

**INTEGRATED SAFEGUARDS DATA SHEET  
APPRAISAL STAGE**

**Report No.: ISDSA15067**

**Date ISDS Prepared/Updated:** 27-Apr-2016

**Date ISDS Approved/Disclosed:** 27-Apr-2016

**I. BASIC INFORMATION**

**1. Basic Project Data**

<b>Country:</b>	Tanzania	<b>Project ID:</b>	P153277
<b>Project Name:</b>	TZ-Zanzibar Improving Student Prospects Project (P153277)		
<b>Task Team Leader(s):</b>	Shwetlena Sabarwal		
<b>Estimated Appraisal Date:</b>	28-Apr-2016	<b>Estimated Board Date:</b>	13-Jun-2016
<b>Managing Unit:</b>	GED01	<b>Lending Instrument:</b>	Investment Project Financing
<b>Sector(s):</b>	Primary education (30%), Secondary education (70%)		
<b>Theme(s):</b>	Education for all (100%)		
<b>Is this project processed under OP 8.50 (Emergency Recovery) or OP 8.00 (Rapid Response to Crises and Emergencies)?</b>			No
<b>Financing (In USD Million)</b>			
Total Project Cost:	35.00	Total Bank Financing:	35.00
Financing Gap:	0.00		
<b>Financing Source</b>			<b>Amount</b>
BORROWER/RECIPIENT			0.00
International Development Association (IDA)			35.00
Total			35.00
<b>Environmental Category:</b>	B - Partial Assessment		
<b>Is this a Repeater project?</b>	No		

**2. Project Development Objective(s)**

To improve the quality of - (a) instruction and (b) learning environment – in targeted grades and subjects

**3. Project Description**

For PDO achievement, a focused and evidence-based solutions approach is - (a) reinforced and (b) incentivized - at each level of service delivery: teacher, school, and system. The solutions approaches

central to project design is to help tailor instruction to student’s level of knowledge . Project effectiveness is further enhanced by focusing delivery on Math, Science, and English (MSE) subjects in Standard 5 – Form 2.

The project has four components: (i) Component 1: Effective MSE Instruction; (ii) Component 2: Improved School Autonomy and Learning Environment; (iii) Component 3: Hubs for Enhanced MSE Learning; (iv) Component 4: Systems Transformation and Project Management

**Component 1: Effective MSE Instruction:** The main objective of this component is to improve the quality of instruction and train teachers to provide focused student support for early resolution of learning gaps. This will be done through a cohesive set of interventions that together address constraints in three key domains—availability of trained teachers, teacher skills, and teacher incentives and accountability structures. Accordingly, the component includes three types of activities: (a) retraining of selected in-service teachers to increase the supply of Math and Science teachers in lower secondary grades; (b) training of all English, Math, and Science teachers in targeted grades in enhanced student support; and (c) teacher management reforms to strengthen teacher accountability and motivation structures.

**Component 2: Improved School Autonomy and Learning Environment.** The main objective of this component is to equip schools with resources and incentives to improve the quality of instruction and student support. To this end, school improvement grants (SIGs) are expected to: remove charges to parents in secondary schools (in support of the government’s policy of free basic education) and provide additional resources and incentives at the school level to help improve education quality in the face of expanding access.

**Component 3: Hubs for Enhanced MSE Learning.** The main objective of this component is to support the impactful provision of learning facilities/resources for improved English, Science, and Math achievement. It includes infrastructure provision and provision of teaching and learning materials

**Component 4: Systems Transformation and Project Management.** This component will focus on four areas: (a) examination reform; (b) mainstreaming enhanced student support at the school level; (c) strengthening data systems and supporting project M&E; and (d) project implementation support.

#### **4. Project location and salient physical characteristics relevant to the safeguard analysis (if known)**

Zanzibar

#### **5. Environmental and Social Safeguards Specialists**

Arundhati Inamdar Willetts (GENDR)

Christine Agnes Nabaloga (GSU07)

Ishanlosen Odiaua (GEN05)

Jane A. N. Kibbassa (GEN01)

Mary C.K. Bitekerezo (GSU07)

Ruma Tavorath (GEN07)

<b>6. Safeguard Policies</b>	<b>Triggered?</b>	<b>Explanation (Optional)</b>
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Environmental Assessment OP/BP 4.01	Yes	Triggered because the project may have environmental and social impacts. Infrastructure gaps have been identified as a challenge in secondary schools. Such construction, even if small-scale civil works, will have some level of environmental impacts related to (i) physical location of site, (ii) waste and wastewater management from ablution facilities, canteens, labs, (iii) construction related waste management and (iv) worker safety. These are being identified and addressed in an Environment and Social Management Framework and subsequent Environmental Management Plans
Natural Habitats OP/BP 4.04	Yes	The Jozani-Chwaka Bay National Park on Unguja Island is home to a number of species of conservation interest, including the endangered Red Colobus monkey and Aders Duiker. Chwaka Bay is proposed to be declared a Ramsar Site. Although the scale and scope of works makes it unlikely that natural habitats will be severely affected by the project, some project sites may lie in the vicinity of the National Park and therefore measures will need to be instated in order that the park habitats are not disturbed.
Forests OP/BP 4.36	Yes	Triggered as Jozani Forest is part of the Zanzibar-Inhambane scrub forest on coral rag, which is a unique forest type found only along the East African Coastline. Mangrove forests are also found in Unguja (of note are the forests in Chwaka Bay) and Pemba. As with natural habitats, although the scale and scope of works makes it unlikely that forests will be severely affected by the project, some project sites may lie in the vicinity of the coral rag and mangrove forests and therefore measures will need to be instated in order that these forests are not disturbed.
Pest Management OP 4.09	No	
Physical Cultural Resources OP/BP 4.11	Yes	This safeguard may be triggered as both Unguja and Pemba Islands have many historic and cultural sites. They may be affected by construction activities such as heavy vehicular traffic carrying construction materials, dust and vibration. Therefore although the impacts may not be considered serious, there is still need to exercise due care through the implementation of appropriate mitigation measures.
Indigenous Peoples OP/BP 4.10	No	There are no known Indigenous Peoples in the Project area of influence in Zanzibar Islands.
Involuntary Resettlement OP/BP 4.12	No	The construction and rehabilitation of educational facilities will be undertaken within the confines of existing educational facilities. Therefore land acquisition

		is not anticipated in this project
Safety of Dams OP/BP 4.37	No	
Projects on International Waterways OP/BP 7.50	No	
Projects in Disputed Areas OP/BP 7.60	No	

## II. Key Safeguard Policy Issues and Their Management

### A. Summary of Key Safeguard Issues

<b>1. Describe any safeguard issues and impacts associated with the proposed project. Identify and describe any potential large scale, significant and/or irreversible impacts:</b>
Only small scale construction is envisaged for class rooms and science laboratories a in the confines of existing schools grounds. An ESMF has been developed to mitigate any impact that may result from relevant works.
<b>2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area:</b>
N/A
<b>3. Describe any project alternatives (if relevant) considered to help avoid or minimize adverse impacts.</b>
N/A
<b>4. Describe measures taken by the borrower to address safeguard policy issues. Provide an assessment of borrower capacity to plan and implement the measures described.</b>
An Environment and Social Framework has been prepared establishing mechanisms for the development of ESMP and a Chance Find procedure if necessary. A Grievance Redress Mechanism has also been provided in the event of complaints.
<b>5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people.</b>

### B. Disclosure Requirements

<b>Environmental Assessment/Audit/Management Plan/Other</b>	
Date of receipt by the Bank	03-May-2016
Date of submission to InfoShop	04-May-2016
For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors	
"In country" Disclosure	
Tanzania	05-May-2016
<i>Comments:</i>	
<b>If the project triggers the Pest Management and/or Physical Cultural Resources policies, the respective issues are to be addressed and disclosed as part of the Environmental Assessment/Audit/or EMP.</b>	

**If in-country disclosure of any of the above documents is not expected, please explain why:**

***C. Compliance Monitoring Indicators at the Corporate Level***

<b>OP/BP/GP 4.01 - Environment Assessment</b>			
Does the project require a stand-alone EA (including EMP) report?	Yes [ <input checked="" type="checkbox"/> ]	No [ <input type="checkbox"/> ]	NA [ <input type="checkbox"/> ]
If yes, then did the Regional Environment Unit or Practice Manager (PM) review and approve the EA report?	Yes [ <input checked="" type="checkbox"/> ]	No [ <input type="checkbox"/> ]	NA [ <input type="checkbox"/> ]
Are the cost and the accountabilities for the EMP incorporated in the credit/loan?	Yes [ <input checked="" type="checkbox"/> ]	No [ <input type="checkbox"/> ]	NA [ <input type="checkbox"/> ]
<b>OP/BP 4.04 - Natural Habitats</b>			
Would the project result in any significant conversion or degradation of critical natural habitats?	Yes [ <input type="checkbox"/> ]	No [ <input checked="" type="checkbox"/> ]	NA [ <input type="checkbox"/> ]
If the project would result in significant conversion or degradation of other (non-critical) natural habitats, does the project include mitigation measures acceptable to the Bank?	Yes [ <input type="checkbox"/> ]	No [ <input checked="" type="checkbox"/> ]	NA [ <input type="checkbox"/> ]
<b>OP/BP 4.11 - Physical Cultural Resources</b>			
Does the EA include adequate measures related to cultural property?	Yes [ <input checked="" type="checkbox"/> ]	No [ <input type="checkbox"/> ]	NA [ <input type="checkbox"/> ]
Does the credit/loan incorporate mechanisms to mitigate the potential adverse impacts on cultural property?	Yes [ <input checked="" type="checkbox"/> ]	No [ <input type="checkbox"/> ]	NA [ <input type="checkbox"/> ]
<b>OP/BP 4.36 - Forests</b>			
Has the sector-wide analysis of policy and institutional issues and constraints been carried out?	Yes [ <input type="checkbox"/> ]	No [ <input type="checkbox"/> ]	NA [ <input type="checkbox"/> ]
Does the project design include satisfactory measures to overcome these constraints?	Yes [ <input type="checkbox"/> ]	No [ <input type="checkbox"/> ]	NA [ <input type="checkbox"/> ]
Does the project finance commercial harvesting, and if so, does it include provisions for certification system?	Yes [ <input type="checkbox"/> ]	No [ <input type="checkbox"/> ]	NA [ <input type="checkbox"/> ]
<b>The World Bank Policy on Disclosure of Information</b>			
Have relevant safeguard policies documents been sent to the World Bank's Infoshop?	Yes [ <input checked="" type="checkbox"/> ]	No [ <input type="checkbox"/> ]	NA [ <input type="checkbox"/> ]
Have relevant documents been disclosed in-country in a public place in a form and language that are understandable and accessible to project-affected groups and local NGOs?	Yes [ <input checked="" type="checkbox"/> ]	No [ <input type="checkbox"/> ]	NA [ <input type="checkbox"/> ]
<b>All Safeguard Policies</b>			
Have satisfactory calendar, budget and clear institutional responsibilities been prepared for the implementation of measures related to safeguard policies?	Yes [ <input checked="" type="checkbox"/> ]	No [ <input type="checkbox"/> ]	NA [ <input type="checkbox"/> ]
Have costs related to safeguard policy measures been included in the project cost?	Yes [ <input checked="" type="checkbox"/> ]	No [ <input type="checkbox"/> ]	NA [ <input type="checkbox"/> ]
Does the Monitoring and Evaluation system of the project include the monitoring of safeguard impacts and measures related to safeguard policies?	Yes [ <input checked="" type="checkbox"/> ]	No [ <input type="checkbox"/> ]	NA [ <input type="checkbox"/> ]

Have satisfactory implementation arrangements been agreed with the borrower and the same been adequately reflected in the project legal documents?	Yes [ <input checked="" type="checkbox"/> ] No [ <input type="checkbox"/> ] NA [ <input type="checkbox"/> ]
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### III. APPROVALS

Task Team Leader(s):	Name: Shwetlena Sabarwal	
<b><i>Approved By</i></b>		
Practice Manager/ Manager:	Name: Andreas Blom (PMGR)	Date: 27-Apr-2016