the EIA and Audit regulations, there is no clear provisions on grievance redress mechanisms and there is no requirement that ESMPs should include a mechanism for handling grievances.

No structure exists for grievance redress mechanisms on environmental and social risks at LGA or school institutions. General complaints are addressed to school management or ward education officer.

Actions

The **national guidelines on school constructions** should be reviewed and revised as needed to include all necessary environmental and social management requirements in all stages of school infrastructures: **design, construction, operation and maintenance**. During the review and revision, the existing EMA and its regulations/guidelines in the country, the Bank's Environmental, Health and Safety Guidelines, the Bank education projects' ESMF and Environment Code of Practices (ECOP) for construction should be referred to. Additionally, systemic changes to promote sustainable and "greener" building designs to allow better resource management and larger involvement of beneficiary communities for supervising works, payment to contractors, contribution to school facilities improvement, maintenance of facilities to ensure quality should also be considered for inclusion.

Capitation grants should be guaranteed for upgrading and maintenance of clean, health and safe school environment to meet the minimum requirements according to the national guidelines (e.g. national guidelines for SWASH): classrooms, sanitation/toilets, water supply systems, waste management and recycling practices, and electricity.

The **EMIS** should include appropriate environmental and social performance indicators in order to generate environmental and social related data for identification of gaps and actions needed to take.

The **training programs** for capacity building for stakeholders in the education sector should include environmental and social management training.

Cooperation and inter-sectoral coordination should be strengthened.

Bank PforR Policy 2: avoid, minimize and mitigate against adverse effects on natural habitats and physical cultural resources resulting from program.
Bank PforR Directive: As relevant, the program to be supported: ▪ Includes appropriate measures for early identification and screening of potentially important biodiversity and cultural resource areas. ▪ Supports and promotes the conservation, maintenance, and rehabilitation of natural habitats; avoids the significant conversion or degradation of critical natural habitats, and if avoiding the significant conversion of natural habitats is not technically feasible, includes measures to mitigate or offset impacts or program activities. ▪ Takes into account potential adverse effects on physical cultural property and, as warranted, provides adequate measures to avoid, minimize, or mitigate such effects.

Assessment Summary –The EIA and Audit regulations provide detailed guidance and criteria on screening of sensitive wildlife/habitats and cultural resources during the review of a project brief with information on the nature of a project, scope, site, infrastructure and utilities, potential environment and social impacts, relevant environmental studies etc.; and detailed steps and requirements on conducting EIA (including baseline studies on the social, economic, physical, ecological, social-cultural and institutional environment within the project boundary area) for projects which will or might have significant environmental and social impacts. Impact mitigation (for negative impacts) and enhancement (for positive impacts) measures are requested to be prepared with details about institutional responsibilities and costs. The environmental audits are also required to identify any significant source of air pollution, water pollution, land contamination and degradation, local community disturbance, wildlife disturbance and health of the workers of the projects. These national requirements related to natural habitat and physical culture resources are consistent with the Bank Policy and Directive.

The NEMC undertakes the screening of a proposed project in accordance with the screening criteria stipulated in the EIA and Audit Regulations. Key sensitive areas include (a)national parks, (b) wetlands, (c) productive agricultural land, (d) important archaeological, historical and cultural sites; (e) areas protected under legislation; (f) areas containing rare or endangered flora or fauna; (g) areas containing unique or outstanding scenery; (h) mountains or developments on or near steep hill-slopes; (i) dry tropical forests (e.g. Brachystegia woodlands); (j) development near Lakes or its beaches; (k) development providing important resources for vulnerable groups such as fishing communities along the lake-shore; (l) development near high population concentrations or industrial activities where further development could create significant environmental problems; and (m) prime ground-water re-charge areas or areas of importance for surface run off of water are either not allowed for a project or are identified for detailed baseline study and impact assessment.

Although gaps are identified for cultural heritage management, the assessment confirmed that the AF Program investments would **neither impact nor convert critical natural habitats and existing physical cultural resources**. This Policy will **<u>not be applicable to the AF Program</u>** as long as no new schools are constructed in hitherto unidentified sites.

System Strengths	Gaps
The Tanzanian EIA process considers natural habitats and physical cultural resources, including screening for natural wildlife and habitats, archaeological, historical and cultural sites.	There are no significant inconsistencies between the Bank PforR Policy and Directive and Tanzania's policies, laws, and regulations related to natural habitats and physical cultural resources.
The Wildlife Conservation Act 2009 makes better provisions for the conservation, management, protection and sustainable utilization of wildlife and	However, the Antiquities Act does not cover the protection and conservation of cultural heritage in

wildlife products. The Antiquities Act was enacted by the independent government in 1964 and amended in 1979 and 1985. The Act protects many types of cultural heritage as described in Section IV.	relation to people, environment and nature (Musiba&Mabulla 2003; Kamamba 2005). The community awareness, involvement and/or motivation as a strategy safeguard heritage resources has not been part of this Act (Kamamba 2005)[22]. Among other things, the Act specifies the need for Cultural Heritage Impact Assessment (CHIA). However, the process of conducting a CHIA is not explicit, and CHIA is often left out or minimized in EIAs[23].

Actions

The actions identified for strengthening the system for the Policy 1 are applicable to the Policy 2.

Bank PforR Policy 3: protect public and worker safety against the potential risks associated with (a) construction and/or operations of facilities or other operational practices developed or promoted under the program; (b) exposure to toxic chemicals, hazardous wastes, and otherwise dangerous materials; and (c) reconstruction or rehabilitation of infrastructure located in areas prone to natural hazards.

Bank PforR Directive:
- Promotes community, individual, and worker safety through the safe design, construction, operation, and maintenance of physical infrastructure, or in carrying out activities that may be dependent on such infrastructure with safety measures, inspections, or remedial works incorporated as needed.
- Promotes use of recognized good practice in the production, management, storage, transport, and disposal of hazardous materials generated through program construction or operations; and promotes use of integrated pest management practices to manage or reduce pests or disease vectors; and provides training for workers involved in the production, procurement, storage, transport, use, and disposal of hazardous chemicals in accordance with international guidelines and conventions.
- Includes measures to avoid, minimize, or mitigate community, individual, and worker risks when program activities are located within areas prone to natural hazards such as floods, hurricanes, earthquakes, or other severe weather or climate events.

Assessment summary – The EMA and its regulations contains comprehensive provisions for public and worker health and safety and hazardous waste management which are consistent with the Bank PforR policy.

The assessment found that this policy is not applicable to the AF Program, as there is no physical infrastructure being financed and no procurement of hazardous or dangerous materials or pesticides.

Strengths	**Gaps**
By law in Tanzania it is the duty of urban local governments to provide for the health and safety of the public.[24]	Occupational health and safety and hazardous waste management are adequately covered in the EMA, the EIA and audit regulations, the hazardous waste management regulations and the CRB, and no major

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[22]TOWARDS SUSTAINABLE CULTURAL HERITAGE MANAGEMENT IN TANZANIA: A CASESTUDY OF KALENGA AND MLAMBALASI SITES IN IRINGA, SOUTHERN TANZANIA, Author(s): PASTORY MAGAYANE BUSHOZI, The South African Archaeological Bulletin, Vol. 69, No. 200 (DECEMBER 2014), pp.136-141

[23]Cultural Heritage Management in Tanzania's Protected Areas: Challenges and Future Prospects, by Audax Z. P. Mabulla and John F. R. Bower

[24] See The Local Government (Urban Authorities) Act, 1982.

The EIA regulation contains robust procedures and requirement for worker health and safety, requiring plans for accident prevention as well for health and safety of workers and communities, which are also part of contracts for civil works. Tanzania has a Contractor Registration Board (CRB) that monitors and enforces occupational health and safety regulations. The Rules of Conduct requires that contractors must maintain accident registers, provide workers with protective gear, and standards for construction sites. The Hazardous Waste Control and Management Regulations (2009) and the Guidelines for Management of Hazardous Waste (2013) provide detailed requirements on hazardous waste management.	inconsistencies between the system and the Bank Policy. However, implementation of these regulations could be weak and the worker safety provisions are not always included in civil works contracts.
Actions The actions identified for strengthening the system for the Policy 1 are applicable to the Policy 3.	

Bank PforR Policy 4: Manage land acquisition and loss of access to natural resources are managed in a way that avoids or minimizes displacement, and affected people are assisted in improving, or at least restoring, their livelihoods and living standards.

Bank PforR Directive: As relevant, the program to be supported:
- Avoids or minimizes land acquisition and related adverse impacts;
- Identifies and addresses economic and social impacts caused by land acquisition or loss of access to natural resources, including those affecting people who may lack full legal rights to assets or resources they use or occupy;
- Provides compensation sufficient to purchase replacement assets of equivalent value and to meet any necessary transitional expenses, paid prior to taking of land or restricting access;
- Provides supplemental livelihood improvement or restoration measures if taking of land causes loss of income-generating opportunity (e.g., loss of crop production or employment); and
- Restores or replaces public infrastructure and community services that may be adversely affected.

Assessment summary: Overall**,** the land policy governing issues of land tenure; promotion of equitable distribution of land, access to land by all citizens, improvement of land delivery systems, fair and prompt compensation when land rights are taken over or interfered with by the government and promotion of sound land information management are comprehensive and consistent with the Bank PfoR Policy in terms of principles and key elements. However, the assessed weaknesses are systemic and related to general lack of enforcement of existing laws. Although this core principle does not apply to the AF Program, the team has gone ahead to analyze the gaps between the country land management and resettlement policies in other to provide gap-filling measures that will guide the client's strategy for school construction which is a deliverable for this AF.

System Strengths	Gaps:
Clear staff roles and responsibilities: There is relatively clear designation of roles and responsibilities between agencies responsible for land management from the community level to the national level.	*Tenure:* Tanzanian law has clear procedures for landholders and generally extends eligibility for compensation to recognized or customary land users or occupiers lacking full title. But it does not recognize tenants, squatters or encroachers as being entitled to assistance or any allowances for transportation or disturbances to this particular group, etc. In Tanzania, land compensation is paid to non-titled persons if they have been in possession of the land for more than 12 years. This is covered under the law of limitation. However, compensation would not be provided to non-titled persons occupying land already demarcated for a particular purpose. There is no clear policy on resettlement and relocation of large groups of people.
Grievance procedures and dispute resolution There is a system where complaints are channeled upward, starting with the Mtaa,[25] Ward Executive Officer, District Commissioner, then to the Region, and up to MLHHSD. If still unsatisfied PAPs can seek recourse for grievances in the courts (specifically the Court of Land Arbitration).	
Consultations: For community or local authority land consultations is an internal process and followed at the community or local authority level to ensure there is consensus on the donated land and if there are impacts on any group, community mitigation is undertaken. For land acquisition, the valuation process includes a sensitization meeting with PAPs, which must be attended by local leaders as well. The intent is to explain the	*Market value:* Tanzania law provides for the calculation of compensation on the basis of the market value of the lost land and unexhausted improvements, plus a disturbance, movement, and accommodation allowance for 36 months, and loss of profits where applicable. However, a depreciated

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[25] A small urban area or geographical division of a ward.

program, the valuation process, valuation rates, and arrangements for physical inspection of properties.

Analysis and Guidance There is good guidance on resettlement and compensation in Tanzania that goes beyond the Land Act and Regulations – there has been a comprehensive gap analysis between World Bank OP 4.12 and the Tanzanian system, and all of the elements of Core Principle 4 are visible in previous education projects RPFs. Furthermore, for any unanticipated emerging risk the program will apply best.

replacement cost approach is used, which does not result in full replacement costs of the lost assets which is inconsistent with the Bank Policy for PforR. Additionally, market values and valuation procedures tend to be outdated and there is little baseline data for land values, which risks the valuation being at the discretion of the Land Valuation Officer.

Lost Assets and Livelihood Restoration: "Replacement assets" under the Land Act in Tanzania are restricted to land and developments on land, and where relevant, loss of profits. The Bank Policy for PforR goes beyond physical assets and includes livelihoods and standard of living, seeking to improve them or at least to restore them to pre-displacement levels. While profit losses are included in Tanzanian law, this is more narrowly defined as formal business profits and compensation for crops. While the Land Act does entitle compensation for business losses, there are no legal provisions requiring the government to restore livelihoods or to provide assistance towards the restoration of such livelihoods. Land users such as tenant farmers are only entitled to compensation for crops (the valuation method is outlined in the 2001 Regulations).

Payment of Compensation: Legally, compensation for the acquired land is to be paid "promptly," but does not have to be paid before possession of land is taken.

Community Infrastructure: It does not appear that public infrastructure is specifically addressed in the Land Act and Regulations because in the past land would be freely provided for public goods. For projects/programs prioritized and implemented by the community, risks that community infrastructure will be impacted is low where most of the work will be on existing land and if required, the communities decide what land to offer to the program as donation. New developments are that LGAs now may either donate or purchase land for public infrastructure.

Consultation and Disclosure: As resettlement in practice is done as part of the ESIA and or RAP, consultation and disclosure generally follow this process with the addition of a sensitization meeting with PAPs as part of the valuation process. PAPs are also publicly informed toward the end of the process

	when they can collect their compensation payments. Community Development Officers have a role during this process as well, as do Ward Officers. However, this process is geared only toward the land valuation process, and may not include tenants, informal land users, and other types of resettlement and compensation that are not covered by Tanzanian law. For this program consultation and disclosure will take place according to the PfoR Policy even though land acquisition is not expected by this program.

Actions

Technical Guidance and Implementation Capacity: The national strategy on school constructions should be reviewed and revised as needed to include mitigation measures for where land take is required such as recognition of tenants, squatters, encroachers in terms of relocation or resettlement and all the other gaps analyzed above to be consistent with the Bank's Policy number 4 on PfoR.

Recent analysis showed that there was little or no knowledge of the ESSA in the original Program, it will be particularly important that there is awareness in the MoEST, MoE, PO-RALG and all the way to the School Committee level for the details of the ESSA and that all these levels of government are involved in the implementation.

Addressing Resource Constraints: Although it is recognized that the government has a designated Environmental focal point at MoEST for this program, it is unclear if this staff or in PO-RALG is trained to provide inputs on identifying, consulting with, and assisting disadvantaged communities and vulnerable groups, which may be excluded by the benefits of this program. The program's capacity building plan can include measures for good practices on inclusion of Vulnerable and Marginalized Communities in culturally appropriate consultations in their local language of understanding.

Grievance Redress Mechanism: A Grievance Redress Mechanism (GRM) should be established at the school and LGA levels to improve systems for stakeholders' engagement, timely resolution of complaints and broad community support.

Bank PforR Policy 5: Give due consideration to cultural appropriateness of, and equitable access to, program benefits giving special attention to rights and interests of vulnerable and marginalized communities and to the needs or concerns of vulnerable groups.

Bank PforR Directive:
- Undertakes free, prior, and informed consultations if vulnerable and marginalized communities are potentially affected (positively or negatively) to determine whether there is broad community support for the program.
- Ensures that vulnerable and marginalized communities can participate in devising opportunities to benefit from exploitation of customary resources or indigenous knowledge, the latter (indigenous knowledge) to include the consent of the vulnerable and marginalized communities.
- Gives attention to groups vulnerable to hardship or disadvantage, including as relevant the poor, the disabled, women and children, the elderly, or vulnerable and marginalized communities. If necessary, special measures are taken to promote equitable access to program benefits.

Assessment summary:
While the analysis confirmed that, at present, there is currently no specific legislation or policy in place in

Tanzania related to Indigenous Peoples; the investments under this program targets all enrolled students as direct beneficiaries. Thus while considering the applicability of this Core Principle, the analysis found that it was relevant in terms of ensuring that disadvantaged communities and vulnerable groups are included in the planning process and program prioritization; that disadvantaged and vulnerable groups have access to program benefits; and that their needs are considered with respect to the program's impacts. For the ESSA, the analysis of disadvantaged and vulnerable groups focused on those defined in the Tanzania Participatory Poverty Assessment: children, persons with disabilities, youths (unemployed, females, youths with unreliable incomes), people living with long illnesses (e.g. HIV/AIDS), women (widows and those not able to support themselves), drug addicts and alcoholics, and disadvantaged communities. The government's approach is to ensure that all groups of people are consulted and benefits from its programs.

System Strengths

The education and skills sector is inclusive of all groups and consultations revealed that no group is excluded. Vulnerable groups have been identified, and there are special schools with access and other facilities for those suffering from disabilities. Schools also have hostels for those with severe disabilities. For marginalized groups such as children coming from poor families and those from disadvantaged communities the program will make an effort to be as inclusive as possible as stipulated in the Constitution of the Republic of Tanzania. Tanzania also has policies specific to vulnerable groups, such as the National Gender Policy and National Policy on HIV/AIDs, in order to prevent discrimination and promote equity. There is also strong guidance for community participatory planning by PO-RALG through the "Opportunities and Obstacles to Development Handbook," which promotes inclusion of vulnerable groups throughout the planning process.

Gaps

The analysis identified a number of critical gaps in the system, including:

Identification of Vulnerable Groups: Vulnerable and marginalized groups are not explicitly included in the screening process for ESIA through EMA nor in the Tanzanian system for land acquisition and resettlement.

vulnerable and marginalized communities*:* As mentioned above, there is no system in place that confers any right, status, or special position upon any citizen of Tanzania on the basis of lineage, tradition or descent, including vulnerable and marginalized communities. There is also no track record of any government only program to undertake free, prior, informed consultations with vulnerable and marginalized communities. However, the program does involve extensive consultations with project beneficiaries, in particular, vulnerable groups and underserved communities.

Monitoring: Monitoring of gender, poverty, and HIV/AIDS in the development planning process is in need of strengthening. In the education sector there is no common method of analysis and collection of baseline to aid development planning on these issues in the sector.

Actions

Basic Education Statistics in Tanzania (BEST). Whereas education and skills sector is inclusive of all groups and consultations revealed that no group is excluded, the basic education statistics in Tanzania can be strengthened to ensure easy and available data on number of vulnerable and marginalized communities assessing the school system.

The actions identified for strengthening the system for Policy four are applicable to Policy five.

Bank PforR Policy 6: Avoid exacerbating social conflict, especially in fragile states, post-conflict areas, or areas subject to territorial disputes.	
Bank PforR Directive: Considers conflict risks, including distributional equity and cultural sensitivities.	
The AF Program will not entail social conflict in fragile states, post-conflict areas or areas subject to territorial disputes, nor will the Program cause social conflict or impact distributional equity or associated cultural sensitivities. As such, the ESSA did not consider the AF Program with regards to the Bank PforR Policy 6 as this core principle and key element are not applicable to the operation. It is important to note that distributional equity and cultural sensitivities are covered under the analysis of system with respect to the main considerations of Policy 5.	

121.   The following table summarizes the AF Program's integrated risk assessment and proposed measures to mitigate those risks (i.e. challenges) based on the findings of the ESSA.

Table 5.2 Integrated Risk Assessment

Risk Description	Risk Management
Potential environmental and social impacts of the AF Program are not identified, mitigated, and monitored, or program scope is changed to include construction or large-scale civil works.	The AF Program does not finance physical infrastructure, construction of new schools, upgradations and does not entail any land acquisition. However, the potential environmental and social impacts of the program is rated **moderate**. This follows the assessed need to address gaps in environmental and social practices with regards to the school construction strategy DLR. Actions linked to the Program's DLIs/DLRs to mitigate the risks that the AF Program might not achieve its results are detailed in Section VI of the ESSA. Monitoring and supervision of these actions related to environmental and social issues will be a part of World Bank supervision.
Grievance Redressal Mechanisms: There is no formalized and effective complaint mechanism to address social and environmental issues	The AF Program will use the strengthened system of complaint receiving and feedback mechanism (as laid out in Section V of this ESSA and will train program staff (where required) to implement and monitor it.
Staffing and skills mix is insufficient to handle environmental and social management issues	The AF Program will assess capacity needs of staff for environmental and social management and ensure that all necessary staffing is available with adequate skills; and appoint focal points for Environmental and Social for monitoring and implementation of the ESSA. The AF Program will be incentivized to provide adequate resources to environmental and social management. Training on costing, implementation and monitoring of environmental and social actions and the Grievance Redressal Mechanisms will be included in capacity building program.
No sufficient **technical expertise to assess performance of the ESSA** proposed environmental and	The AF Program client team will include the environmental focal point (Environmental Education Coordinator) of the MoEST as part of the program coordination team. MoEST in collaboration with PO-RALG and NEMC will ensure that ToRs and contracts for contractors if applicable under the AF Program incorporate

social risk management actions	environmental and social management clauses as needed.
Weak participation of communities in construction and maintenance of school sanitation facilities	The AF Program will ensure that all heads of schools are trained in community involvement and participatory decision making as part of their training plans. Dissemination and awareness raising activities for environmental and social due diligence measures will be built into the AF Program.
Consultations are held for specific purposes such as thematic areas; on land related issues etc. *It is not an on-going activity.*	The AF Program will undertake inclusive on-going consultations with stakeholders and a training program will be developed for implementers.
Inadequate funds for construction and maintenance of school water and sanitation facilities	The GOT has been making great efforts on mobilizing financing of SWASH from the Government, Development Partners, Communities, and other stakeholders through advocacy and lobbying. It also focuses on the strengthening of management of physical and financial resources for accountability and results that are value for money.

SECTION VI: RECOMMENDED ACTIONS TO STRENGTHEN SYSTEMS PERFORMANCE

122.   Based on the ESSA applicable to the AF Program, it is concluded that in general, Tanzania has established a comprehensive sets of environmental and social management systems to address the environment, health and safety, as well as social concerns related to the Program. Such systems are principally well-aligned with the core principles and key planning elements as defined in the Bank Policy for PforR. However, there are certain inadequacies and gaps from the perspective of actual implementation of such system identified through this ESSA, based on which the following actions are recommended to be included in the DLRs and Program Action Plan.

123.   The AF Program is to support improvement of education quality with exclusion of school infrastructure. The program does neither include land acquisition nor finance school construction or any physical/civil works and there are no works linked to any of the DLRs. However, the environmental and social risk for the AF has been rated **moderate** whereas in the original program, it was low. This follows the assessed need to address gaps in environmental and social practices with regards to the school construction strategy DLR.

Table 6.1: Actions to Strengthen System Performance for Environmental and Social Management

Objective	DLRs	Environmental and Social Management Actions
To improve environmental and social management systems in education sector	DLR 1.4 Approved a School Construction Strategy	• The national guidelines on school constructions will be reviewed and revised to include appropriate environmental and social management requirements in design, construction, operation and maintenance of school infrastructures. • Additional guidelines for promoting sustainable and "greener" building designs, as well as designs taking into account students with disabilities, greener measures to allow better resource management and larger involvement of beneficiary communities for supervising works, payment to contractors, contribution to school facilities improvement including aspects from the National School WASH Strategic Plan, maintenance of facilities will also be considered during the review and revision of national guidelines for school construction. • The School Construction Strategy for School Construction will clarify agencies, roles and responsibilities, as well as incentives and training for monitoring and reporting of implementation of the environmental and social management requirements in school construction. And where land appropriation and resettlement becomes necessary, the strategy should seek to adopt measures and guidelines consistent with Bank policies.
	Program Action Plan	The EPforR coordination team will include the environmental focal point (Environmental Education Coordinator) of the MoEST. This team will also include a social development specialist knowledgeable in social inclusion matters.

Objective	DLRs	Environmental and Social Management Actions
To improve capacity for supervision of environmental and social performance (improve enforcement)	DLR 3.1 Released an Annual Summary Education Performance Report (ASEPR) in acceptable format	School level indicators on access/availability of electricity and number of water points and source to be included in the AESPR.
To improve systems for Information Disclosure and Stakeholders Consultation	Program Action Plan	A Grievance Redress Mechanism (GRM) to be established at the school and LGA levels. The operation structure and protocols of the GRM and a complaint hotline will be made available to the public. The GRM has been discussed with stakeholders.

124. **The Grievance/Complaint Redress Mechanism.** Communities and individuals who believe that they are adversely affected as a result of this AF Program may submit complaints to the grievance redress mechanisms (GRM) at the national and/or local levels as described below.

a) **National Level:** At the national level there is a government portal (the open Data portal/website for Govt of Tanzania) available for registering complaints. In addition, the education sector through MoEST also has a portal used for registering complaints. The existence of this mechanism needs to be widely disseminated. In addition, the implementers of both the portals need to have a person identified for responding to the complainant (with given time lines) or forward the complaint to the relevant person for redressal.

b) **At the Local Level:** The following systems are in place at the local level:
   i)   LGAs have a complaint box to receive complaints and provide resolutions.
   ii)   Village Committees/Sub-ward Committees also have a similar mechanism for handling complaint. They respond to the complainant or forward to the next higher level for redress of issues that are beyond their jurisdiction
   iii) School Committees (for primary schools) and School Boards (for secondary schools) are responsible to receive and resolve complaints. Evidences (e.g. submission of operations log or reports of at least one month and a case report) will be collected during the AF Program implementation to show these measures are working.

SECTION VII: STAKEHOLDER CONSULTATION

125.   The ESSA process, built on the ESSA prepared for the original EPforR, includes stakeholder consultations and disclosure of the ESSA Report following the guidelines of the World Bank's Access to Information Policy. Feedback from stakeholders has been instrumental in designing and revising the Program Action Plan and DLIs.

126.   Initial consultations with MoEST was during December 5-9, 2016. Bank Specialists undertook a series of meetings, consultations with different stakeholders including government agencies (the Environmental Education Session, the Policy and Planning Division, and Quality Assurance Division of MoEST, the DSM-Temeke and Pwani – Bagamoyo LGAs), development partners and followed up with some limited field work including visits to schools. Supervision Aide-memoires were reviewed for understanding the implementation record of the original EPforR and its ESSA. See Annex II fora list of consulted people.

127.   On Feb. 23, 2017, the World Bank and MoEST conducted consultations to receive feedback on the draft ESSA (in English) with the participants from MoEST, education-relevant NGOs, head teachers and school committee members. The purpose of the consultation workshop was to: (a) introduce the ESSA approach under the proposed EPforR AF operation; (b) seek opinions and feedback on the key findings and recommendations of the ESSA; and (c) identify any other possible recommendations/actions that should be added to the proposed PAP.

128.   *Presentation and Discussion.* The consultation included substantive discussions and consultation with national authorities, NGOs and individuals on the Education Program for Result itself, the PforR instrument and especially focusing on the ESSA and its recommendations. There were two presentations, the EPforR and the ESSA, made by the Bank team. After the presentations, the Bank's team took the opportunity to receive feedback from the participants at all levels. The participants were keen on how the AF would be implemented and most of their comments were based on design rather than on environmental and social issues. They raised very key technical issues that are contingent to the success of the program such as: infrastructure, policy and management issues and institutional arrangements and capacity. The issues discussed and information provided during the meeting are summarized in table 7.1.

129.   *Conclusion.* The participants asked technical questions on the implementation of the AF Program. All the individuals expressed their appreciation for the program and the opportunity to join in the consultation process. They expressed the desire to continue the strong engagement with the team towards implementation. Some data and information was updated based on the feedback received from the consultation meetings.

Table 7.1 Issues raised and responses at the consultation workshop

Issues Raised	Response
The first participant to speak commended the Bank team for a detailed presentation that had relatable examples from the field, however, he felt that there should have been more robust examples from a larger number of schools in order to reach more expansive conclusions.	For the ESSA study the team reviewed all relevant laws and guidelines of Tanzania and visited at least four primary schools and interviewed several government officials, head teachers, school committee members and other stakeholders. Today is an additional opportunity being provided to solicit feedback from wider stakeholders including NGOs. However, stakeholder engagement and consultations continues through implementation.
Selection of beneficiary schools and DLIs: How did the Bank choose the schools that would benefit from the EPforR? And how were the Disbursement Linked Indicators Chosen?	The EPforR is in support of the government Education Sector Development Program and so the government selects beneficiary schools. The DLIs are decided together with the government.
You have just said that this EPforR will not fund construction and yet there are schools like Mwangaza Primary School that benefited with more classroom blocks from the original program for result?	The Bank and the government has agreed indicators which if met by government and verified by the Bank, elicits disbursement from the Bank. It's left for the government to use the disbursed money to implement their choice of projects within the sector but not for physical school construction.
You said that this program will support transition rate from early to lower secondary school especially for girls which is currently at 65/70% rate for girls and boys respectively. What is the level that you are looking to reach?	It is not just about transition rate which is important but it is also about meeting the target for reading correct words per minute (wpm) in Oral Reading Fluency (ORF) in national 3R average.
Are you only focusing on girls?	Transition rate is focusing on girls since this is the major issue in survival rates for girls (transition from Standard 7 to Form I). Transition rate is only measured on the regional level due to data constraints and no unique student IDs. Ideally it would be on LGA or school level. Important to be able to verify the results.
What about higher secondary level?	The program is only covering basic education
Issue of inclusion: There is a need to make the school system work for kids with disability as there is currently no support for them.	The program will evaluate a construction guidelines being prepared by the government and will ensure appropriate building codes that enhances access for vulnerable and disabled peoples.
School Locations: There's a big issue with where and how schools are located. Currently kids are walking too long from home to school. This is a problem for able kids	This is being taking care of in the overall design of the program. The School Construction Strategy will further clarify requirements on school locations,

let alone for kids with disability. This affects attention and quality of learning.	geographic coverage and distance to students.
Over-sized classrooms and management issues: Teachers' effectiveness is in question because when you travel round the schools, you will notice that almost half of the teachers in many schools don't teach even when they are present in the school. This can be attributed to the problem of over-sized classrooms, lack of incentives for teachers and lack of appropriate teaching materials.	This is also being taken care of in the program design.
School Committees: The work of the school committees are very important in schools management and in holding government and contractors accountable but most of them are not functioning. There are many reasons that can be attributed to this, such as; lack of training (there's been no training in 10 years) and lack of government support.	Training is currently being conducted by government and being supervised by municipality officers. These are 2 days training mainly on managing school budgets and procurements. There's need to map out the scope of the current training and see what more can be done to enhance its benefits for the implementation effectiveness of the Additional Financing.
Capitation Grant: The real issue is that the amount is not enough. With high cost increases, the capitation amount has been the same since 2001. In the past, schools have had to argument with parents' contributions but with the FBEP, that contribution was stopped and schools and kids are suffering the consequences. The participant suggested that parents that can afford it should be allowed to make voluntary contributions which also can be used to provide meals for kids particularly those from poor homes.	The Government is trying with the budget constraints, however there are many schools involved (16,000 primary schools). Schools are also receiving SIGs for improved ranking (although few schools receive it, 120 in the country and only 2 in DSM). However, the number will increase this year to 400, and the approach is positive and sustainable since the Government wants to keep the SIGs after program completion.
Infrastructure: In addition to the problem of schools being far from the kids, the facilities are not of good quality and they are not conducive for the kids. Health and safety of these infrastructures are not up to standard. There are no latrines, no water supply, no electricity and no health facilities within the schools.	As mentioned above, the Bank will have input in the school construction guidelines being prepared by the government to ensure quality and standard.
Develop an environmental and social safeguards benchmark: This participant believes that in order to improve environment and social issues during implementation, there needs to have a benchmark on school situations on environmental and social management to better inform which schools should be improved and funds allocation. This he believes will help create an awareness among teachers, schools and other	Good suggestion, but it is suggested that existing information associated with environmental and social management (some are already available) should be reviewed and analyzed by MoEST and PO-RALG in collaboration with LGAs, especially the EMIS data and implementation situation of the SWASH program. This will better inform what additional information should be further collected to establish the benchmark instead of starting from

key stakeholders.	scratch.
Capacity building for E & S staff in the MoEST, PO-RALG and LGAs as well as School Committees: Environmental and social effectiveness is important to achieving improved quality of education. There's need to have a comprehensive approach in building the capacity for these relevant officers and stakeholders to create awareness of their roles as well as build their capacities in a coordinated manner.	Good suggestion. It is suggested to collect information what are the existing training programs and activities if any. The best way would be to integrate environmental and social management training to the existing training programs and activities. MoEST is encouraged to consider what the training needs are on environmental and social management for MoEST, PO-RALG, LGAs and School Committees and how these trainings will be monitored and organized and reported in the long run. The TA component of the EforR AF (if confirmed) could consider to include capacity building activities on environmental and social management in the education sector. More detailed discussions with MoEST should and will be continued during preparation and implementation of the Program to identify specific training needs.
There's need to evaluate the quality of assessments of laboratories as many of them are not functional.	That is a good point as many schools tend to have several laboratories, although often only one multi-lab is needed.
At what level is the data collected? There's also an issue of access to data at the district level. Information should be disaggregated on a district level. If disaggregated to include council data, we know they are limited from latrines so this will help with interventions and Gov. could assist much more.	All data exists on the school level. The whole data base is published on the open data website.
Issues with the open data portal and the indicators	The published data was not cleaned. PO-RALG only published data already cleaned in August 2016.

130. **Document Dissemination and Public Comment Period.** Whereas the draft ESSA was shared on February 22, 2017 with the clients, donor partners and stakeholders involved with environmental and social management issues in Tanzania and consultation on the draft ESSA held on February 23, 2017; the window for receiving comments remained open until March 24, 2017. MoEST confirmed that the ESSA was disclosed on its website on March 21, 2017. The Executive Summary and key portions of the final report will be translated into Swahili and full report re-disclosed publicly in-country and in the World Bank's external website after negotiations.

Annex I School Visits

Primary School	Location	Urban/ rural	No. of Pupil	No. of Teacher	No. of Classrooms	Clean water	Latrine/ Toilets	Electricity	Safety	Play facilities
Mwangaza (built in 2004)	DSM-Temeke	urban	1276 666=M 610=F	33 2 teachers on study leave PTR 1:41	14	Well	Very poor conditions (unimproved): 8 pit latrines in two separate buildings. 5 = girls 3= boys Very poor conditions (unimproved): /5girls-3boys No water	Y	Room for kindergarten seems to have safety danger, as the roof beam is a bit curved and crackled.	No
Kingugi (built in 2003)	DSM-Temeke	urban	3916 1926 = M 1991=F COBET=92	64 2 teachers on study leave PTR 1:66	19 COBET No Classroom space No staffroom	Well (but pumping system is not sufficient)	2 (improved) Has water Has one toilet for disabilities	Y		No
Fukayosi (built in 1957)	Pwani-Bagamoyo	rural	400	9 PTR PTR1:44	6 (building 3 more)	No (efforts to connect tap water ongoing)	2 (unimproved)	N	Adjacent to Bagamoyo-Msata highway	No
Miembesaba (build in 2005)	Pwani-Bagamoyo	rural	550	10 PTR 1:55	7	Well (also has tap water, but not in use due to cost)	1 (divided into 2, unimproved), Water fetched by buckets no staff toilet	N (One teacher house connected with electricity through capitation grants)	Sanitation, hygiene - poor toilets	No

ANNEX II: List of People Consulted on the ESSA

TANZANIA EDUCATION PROGRAM FOR RESULTS ADDITIONAL FINANCING

Full Name	Organization	Title/Designation
1. Ms. Idasen Mille	Cambridge Education /MoEST	Program Officer
2. Ms. Asha Maneo	Bunju Primary School	Chair person
3. MrEzeckiez J. Nichombe	Bunjo Primary School	Head Teacher
4. Mr Godfrey Boniventur	HakiElimu (Education NGO)	Manager
5. Mr Robert Lwikolela	MoEST	Environment Coordinator
6. Ms. Sylvia Mutachungwa	Temeke Primary Education Office	Ag District Education Officer-Primary Education
7. Ms Constancia Emmanuel	Temeke Primary Education Office	Education Officer (VifaanaTakwimu)
8. Ms Leah Masaba	Kingugi Primary School	Head Teacher, Staff and School committee
9. MrDaudi Maro	Mwangaza Primary School	Head Teacher
10. Mr Peter Fussi	Bagamoyo Education office	District Education Officer (Primary Education)
11. Ms Sophia G. Kirumbi	Bagamoyo Education office	Education Officer – SWASH Coordinator
12. Ms Raffia Azza	Fukayosi Primary School	Head Teacher, Staff and School Committee

13. Dickson Steven	Miembesaba Primary School	Head teacher
14. Mr. Gerald Mweli	MoEST	PforR Program Coordinator
15. Ms Rebecca Budimu	UNICEF	WASH Coordinator
16. Ms Mwajabu Adam	MoEST	EPforR Ministry Coordinator
17. Ms Hidaya Mohamed	MoEST	Ag. Quality Assurance Director
18. VarjaLipovsek	Twaweza (Education NGO)	Director of Learning, Monitoring and Evaluation

Annex III: Technical Reports and Government Sources

In addition to the laws, policies, regulations and guidelines cited in this report, the ESSA has drawn from a range of sources including academic journals, GoT documents, technical reports, and project documents. This annex lists sources that were used in the preparation of the ESSA.

1. LAWS, INSTITUTIONAL ARRANGEMENT AND CHALLENGES OF THE ENVIRONMENTALMANAGEMENT IN TANZANIA

   Mr. JACOB MOKIWA and Mr. ISAKWISA MWAMUKONDA
   Legal Officers-Legal Services Unit
   Vice President's Office
   Presented at: Global Training Programme on Environmental Law and Policy
   Nairobi, Kenya
   5-13 October, 2015

2. Strengthening the Education Management Information System (EMIS) in Tanzania: Government Actors' Perceptions about Enhancing Local Capacity for Information-based Policy Reforms, Assela M. Luena, University of Massachusetts Amherst, 2012

3. Report of the Technical Assistance provided to the National Sanitation Campaign, Government of Tanzania, C. Ajith Kumar, May 2015

4. Cultural Heritage Management in Tanzania's Protected Areas: Challenges and Future Prospects, by Audax Z. P. Mabulla and John F. R. Bower

5. TOWARDS SUSTAINABLE CULTURAL HERITAGE MANAGEMENT IN TANZANIA: A CASESTUDY OF KALENGA AND MLAMBALASI SITES IN IRINGA, SOUTHERN TANZANIA

   Author(s): PASTORY MAGAYANE BUSHOZI
   Source: The South African Archaeological Bulletin, Vol. 69, No. 200 (DECEMBER 2014), pp.136-141
   Published by: South African Archaeological Society
   Stable URL: http://www.jstor.org/stable/43868708

6. Secondary Education Development program II (SEDP II) 2010 - 2014. Environmental and Social Management Framework. March 2010.

7. The original EPforR ESSA, March 2014

8. The Bank's Policy and Directive for PforR, July 2015