THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

ENVIRONMENTAL AND SOCIAL MANAGEMENT FRAMEWORK (ESMF)

FOR

Tanzania Secondary Education Quality Improvement Project (SEQUIP)

DRAFT FOR CONSULTATION

October 31, 2019

LIST OF ACRONYMS

CBO	Community Based Organization
CD	Council Director
CLO	Community Laison Officer
DEMO	District Environmental Management Officer
DEO	District Education Officer
EIA	Environmental Impact Assessment
EIS	Environmental Impact Statement
EMA	Environmental Management Act
EMIS	Environmental Management Information System
EMP	Environmental Management Plan
EPforR	Program for results Education project under implementation P147486
ESCP	Environmental and Social Commitment Plan
ESF	Environmental and Social Framework
ESIA	Environmental and Social Impact Assessment
ESMF	Environmental and Social Management Framework
ESMP	Environmental and Social Management Plan
ESS	Environmental and Social Standard
SMT	Senior Management Team (SMT)
TAC	Technical Advisory Committee
GBV	Gender Based Violence
GoT	Government of Tanzania
GRC	Grievance Redress Committee
GRM	Grievance Redress Mechanism
HIV/AIDS	Human Immunodeficiency Virus/ Acquired Immunodeficiency Syndrome
ICT	Information and Communication Technology
LGA	Local Government Authority
MoEST	Ministry of Education Science and Technology
NEMC	National Environmental Management Council
NEP	National Environmental Plan
NSMPC	National Social Management Project Coordinator
OHS	Occupational Health and Safety
OHSA	Occupational Health and Safety Act
PAD	Project Appraisal Document
PDO	Project development Objective
PO-RALG	President's Office – Regional Administration and Local Government

PWD	People with Disability
RAP	Resettlement Action Plan
RESPC	Regional Environmental and Social Project Coordinator
RS	Regional Secretariat
SCT	SEQUIP Coordination Team
SEQUIP	Tanzania Secondary Education Quality Improvement Project
SGC	School Grievance Committee
SMT	Senior Management Team
STD	Sexual Transmitted Diseases
SWASH	School Water Sanitation and Hygiene
ToR	Terms of Reference
VC	Village Council
VGPF	Vulnerable Group Planning Framework
WEO	Ward Educational Officer

TABLE OF CONTENTS

LIST OF ANNEXES

EXECUTIVE SUMMARY

The Government of United Republic of Tanzania (URT) in collaboration with the World Bank has prepared the Secondary Education Quality Improvement Project (SEQUIP). The objectives of SEQUIP are to increase access to secondary education, provide responsive learning environments for girls and improve completion of quality secondary education for girls and boys.

In summary, activities under SEQUIP will be structured into four main components:

Component 1: Empowering Girls Through Secondary Education and Life Skills

1.1 Creating Safe Schools: Implementation of the Safe Schools Program including: (i) trained school guidance and counselling teachers; (ii) students' life skills training through girls' and boys' clubs by the guidance and counselling teachers; (iii) in-service training of secondary school teachers on the teacher code of conduct and gender sensitive pedagogical approaches; (iv) training of school heads and School Boards on GBV, safe school issues etc.; (v) school and classroom monitoring system for early identification of and intervention on girls at risk of drop out; and (vi) community-based mechanism for safe passage to school.

1.2 Promoting Girls' Completion of Secondary Education through Quality Alternative Education Pathways including:

- Setting up an ICT-enabled system for tracking girls dropping out at national and district level to provide key information for AEP planning and implementation.
- Alternative Education Centers and LGAs undertaking local outreach activities to out-of-school girls in the community. which will include activities such as AEP center-organized community meetings, information via local radio, flyers and brochures.
- Enhancing access to Alternative Education Pathways through (i) expansion of the network of AEP centers; and (ii) tuition fee subsidies for vulnerable girls.
- A quality package for strengthening student learning in Alternative Education Pathways will also be implemented

Component 2: Digitally-Enabled Effective Teaching and Learning

2.1 Effective Teaching and Learning

- Minimum package of critical teaching and learning resources for all schools: This package consists of an adequate number of textbooks and teacher guides in core subjects (English, Math and Sciences).

- Equitable, gender-balanced teacher deployment to schools

- In-service teacher training/continuous professional development (CPD) to improve classroom teaching practice for secondary English, Mathematics and Science teachers

- Evaluate student learning in lower secondary to provide opportunities for remedial use: to allow for targeted early intervention to prevent girl dropout due to learning difficulties

2.2 Digitally-enabled Teaching of Math Sciences and English:

- Development of an ICT in Education Strategy and plan for secondary education.

- Digital content and connectivity package to facilitate the teaching of English, Mathematics and Science in phases.

Component 3: Reducing Barriers to Girls' Education through Facilitating Access to Secondary Schools

Expansion of the secondary school network to substantially reduce the distance to secondary schools through an expansion of the secondary school network, especially in rural areas. SEQUIP will disburse project funding on the basis of the number of schools in each LGA meeting minimum infrastructure standards

Support upgrading existing secondary schools with the minimum infrastructure package (number of classrooms/students, adequate WASH facilities; multi-purpose science labs, electricity, etc) with the objective is that at least 50 percent of all existing schools in all LGAs will meet the minimum standards set.

Component 4: Technical Assistance, Impact Evaluation and Project Coordination

The Project will apply the new Environmental and Social Standards (ESS's), as a requirement for the Bank financing. The Government has prepared this Environmental and Social Management Framework (ESMF) for the application of the following Environmental and Social Standards: Assessment and Management of Environmental and Social Risks and Impacts (ESS1); Labor and Working Conditions (ESS2); Resource Efficiency and Pollution Prevention and Management (ESS3); Community Health and Safety (ESS4); Biodiversity Conservation and Sustainable Management of Living Natural Resources (ESS6); and Cultural Heritage (ESS8). In addition, three instruments have also been prepared, that is Vulnerable Group Planning Framework (VGPF) addressing Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities (ESS7) and a Resettlement Framework (RF) covering Land Acquisition, Restriction on Land Uses and Involuntary Resettlement (ESS5) as well as a Stakeholder Engagement Plan (SEP) covering Stakeholder Engagement and Information Disclosure (ESS10) which will be applied to ensure participation of vulnerable groups and address land acquisition respectively.

The Project is classified according to the World Bank ESF risk categories as Substantial risk[1] based on the activities' type, location, sensitivity, scale, nature, magnitude of potential risks and capacity of the implementing entity and commitment of the Government of Tanzania. All proposed project activities will be assessed to meet the requirements of relevant ESSs. An Environmental and Social Commitment Plan (ESCP) has been prepared, which set out measures and actions that the project would institute to meet ESSs requirements.

The Project is designed to be environmentally and socially sound in order to prevent, avoid, mitigate or compensate[2] any undesirable adverse consequences. The possible anticipated adverse environmental and social risk and impacts associated with the project include; handling of hazardous materials, dust, noise and solid waste; inadequate water supply and sanitation facilities as well as electricity; inadequate awareness on sanitation and hygiene; and inadequate facilities and access for physically challenged students in all schools. Social risks and impacts include, land acquisition for the construction of schools, impacts on Vulnerable Groups associated with land take and schools management, inadequate labour and working conditions notably lack of contracts and implementation of national law, potential for road traffic accidents and transmission of diseases. The safe schools program and use of AEP facilities also needs to be carefully consulted on to ensure that they are culturally acceptable and inclusive.

[1] Based on the ESF, the rating of the project could be revised during implementation in case the context of the project intervention changes and other risks are encountered.
[2] The project will apply the mitigation hierarchy as required by the ESF.

Gender Based Violence is also possible as a result of the presence of construction workers but also in operational schools, although the Project seeks to address these risks.

Parallel to the ESMF, the Project will ensure implementation of relevant National Laws such as Environmental Management Act (2004), Village Land Act (1999), Land Act (1999), Water Resource Management Act (2009) and Occupational Health and Safety Act of 2003, among others relevant to the project interventions. Sector legislations referred to for addressing issues on specific sectors include Education Act (1978). Environment management, land acquisition, water management, protection and conservation of natural resources and cultural heritage will be conducted while ensuring safety and health of workers at work place.

A Stakeholder Engagement Plan (SEP) has been developed in accordance with the requirements of ESS10 to ensure all Project stakeholders are adequately engaged in all stages of Project activities. The Stakeholder Engagement Plan provides for identification, means and methods applied to approach and engage each group into the Project activities. Continuous consultation and monitoring at all levels will be done during the entire project implementation period.

Grievance Redress Mechanisms (GRM) as requested by the ESS10 has also been prepared to ensure all Project stakeholders grievances are heard and addressed in accordance to the laid down procedures.

Capacity building is planned to address[3] capacity constraints at all levels to ensure environmental and social issues are properly managed during planning, design and implementation of the Project.

[3] Under Component 3 and 4.

CHAPTER ONE

1 INTRODUCTION

1.1 The Education Sector in Tanzania

Boosting Tanzania's human capital, especially among women, is critical to accelerating shared economic growth. In 2018, Tanzania's Human Capital Index (HCI) was 0.40 and ranking Tanzania 106 out of 130 countries globally. While the education attainment of the population has grown steadily, only 9 percent of the population ages 15 and above completed upper secondary education. About 800,000 to 1 million youth enter the labour market annually with mostly low levels of education and skills (including low digital skills) and their number is expected to grow to 1.6 million by 2030. Strengthening the education of adolescents is thus vital to enable their contribution to the economy.

Access to and completion of quality secondary education, particularly for girls, is associated with many socio-economic benefits. In Tanzania, women who completed lower secondary education marry later, at 24 years of age on average at the time of their first pregnancy and have only 3.6 children, compared to 19.6 years and 5.2 children for women with only primary education. A one-child reduction in the fertility rate in Tanzania could lead to a 19 percent improvement in real Gross Domestic Product per capita by 2050.[4] Well-educated girls have substantially higher earnings in adulthood. In 2011, the rate of return to secondary education for girls was estimated at 18 percent compared to 13 percent for boys. Given the high rate of labour force participation among Tanzanian women, raising their secondary education attainment will have significant impact on productivity, living standards and poverty reduction. Girls' education also has substantial intergenerational benefits through its positive effects on children's health and education. Moreover, the mother's education level is among the most important factors shaping children's opportunities in urban areas of Tanzania.

Over the last three years, secondary education outcomes have improved. The number of children in secondary school grew substantially, largely due to the Fee Free Basic Education Policy (FFBEP) introduced in 2016. In addition, despite significant growth in the overall school-age population, gross enrolment rates in secondary have risen from 12 to 28 percent over the same period. Inequalities in education access have also narrowed. Overall, the number of graduates entering the labour force with either lower or upper secondary education has increased by 150,000 to 420,000 over the last 10 years adding to the existing stock of skilled workers.

The World Bank, 2017 Demographic Challenges and opportunities in Tanzania

Although access to and completion of primary education has improved over the last decade and substantial progress has been made in secondary education, secondary student enrolment rates of girls and boys are still very low in Tanzania compared to other East African countries. The share of secondary students of the relevant school age population enrolled was only 28 percent in 2018, compared to 68 percent in Kenya, despite the recent enrolment surge. Secondary school attendance was 28 percent for girls and 27 percent for boys. The number of children in secondary school rose by almost half a million in only three years, from 1.8 million in 2015 to 2.2 million in 2018, largely due to the FFBEP introduced in 2016. Adding to these numbers is the larger share of children starting and successfully completing primary school, which grew from 50 percent in 2016 to over 80 percent 2018, and the children transitioning to lower secondary, increasing from 67 to 71 percent. Further adding to the pressure on secondary education is the doubling of the secondary school age population over the 2015-2025 periods. This will worsen the current shortage of upper secondary school places. In 2018, 56 percent of students in the Arusha region, i.e. 18,590 children, half of which were girls, were not able to continue their education due to lack of secondary school places and limited resources for additional classrooms construction.

The teaching and learning environment and quality of secondary education needs improvement, especially in English, Mathematic, Sciences and digital skills to adequately prepare students for further education and skills development, and ultimately, the digital economy. The rapid enrolment growth of the past three years has led to overcrowded classrooms[5]; inadequate number of teachers, especially in Mathematics and Science subjects; and inadequate textbooks and other learning materials. For example, the shortage of mathematics and physics teachers is close to 4,000. Considerable potential lies in the use of digitally-enabled teaching and learning approaches to help alleviate teacher and textbook shortages, make the teaching and learning process more effective, e.g. through Artificial Intelligence for adaptive learning, and develop digital skills of teachers and students. Thus, the three main challenges in secondary education are:

i. Access to and completion of quality secondary education for girls and boys;
ii. A safe, supportive learning environment to keep girls in school longer and delay early marriage; and
iii. Effective and clear Alternative Education Pathways (AEP) to enable girls and boys who drop out of lower secondary school, for various reasons including early pregnancy, to finish the lower secondary education cycle and enter upper secondary schools.

[5] Classrooms are designed to hold 40-50 students but, a classroom can be attended by more than 70 students.

The World Bank has been successfully supporting the basic education sector in Tanzania for the past 30 years. It has been supporting quality improvements in primary and lower secondary education through the Education Program for Results (EPforR). In addition, prior to the ongoing EPforR project, the World Bank had been supporting SEDP that closed in December 2016. The project improved the quality of secondary education and was successful at improving completion rates and quality standards of secondary schools. In addition, SEDP led to expansion of number of secondary schools from 1,200 to 5,105.

1.2 Objectives of this Environmental and Social Management Framework (ESMF)

In order to address environmental and social risks and impacts associated with the project activities, an environmental and social assessment is required. Given that the exact locations of proposed sub projects are not known at appraisal, an Environmental and Social Management Framework (ESMF) has been prepared as a requirement of the World Bank in order to assess, manage, mitigate and monitor the potential environmental and social risks and impacts during project implementation.

The purpose of the ESMF is to define the principles for assessment and management of environmental and social aspects of all activities planned under SEQUIP, to meet the requirements of the national legislation and Environmental and Social Framework of the World Bank and relevant to the project investments.

The ESMF will define the procedures that will be followed by the SEQUIP team to systematically identify, evaluate, prevent and mitigate all environmental and social impacts/risks of the subprojects to be financed under the SEQUIP.

The Environmental and Social Management Framework is part the Operational Manual of the "Tanzania Secondary Education Quality Improvement Project (SEQUIP)" financed by the International Bank for Reconstruction and Development (IBRD), to ensure an adequate management of environmental and social aspects during the implementation of the Project, including the design, planning, construction and operation stages of schools constructed and rehabilitated by the project.

The preparation of this document was the responsibility of the Ministry of Education, Science and Technology and the President's Office – Regional Administration and Local Government; which are responsible for ensuring coordination and meeting the required legislation and permits of relevant institutions (such as the Ministry of Environment, National Environmental Management Council, Ministry of Water, Ministry of Land, Occupational Health and Safety Authority, among others) in order to ensure the proper application of the Environmental and Social Standards of the World Bank. The Environmental and Social Management Framework describes the procedures and

measures that will be the responsibility of all parties involved in the project implementation and investments to be carried out by the project, to ensure compliance with national environmental, safety and social legislation and the World Bank Environmental and Social Standards.

The ESMF is a mandatory manual for SEQUIP which defines procedures to systematically determine identify and assess potential environmental and social risks and impacts of all activities financed under the project. In addition, it sets out mitigation, monitoring and institutional measures to be taken during implementation and operation of the project activities to prevent, eliminate, offset, or reduce adverse environmental and social impacts to acceptable levels as well as ensure equitable access to benefits.

The specific objectives of ESMF are as follows:

i. Review the institutional, policy, legal and political framework for environmental and social management of the project.
ii. Outline the process for environmental and social management procedures in ensuring environmental and social sustainability of project interventions; and meeting World Bank and Tanzanian requirements for environmental and social management.
iii. Assess the potential environmental and social impacts of the project, whether positive or negative, and ensure mitigation measures are incorporated during planning and implementation of activities to avoid, minimize or mitigate these potential impacts.
iv. Establish mechanism for handling grievances related to environmental and social issues during project implementation.
v. Provide guideline on consultation of stakeholders to achieve project objective.
vi. Define the responsibilities and roles of the SEQUIP implementers at the National, LGA, Ward and Village/Mtaa/Hamlet level to identify and mitigate potential environmental and social impacts during sub-project planning implementation as well as operation and maintenance.

1.3 Approach and Methodology for the Preparation of ESMF

The ESMF has been prepared in accordance with World Bank Environmental and Social Standards (ESS) and Tanzania Environmental and Social Sector policies. Preparation of the ESMF involved the following activities:

- Literature review;
- Stakeholder consultations - including discussions with relevant sector institutions;
- Data collection and analysis,

- Determination of potential impacts;
- Identification of impact mitigation measures;
- Preparation of an Environmental and Social Management Plan (ESMP);
- Draft construction guidelines for schools in Tanzania; and
- Preparation and disclosure of the ESMF.

1.4 Consultation and Interactive Discussions

Stakeholder engagement and consultations will be conducted as part of the requirements of the ESS10 and this ESMF. The process will entail seeking views of stakeholders including various Government Ministries, Department and Agencies and other public and private sector players. The consultations will capture views of stakeholders in the country. The stakeholder consultation is significant in the preparation of ESMF since it formed the basis for determination of potential project impacts and viable mitigation measures. More details on the process of stakeholder engagement are provided in the Stakeholder Engagement Plan (SEP).

1.5 Users of this ESMF

This ESMF has been prepared as a mandatory manual for all implementers of the SEQUIP involved in the implementation of the project activities, including but not limited to, MoEST, PO-RALG, LGAs, Community Based Organizations, School Boards, Contractors and Communities in general.

1.6 Disclosure of ESMF

ESMF will be disclosed at the website of the MoEST, PO-RALG and the World Bank so that the document is accessible to the general public, local communities, potential project-affected groups, local NGO's and all other stakeholders. Copies of the ESMF will be distributed to all LGAs, Regional Secretariats, Vice Presidents Office (VPO) and National Environmental Management Council (NEMC).

CHAPTER TWO

2 DESCRIPTION OF THE SEQUIP PROJECT AND COMPONENTS

2.1 Project Description

The Project Development Objectives (PDOs) To increase access to secondary education, provide responsive learning environments for girls and improve completion of quality secondary education for girls and boys. SEQUIP will contribute to addressing key challenges to girls and boys accessing education by:

(i) preventing girls from becoming pregnant and dropping out through measures like (a) reducing the risks of sexual violence and transactional sex on the way to school by reducing distance between home and school[6]; (b) encouraging community awareness of risks for girls; and (c) supporting initiatives for safe passage to school.
(ii) creating a gender sensitive, learner-friendly school environment through (a) introducing trained teacher guidance counsellors and life skills training in all schools, including on reproductive health; (b) sensitizing Parents' Associations as well as the broader community; and (c) undertaking active monitoring of at-risk students.
(iii) supporting girls who become pregnant through recognized, quality Alternative Education Pathways back to secondary school.
(iv) increasing the number and quality of secondary school spaces through (a) new schools/classroom construction; and (b) ensuring hiring of additional teacher in core subjects;
(v) making available adequate numbers of textbooks per pupil in core subjects; and
(vi) using innovative digital technology to facilitate math and science teaching, improve learning and alleviate teacher shortages in these subjects, among other interventions.

2.2 Beneficiaries

The project will contribute to increasing the total number of students in secondary education including Alternative Education Pathways (AEP) by 250,000. It will directly benefit about 1.8 million secondary school students, including 920,000 girls, 95% of whom are enrolled in lower secondary. SEQUIP will help more girls transition from lower to upper secondary education[7], as girls are underrepresented at this level. It will also support girls who had to leave lower secondary public schools due to pregnancy or

[6] The project aims to reduce distance to government target: 3km (or 45 minutes)
[7] Secondary schools in Tanzania are divided in two levels.

other reasons to continue with their secondary education through AEP and allow them to re-enter upper secondary public school.

2.3 Project Area

The Project will be implemented nationwide covering 26 Regions in 184 Local Government Authorities (LGAs), with 4,420 Wards. Each region is subdivided into districts (*wilaya in Swahili*). The districts are sub-divided into divisions (*tarafa in Swahili*) and further into local wards (*kata in Swahili*). Wards are further subdivided for management purposes: for urban wards into streets (*mitaa in Swahili*) and for rural wards into villages (*kijiji in Swahili*). The villages may be further subdivided into hamlets (*vitongoji in Swahili*).

The MoEST prior to project implementation will identify areas that will be reached with this Project. It is envisaged that about 1,000 secondary schools will be constructed or expanded with the minimum infrastructure package for schools.

Figure 1 Regional Map of Tanzania

2.4 Project Components

Activities under SEQUIP will be structured into four main components:

1. Component 1: Empowering Girls Through Secondary Education and Life Skills
2. Component 2: Digitally-Enabled Effective Teaching and Learning
3. Component 3: Reducing Barriers to Girls' Education through Facilitating Access to Secondary Schools
4. Component 4: Project Coordination, Monitoring and Evaluation

The detailed description of each component is presented in Table 1 below.

Table 1: Overview of Project Components

Component	Key Activities
Component 1: Empowering Girls through Secondary Education and Life Skills	
Sub-component 1.1: Creating Safe Schools	**Commitment to Safe School Program implemented in 2,000 schools, with the objective to induce behaviour change at the school level. The Safe School Program includes:** • Trained school guidance and counseling teachers;[8] • Students' life skills training through girls' and boys' clubs by the guidance and counselling teachers; • In-service training of secondary school teachers on the teacher code of conduct and gender sensitive pedagogical approaches; • Training of school heads and School Boards on GBV, safe school issues etc.; • School and classroom monitoring system for early identification of and intervention on girls at risk of drop out; and • Community-based mechanism for safe passage to school. The Safe School program will be implemented in two phases: A first phase would take place in 700 schools by year 3 to ensure smooth implementation and allow for adjustments before scale up to an additional 1,300 schools by year 5 and to a total of 2,000 secondary schools in the second phase,
Sub-component 1.2: Promoting Girls' Completion of Secondary Education through Quality Alternative Education Pathways	**Strengthening the system for monitoring and outreach to secondary school girl drop-outs**: Set up an ICT-enabled system for tracking girls dropping out at national and district level to provide key information for AEP planning and implementation (e.g. on where new AEP centers might need to be opened), but more importantly, enable outreach activities to these girls and their families to encourage them to continue their education and inform them of available education options.

[8] Each school will have two guidance and counselling teachers, one for girls and one for boys, with the exception of All girls or all boys schools will only have one guidance and counseling teacher.

	Developing and implementing an innovative, local grassroots outreach program: Alternative Education Centers will undertake local outreach activities to out-of-school girls in the community. AEP centers will be financially incentivized to undertake awareness raising and outreach activities. The outreach program will be led by secondary school, existing community outreach mechanisms, and AEP graduate girls from the local community. Activities such as AEP center-organized community meetings, information via local radio, flyers and brochures will be undertaken. Capacity building for AEP center coordinators for effective outreach activities will be included in their in-service training. **Enhancing access to Alternative Education Pathways** through (i) expansion of the network of AEP centers; and (ii) tuition fee subsidies for vulnerable girls: The program will be based on flexible, self-paced learning arrangements and follow a blended approach, which will include a combination of center-based learning and self-learning at times of day convenient to young mothers/out of school girls. **A quality package for strengthening student learning in Alternative Education Pathways** will also be implemented to strengthen AEP center quality. monitoring and ensure it is similar to schools. In addition to strong academic content, AEP centers will provide the necessary ancillary life skills and reproductive health education to empower girls to successfully complete their secondary education.
Component 2: Digitally Enabled Effective Teaching and Learning	
Sub-component 2.1 Effective Teaching and Learning Resources	**Minimum package of critical teaching and learning resources for all schools:** This package consists of an adequate number of textbooks and teacher guides in core subjects (English, Math and Sciences). **Equitable, gender-balanced teacher deployment to schools will include the development of the following**: (i) Teacher Deployment Strategy for secondary schools focused on alleviating the math and science teacher needs and a gender-balanced deployment across schools. (ii) Multi-year Financial Simulation Teacher Model to forecast and plan teacher needs. (iii) Software for secondary teacher deployment.

	In-service teacher training/continuous professional development (CPD) to improve classroom teaching practice for secondary English, Mathematics and Science teachers on subject content knowledge, pedagogical and gender-sensitive approaches, including identification of at-risk students and remedial measures. In phase 1 about 700 select secondary schools will be established as Teacher In-service Training Centres (TITCs). The rollout of the CPD program will be evaluated to assess its effectiveness and impact on student learning outcomes. **Evaluate student learning in lower secondary to provide opportunities for remedial use:** to allow for targeted early intervention to prevent girl dropout due to learning difficulties.
Sub-component 2.2 Digitally-enabled Teaching of Math, Sciences and English	**Development of an ICT in Education Strategy and plan for secondary education**. This includes a mapping/baseline assessment of active and past ICT initiatives in secondary education, as well as an accompanying analysis of international best practices. During implementation special needs teachers and students may also benefit from the ICT based teaching program. **Digital content and connectivity package:** The innovative digital education package will facilitate the teaching of English, Mathematics and Science in a first phase of 700 schools.
Component 3: Reducing Barriers to Girls' Education through Facilitating Access to Secondary Schools	
	Expansion of the secondary school network to substantially reduce the distance to secondary schools by an expansion of the secondary school network, especially in rural areas. SEQUIP will disburse project funding on the basis of the number of schools in each LGA meeting minimum infrastructure standards. The new school construction program will consist of a minimum infrastructure package based on the school construction and maintenance strategy (e.g. number of classrooms/students, adequate WASH facilities, especially important for girls; multi-purpose science labs, electricity, etc.). Construction will follow construction standards and drawings in line with the ESF and the ESF instruments **Minimum infrastructure package for existing schools:** SEQUIP will support upgrading existing secondary schools with the minimum infrastructure package, with the objective is that at least 50 percent of all existing schools in all LGAs will meet the minimum standards set. A

	School Infrastructure Needs Assessment will be carried out in all LGAs to assess the current situation and establish the infrastructure gap at the LGA level. The approach used for construction is the current community-based construction approach. One criterium of site selection for new schools will be water/water connection availability. **All school construction activities will be coordinated closely with other ongoing and pipeline WB Projects and government initiatives as much as possible** to ensure ***electricity connections*** for schools in coordination with the Rural Electrification Expansion Program; ***internet connectivity*** by potentially linking up with the Digital Tanzania Project during implementation and ***Water, Sanitation and Hygiene facilities*** and their maintenance and use at schools (**water connection** for schools are part of the utility service provision, this will include construction of a borehole and provision of a hand or electric pump) by coordinating with the Sustainable Rural Water Supply and Sanitation Program. **Component 3 will be implemented by school construction committees and school boards,** with the construction largely overseen, monitored and tracked by PO-RALG. MoEST will be key in ensuring the request for a new school is registered and temporarily accredited to enable construction.
Component 4: Project Coordination and Impact Evaluation will focus on: • Project coordination, M&E (including impact evaluation to inform further implementation), supporting achievements of sub-components Strengthening environmental and social safeguards implementation and Grievance Redress Mechanism • Annual Verification of DLIs	

CHAPTER THREE

3 POLICY, LEGAL AND INSTITUTIONAL FRAMEWORK

3.1 National Legislation

Tanzania has ample legislation for the protection of the environment, health, safety and social welfare which is relevant for the application of the World Bank Environmental and Social Standards included in the ESF.

The following section describes the main environmental, biodiversity, water, health, cultural resources, social and labour, policies and regulations relevant to SEQUIP and its commitment to this legislation during implementation. Other relevant legislation that applies to the project, but is limited, and not discussed, is also cited in **Section 3.15.**

3.1.1 Environmental Management

Tanzanian environmental laws have been categorized into first, land use laws; second, natural resources and conservation areas laws; third, pollution-related laws; and fourth, overall environmental management law. With this categorization, sometimes it may not be easy to differentiate one category from the other due to their inter-linkage. For this convolution, it is felt that presentation of laws will be relative to the wide cross-sectoral and sectoral approach as represented by the National Environmental Policy, 1997. The policy covers sectors that include land and human settlements; forestry; water and sanitation; health; transport; energy; industry; wetlands; agriculture; livestock; fisheries; wildlife; tourism; and mining. The National Environmental Policy, 1997 has relative policy statements to other sectoral and cross-sectoral policies upon which the Tanzanian environmental laws are premised. The following policies and laws are applied.

3.1.1.1 National Environment Policy (1997)

The National Environment Policy for mainland (NEP 1997) is the main policy document addressing environmental management issues in Tanzania main land. The policy identifies sustainable development as a key issue in the National Environment Management Policy in the country. The policy states government's commitment to sustainable development in the short, medium and long-term development basis. It requires the Tanzanian people to manage their environment and natural resources in a sustainable manner to enhance the potential for growth and opportunity for sustainable development of present and future generation. The policy provides strategic plans on environmental management at all levels. It provides the approach for mainstreaming environmental issues for decision-making and defining sectoral policy action plans. In

terms of environmental management and protection the policy identifies six key problem areas which are: land degradation, lack of access to good quality water, environmental pollution, loss of wildlife habitat and biodiversity; deterioration of aquatic ecosystems; and deforestation.

The policy requires Environmental Impact Assessment (EIA) to be mandatory for all development projects likely to have significant environmental impacts. The intention is to ensure that the development projects are implemented in an economically sustainable manner whilst safeguarding environmental and social issues for the benefit of the present and future generations.

Application in the Project
Stage of application: planning √ construction √ operation √
The SEQUIP project will be required to address policy objectives by ensuring that environmental degradation / pollution is minimized during implementation of the project.

3.1.1.2 Environmental Management Act (2004)

Tanzanian basic environmental law is the Environmental Management Act of 2004. The law is supported by the Constitution of the United Republic of Tanzania and other sectoral and cross-sectoral laws.

The Environmental Management Act No. 20 of 2004 is the principle legislation governing environmental management in the country. The Act recognizes the right of every citizen to a clean, safe and healthy environment, and the right of access to environmental resources for recreational, educational, health, spiritual, cultural and economic purposes." The Act provides a legal framework for coordinating harmonious and conflicting activities by integrating those activities into overall sustainable environmental management system by providing key technical support to Sectoral Ministries."

Part VI Sub-section 81(1) of the Act requires a project proponent or developer of a project to undertake Environmental Impact Assessment (EIA) at his/her own cost prior to commencement or financing of the project or undertaking. The types of projects requiring EIA are listed in the THIRD SCHEDULE of the Act. The Act prohibits any development to be initiated without an Environmental Impact Assessment (EIA) Certificate.

Sub-section 86 (1) stipulates "the Council shall upon examination of a project brief, require the proponent of a project or undertaking to carry out an Environmental Impact Assessment study and prepare an Environmental Impact Statement". According to the Act (Sub-section 1-4) the EIS should be submitted to the Council, which carries out a review through its Technical Review Committee (TRC). The Council is also required to make a site visit during the review process for inspection and verification at the proponent's cost.

Dissemination of environmental information is presented in Articles 173,176, 178. The project will comply with the Act in making accessing environmental information to the citizens and it will support environmental education to raising awareness in the schools on sustainable development and environmental management.

Application in the Project
Stage of application: planning √ construction √ operation √
The Act is relevant because the project is expected to have some negative impacts to the environment. The project is listed in the First Schedule of the Environmental Management (Environmental Impact Assessment and Audit) Amendment Regulations, 2018 and falls under those projects that require an Environmental Impact Assessment (EIA) study before its commencement. The EIA report must be submitted to NEMC for review and subsequently issuance of Environmental Impact Assessment Certificate.

3.1.1.3 The Environmental Management (Environmental Impact Assessment and Audit) Regulations 2005 (Amendment), 2018

The Environmental Management (Environmental Impact Assessment and Audit) Amendment Regulations, 2018 are read as one with the EIA and Audit regulations, 2005 are made under Environmental Management Act No. 20 of 2004. The regulations provide the basis for undertaking Environmental Impact Assessment (EIA) and Environmental Audits for various development projects with significant environmental impacts in the country. This section gives a brief description of some provisions in the regulations that are relevant to this framework.

The First Schedule gives list of projects requiring and not requiring an EIA and it categorizes projects into four categories:

i) Type A – Category for mandatory projects;
ii) Type B1 – Category for borderline projects; and
iii) Type B2 – Category for Non-Mandatory projects.

According to the schedule, Type B2 Projects are small scale activities and shall require registration but shall not require EIA. Further, the project shall not require screening and scoping, rather a Project Brief shall be examined and issued with the Environmental Impacts Assessment Certificate. School projects with less than 360 students fall under this category.

Regulation 6(1), 8(1) and 10(1) provide procedures for application for EIA certificate for B2, B1 and A categories respectively. The Regulations also, specifies issues to be covered by the proponent in the Project Brief and Scoping Report. Section 6 (2) requires a Project Brief to be prepared by an environmental expert registered as such under the environmental (Registration of Environmental Experts) Registrations.

Part IV Regulation 13(1) requires the Project Proponent to conduct EIA in accordance with the general environmental impact assessment guidelines and in accordance with the steps outlined in the Fourth Schedule of the regulations. Regulations 16 specifies EIA study should cover environmental, social, cultural, economic and legal issues.

Part X Regulation 49 and 50 outlines the objectives of carrying out annual self-auditing and control audit to check and verify the adequacy the environmental management plan in mitigating the negative impacts of the project.

Part XII Regulation 60(1) stipulated that "notwithstanding any license, permit or approval granted under any written law, any person who commences, proceeds with, executes or conducts any project or undertaking without approval granted under these Regulations commits an offense and on conviction shall be liable to the punishment prescribed under the Act.

Application in the Project
Stage of application: planning √ construction √ operation √
The sub- projects to be financed by SEQUIP (Secondary Schools) may falls under B1 or B2 categories of the National Legislation and therefore project registration or an EIA study will be needed. The Environmental Officer of the Council with support from the SCT will do a screening following this ESMF checklists, which incorporates the Form 1-Project screening criteria of EMA 2004 (Second Schedule), to ensure classification by National Legislation and the ESS of the World Bank. The SEQUIP project will be responsible to apply this legislation in all activities to reduce environmental and social impacts and risks.

Registration in NEMC

Environmental (Registration of Environmental Experts) Regulations (2005). The project will ensure that sub-project EIA and ESMP will be conducted by experts registered and certified by the Registrar at NEMC.

3.1.2 Forests, Water and Biodiversity

3.1.2.1 The Forest Act of 1957 (Revised in 2002)

This Act deals with the protection of forests and forest products in forest reserves. The Act restricts and prohibits illegal activities in such forest reserves. The forest management plans are administered under the Forest Ordinance (1957). Any contravention of the restrictions and prohibition is considered an offence under the Ordinance. The law was revised in 2002 to meet the new requirements under the Forest Policy. The Act has the objectives to promote, to enhance the contribution of the forest sector to the sustainable development of Tanzania and the conservation and management of natural resources for the benefit of present and future generations. It encourages and facilitate the active participation of the citizen in the sustainable planning, management, use and conservation of forest resources trough the development of individual and community rights, whether derived from customary law or under this Act, to use and manage forest resources. The Act further promotes ecosystem stability through conservation of forest biodiversity, water catchments and soil fertility and to delegate responsibility for management of forest resources to the lowest possible level of local management consistent with the furtherance of national policies. The new Forest Act No. 14 of 2002 requires a proponent to undertake an Environmental Impact Assessment for any development activities conducted within a Forest Reserve, Private Forest or Sensitive Forest.

Application in the project
Stage of application: planning √ construction √ operation √
The sites for sub-project may be within forest reserve, private forest or sensitive forest and falls under those projects which require an EIA as prescribed under Section 18 (2) of the First Act No. 14 of 2002. The project proponent will be required to acquire licenses or permits for certain activities undertaken within the national or local forest reserves. The licenses required include, inter alia, felling or removing trees, harvesting forest produce, entering a forest reserve for the purpose of erecting any structures. During the construction stage of SEQUIP there will be usage of timber for: i) support elements during scaffolding; ii) structural parts of schools: roofing, beams, doors, etc.; iii) firewood for cooking by workers (local fundis);

iv) ladders, latrines, etc.

After completion of construction there will be also be use of wood as firewood for cooking by students in cases where dormitories are present.

The SEQUIP will put in place a mechanism to not compromise forest management efforts as narrated in the Act and to use sustainable firewood and timber to ensure that no forest degradation is caused by the project around the school construction/rehabilitation or other areas.

Biodiversity

National Biodiversity Strategy and Action Plan (2001); Wildlife Conservation Act (Cap.283). The project will comply with regulations to ensure conservation of biodiversity and reduce any negative effect due to poaching or environmental impacts.

3.1.2.2 National Forestry Policy, 1998

This policy reiterates the sustainable use of natural resources from forests and ensuring equitable use. The policy requires protection and prevention of anthropogenic activities that may result into depletion of resource.

Application in the Project
Stage of application: planning □√ construction √ operation √
The project will require forest products as raw materials during construction of school facilities. The project will ensure that timbers and logs are sourced from licensed /certified suppliers. The project will not use native/endangered/rare species in the construction support, beams and others wooden structural element.

3.1.2.3 National Land Policy (1995)

The National Land Policy of 1995 (Revised in 1997) recognizes the need for protecting environmentally sensitive areas. The policy emphasizes the protection of environment and natural ecosystems from pollution, degradation and physical destruction. In addition, the policy recognizes the importance of social services such as water, roads, schools, energy and solid waste management for environmental protection. The policy identifies the need for conservation and preservation of prehistoric / historic sites and buildings.

The Policy advocates equitable distribution and access to land by all citizens. It aims at ensuring that existing rights in land especially customary rights of small holders (i.e. subsistence farmers and herdsmen who form the majority of the country's population) are recognized, clarified, and secured by law. Under the policy framework, land is to be put to its most productive use to promote rapid social and economic development of the country among other objectives. This implies that land that provides livelihood to vulnerable and marginalized groups is to be protected and made available for their use.

Application in the Project
Stage of application: planning √ construction √ operation □
The project will be required to ensure protection of existing cultural heritage and conservation of ecological and socially sensitive areas including the customary land use rights of groups such as subsistence farmers, hunter-gatherers and pastoralists. In addition, the school will be required to ensure proper disposal of solid wastes during construction and operation of schools.

3.1.2.4 National Water Policy (2002)

The main objective of the National Water Policy of 2002 is to develop a comprehensive framework for sustainable management of the national water resources. In this case the policy recognizes the need to protect water sources from pollution and environmental degradation. The policy aims at ensuring that beneficiaries participate fully in all stages of water resource development. The policy also notes an impending water scarcity within the next few years, when the annual average available water per capita will be reduced by 45 percent to about 1,500 cubic meters per person per year. The current per capita renewable water resource is 89 cubic meters, or 2,700 cubic meters of water per person per year (URT, 2002).

The policy recognizes the fundamental but intricate linkages between water and socioeconomic development, including environmental requirements. It expounds on the importance of water for domestic use, agriculture, livestock, mining, energy, fisheries, environment, human health, wildlife and tourism forestry, navigation, and transboundary requirements. Although Tanzania has the largest water bodies in East Africa, water supply in many parts of the country face major problems. Allocation problems and degradation of water resources through competing uses is hurting the economy and the environment.

In view of this, the policy calls for an Integrated Water Resource Management in Tanzania so that "there is equitable and sustainable use and management of water resources for socio-economic development, and for maintenance of the environment"

(URT, 2002). Policy measures proposed to ensure sustainable utilization of the water resources include economic and legal instruments.

Application in the Project
Stage of application: planning √ construction √ operation √
The project could result in the degradation of water sources if not carried out properly. The project will apply this policy to ensure that pollution of water sources is avoided or minimized during schools construction and operations. The project will request the necessary water permits, measure water quality to ensure health of workers and students. Also to avoid contamination of water sources of local communities. Contractors environmental/social clauses request the protection of water resources and efficient use to avoid indirect, direct and cumulative impacts to the environment and people.

3.1.2.5 Water Supply and Sanitation Act (2009)

This legislation provides for establishment of water supply and sanitation authorities as well as community owned water supply organizations; and provides for appointment for service providers. The main aim of this law is to ensure the right of every Tanzanian to have access to efficient effective and sustainable water supply and sanitation services for all purposes by taking into account among other protection and conservation of water resources development and promotion of public health and sanitation; and protection of the interest of customers. Under this law, the Minister responsible for water affairs shall establish water authority and cluster water authorities in order to achieve commercial viabilities.

The Act provides for prevention and control of water pollution and degradation of water resources and penalties to be taken against one who pollutes the water resources.

Application in the Project
Stage of application: planning √ construction √ operation √
SEQUIP will liaise with the Ministry of Water, Health and Water basin Boards so that all the constructed schools and those rehabilitated have adequate and quantity and quality water supply and sanitation services. Also, to obtain the necessary water permits and water quality measurement to ensure water source proposed for each subproject is safe to drink. Sanitation services will be provided to all construction workers during planning and construction phases of SEQUIP to reduce water borne diseases and the associated diseases. SEQUIP will apply the environmental/social measures and clauses of the ESMF and others required by national regulations for the

selection of water sources for the use of the construction and for drinking (workers and future students and teachers once the school is finished). SEQUIP will make an efficient use of water resources to avoid indirect, direct and cumulative impacts to the environment and people.

3.1.2.6 Wastewater and Water Quality

3.1.2.7 Water Resource Management Act No. 11 (2009)

The Acts provides for prevention and control of water pollution and degradation of water resources and penalties to be taken against one who pollutes the water resources.

3.1.2.8 the Environmental Management (Water Quality Standards) Regulations (2007).

The project will ensure safe distances of water supply systems from pollution sources for any infrastructure activity near water sources. Subprojects construction and operation will follow national standards on discharge of sewage and management of liquid wastes and storm water and drinking water quality parameters. The constructions of the project will not discharge water polluting substances in the soil or body of water. http://extwprlegs1.fao.org/docs/pdf/tan151541.pdf

3.1.2.9 Environmental Management Act (EMA), 2004

By developing storm water management infrastructure, the LGA also have fulfilled EMA requirement that vest duty to LGA to prepare for placement of storm water drains. The sub-project EMP will adhere to provisions on discharge of sewage and management of liquid wastes and storm water.

3.1.3 Waste Management

3.1.3.1 Environmental Management Act (EMA), 2004

Environmental Management Act (EMA), 2004, Part IX, articles 114 – 118 defines the Duty of local government authorities to manage and minimize solid and liquid waste in government institutions (including schools). The project will comply with the policy and do a proper disposal of solid/liquid waste (and litter) from the project areas and existing schools and other public land. In addition, LGA is responsible for collection

and proper disposal of solid waste. Local Government has the duty to make sure that the residents are aware of waste management.

3.1.3.2 Health Policy, 2007

Health Policy of 2007 emphasize the duty of citizen to conserve the environment through planting of trees, conserving water sources, avoid air pollution as well as environmental littering of solid waste.

3.1.4 Management of Hazardous Waste

3.1.4.1 Environmental Management Act (EMA), 2004

The project will follow the regulations to prevent to "cause damage to human health, living beings and the environment" and ensure that the "standards prescribed for the management and disposal of hazardous waste[9] (for instance chemical waste from science labs, paints, batteries, solar panels, kerosene) are in place and operational at all the time. According the EMA any generator of hazardous waste shall be responsible for its disposal and shall be liable for any damage to human health, living beings and the environment.

3.1.4.2 Environmental Management (Hazardous Waste Control and Management) Regulations (2009).

The project will comply with the regulations since subprojects will developed a waste management plans and the LGA will ensure the facilities for proper storage, transportation, treatment and disposal of all categories of hazardous and toxic wastes including electrical and electronic wastes, pesticides, and consumer and chemical wastes (from science labs). The monitoring procedures set in the ESMF will ensure periodic records and annual reports of the performance of the subprojects.

3.1.4.3 Public Health Act, (2009).

The subproject ESMP and specific Waste Management Plans will ensure that the LGA infrastructure and facilities operate as per these requirements.

[9] The Minister may prescribe criteria for the classification of hazardous wastes with regard to determining their-(a) hazardous nature; (b) corrosive nature;(c) carcinogenic nature;(d) flammable nature;(e) persistent nature; (f) toxic nature;(g) explosive nature; and (h) radioactive nature.

3.1.5 Management of Liquid Waste

3.1.5.1 Environmental Management Act (EMA), 2004

The project will comply with the requirements of the Act and consider in the design, construction and operation the disposal of liquid waste and storm water. The LGA will do subsequent periodic tests to ascertain that the schools effluents meets the national water quality standards.

3.1.6 Soil Pollution

3.1.6.1 Environmental Management (Soil Quality Standards) Regulations (2007).

The sub-project designs and EMP will ensure main polluting activity and discharge effluent (latrines, urinals, showers) are prevented from contaminating soils or subsoil.

3.1.7 Fire and Other Emergencies

3.1.7.1 Fire and Rescue Force Act (FRFA), 2007.

Fire disaster management in schools in Tanzania is guided by the Fire and Rescue Force Act (FRFA) of 2007, Section 15(3) which gives power to Fire and Rescue Officers to inspect fire safety in public premises including schools and issue certificate of compliance (FRFA, 2007). The section mandates fire and rescue officers to conduct fire safety in schools.

3.1.8 Pest Control

3.1.8.1 Pesticide Management Act of 2013; Pesticides Control Regulations, 1984.

The project will ensure compliance on this legislation in the case of the wood used in the structural design of schools is treated to reduce attack of insect pests (termites). The project will try first to use alternatives that avoid the use of chemicals.

The project (i) ensure any chemical used in the treatment of woods will be screened according to the regulations and will comply with the ESS2 (which follows the World Health Organization pesticides guidelines) to protect public health and safety of the students and teachers and (ii) protect against possible harmful effects of pesticides on the environment (fauna, water bodies, soil, etc).

3.1.9 Health, Labour and Gender

3.1.9.1 National Policy on HIV/AIDS (2001)

The National Policy on HIV/AIDS (2001) was formulated by the Government of Tanzania (GOT) under technical support from the World Health Organization Global Programme on AIDS (WHO- GPA) that led to the establishment of National HIV/AIDS Control Programme (NACP) under the Ministry of Health.

However, due to its multi-sectoral nature, the need to involve all sectors and community participation was found to be crucial. One of the government's strategic initiatives is to establish the Tanzania Commission for AIDS (TACAIDS) under the Prime Minister's Office. The Commission provides leadership and coordination of national multi-sectoral responses to the HIV/AIDS epidemic. The management functions, institutional and organizational arrangement of TACAIDS are outlined in the National Policy.

The Policy identifies HIV/AIDS as a global disaster, hence requiring concerted and unprecedented initiative at national and global levels. It recognizes HIV/AIDS as an impediment to development in all sectors, in terms of social and economic development with serious and direct implication on social services and welfare. The policy recognizes the linkage between poverty and HIV/AIDS, as the poor section of the society are the most vulnerable.

The policy has also set a number of strategic objectives to deal with specific HIV/AIDS problems. Among others are; prevention of transmission of HIV/AIDS; HIV Testing; care for People Living with HIV/AIDS (PLHAS), monitoring and safeguarding rights of infected or affected people and prevent human rights abuse, discrimination and social injustice and provide effective treatment for opportunistic diseases.

Application in the Project
Stage of application: planning □ construction √ operation √
The project may involve the presence of workers in communities and this may lead to the possible interaction between the workers and the local community members, which may lead to the increased transmission of HIV / AIDS to both the workforce and the local communities. The contractor will be required to follow the policy

directives as described in the ESMF and ESCP to minimize any transmission into local communities.

3.1.9.2 National Gender Policy (1999)

The objective of this policy is to provide guidelines to ensure gender sensitive plans, programmes and strategies in all sectors and institutions. The policy gives emphasis on gender equality. The policy aims at establishing strategies on poverty eradication by ensuring that both women and men get access to existing resources for their development. It values the role played by women in bringing about development in society. The education sector is highly committed to gender mainstreaming at all levels, through provision of equal enrolment opportunities to both boys and girls.

Application in the Project
Stage of application: planning √ construction √ operation √
The policy requires that gender issues are given emphasis. It also requires that women and men are given equal employment opportunities in the project, whenever possible.

3.1.9.3 Community Health Fund Act, 2001

The Community Health Fund (CHF) scheme was initiated in 1996 by the Government of Tanzania to make health care services accessible to people engaged in the informal sector. The Community Health Fund Act, 2001, was enacted to improve function of the fund. The main objectives of the CHF are to:

a) mobilize financial resources from the community for provision of health care services to its members;
b) provide quality and affordable health care services through sustainable financial mechanism; and
c) improve health care services management in the communities through decentralization by empowering the communities in making decisions and by contributing on matters affecting their health.

Currently, the CHF scheme is managed by the National Health Insurance Fund (NHIF) which helps community to access the benefit of the fund at an affordable cost.

Application in the project
Stage of application: planning √ construction √ operation □
During rehabilitation and construction of schools under SEQUIP every construction worker contracted by the project will be required to present proof of having access to

the basic community health services to ensure that they are able to access health care if needed due to accidents or death related to the works. The requirements for health insurance will be included in the tender/contract documents and will include the use of CHF and NHIF.

3.1.9.4 The Occupational Health and Safety Act (2003)

The Occupational Safety and Health Act, No. 5 of 2003 deal with regulation on health, safety and welfare of workers at workplaces. It protects workers against risks to their safety or health in connection with the activities of persons at work.

3.1.9.5 Public Health Act No 1 of 2009.

The Act provides for promotion preservation and maintenance of public health and sustainable public health to the general public. Section 168 of the Act provides for ensuring welfare and health of every worker is maintained therefore it is an obligation for proposed establishment under the components to maintain welfare of their workers.

Application in the project
Stage of application: planning √ construction √ operation √
Responsible for the application:
These regulations are relevant to the project because it will build and operate sub-projects (schools) all over the country. The project is responsible to provide to workers, contractors, fundis, and teachers with a safe environment during project construction and implementation through the implementation of safety measures, regulations and precautions and ensure health and welfare of workers and proper handling of hazardous materials and chemicals. SEQUIP project will request contractors to apply the measures and clauses included in the ESMF and contracts to ensure application of this law and the World Bank, ESS2 Labour and Working Conditions.

3.1.9.6 Roads and Safety – Road Act No. 13 (2007)

The Act makes provision for road financing, development, maintenance, management and gives direction to the responsible ministry to prepare guidelines, standards and specifications for road works and monitoring performance of the road network; to oversee and monitor road safety and environmental issues. The Act outlines procedures for construction as well as compensation where road are constructed.

The project will monitor road safety, speed and environmental issues as outlined in this Act. The LGAs will need to liaise early in the planning process with the Road Authority mandated to permit use of the road reserve, if needed.

3.1.9.7 The Local Government (Urban Authorities) Act, (1999) and Local Government (District Authorities) Act, (1982)

These Acts established the local governments district and urban authorities with mandates to spearhead developments in districts and urban centres. By this law, the authorities have mandates to formulate bylaws to enhance environmental management within their district/urban authorities.

Application in the Project
Stage of application: planning √ construction √ operation □
With the proposed SEQUIP, LGAs will use the bylaws to enforce environmental and social management within the construction sites. This is to ensure that the project is implemented according to The Local Government (Urban Authorities) Act, (1999) and Local Government (District Authorities) Act, (1982) and the institutional arrangements in the legal agreement of the project and the environmental and social instruments prepared for the project (ESMF, ESCP, etc). LGAs will be responsible to screen, supervise and monitor constructions and coordinate project supervision with the SCT.

3.1.9.8 Employment and Labour Relation Act, 2004

The Act prohibits forced labour and discrimination in the workplace as well as prohibition of discrimination of any kind. It provides employment standards such as contracts with employees, hours of work, remuneration, leave, unfair termination of employment and other incidents of termination. The Act makes provision for core labour rights, to establish basic employment standards, frame work for collective bargaining, prevention and settlement of disputes and other related matters. The Act strictly prohibit child labour, it provides that no person shall employ a child under the age of fourteen years, it further provides that a child under eighteen years of age shall not be employed in any worksite including construction where, that being a case. The Act prohibits discrimination, being direct or indirect in any employment policy or practice on any of the following grounds; colour, nationality, tribe or place of origin, race, national extraction, social origin, political opinion nor religion, sex, gender, pregnancy, marital status, or family responsibility, disability, HIV/AIDS, age or situation of life. It is an offence for this provision to be contravened by any employer.

Application in the Project
Stage of application: planning □ construction √ operation □
During implementation of SEQUIP LGAs will monitor the SCC to ensure that local fundis involved in construction of schools are given contracts/agreements and ensures that these applied to the environmental and social measures and clauses described in the ESMF, ESCP and any ESMP that the use of child labour is prohibited and that all other requirements of the Act are being implemented appropriately.

3.1.10 Energy and Antiquities

3.1.10.1 National Energy Policy (2015)

The National Energy Policy of Tanzania takes into account structural changes in the economy and political system at national and international levels. Economic liberalization has had major implications on energy development and consumption. Increased private investment in mining, tourism, manufacturing, finance, and communication has increased demand for reliable and cost-effective energy. Human population and urbanization have also increased pressure on energy.

The main objective of the energy policy is to improve the welfare and living standards of Tanzanians. The policy aims to provide input in the development process by establishing reliable and efficient energy production, procurement, transportation, distribution, and end-use systems in an environmentally sound manner and with due regard to gender issues.

The strategic focus of the policy is geared towards meeting the main objective by undertaking the following activities:

- Develop domestic energy resources, which are shown to be least cost options;
- Promote economic energy pricing;
- Improve energy reliability and securing and enhance energy efficiency;
- Reduce forest depletion; and
- Develop human capacity.

Even with the Energy Policy in place since 2003, Tanzania still faces major energy problems. Less than 10 percent of the total energy consumption in Tanzania is from energy sources such as petroleum, hydropower, and coal. Over 90percent of the energy consumed comes from fuel wood and charcoal. More than 80 percent of the total primary energy (manly biomass) is consumed in rural areas. The use of biomass for energy is also associated with increasing deforestation, which has become a major

environmental concern in Tanzania. Only about 10 percent of Tanzania's 35 million people are connected to the national grid, and in rural areas, this is about 1percent of the population.

Application in the Project
Stage of application: planning √ construction √ operation √
The policy is relevant to this project because implementation of the project requires different forms of energy supply for the schools such as electricity, fuel wood and charcoal, which is considered the major energy source for cooking purposes in the schools. The project will ensure efficient use of energy resources and used more efficiently in an environmentally sound manner also according the ESS3 of the World Bank. In addition, the schools construction design should consider alternative source of energy such as solar energy especially in areas which are not connected with National Grid for electricity supply.

3.1.10.2 Energy and Water Utilities Regulatory Authority Act No 11 of 2002.

The Act empowers the Authority to regulate energy and water utilities supply and sanitation entities of Tanzania. The project will seek and obtain necessary permissions from relevant authority whenever applicable in the course of implementing or prior to implementation of the sub-projects.

3.1.10.3 Antiquities Act of 1964 (as amended in 1979) and the Antiquities Rules of 1991

The legal protection of Tanzania cultural heritage resources is implemented through Antiquities Act of 1964 (Act No. 10 of 1964 or Cap 333 Ref. 2002) which is the principal legislation and the Antiquities (Amendment) Act of 1979 (Act No. 22 of 1979) as well as Rules and Regulations of 1981, 1991, 1995 and 2002. The 1964 Act offers general protection to objects or structures, which are of archaeological, paleontological, historic, architectural, artistic, ethnological or scientific interest. Also operates by using the National Antiquities Policy of 2008, in which roles and responsibilities of different actors and stakeholders of cultural heritage resources have been clarified.

Application in the project
Stage of application: planning √ construction √ operation √
The project will involve soil excavations and hence may result in excavation of archaeological and palaeontological artefacts, and other cultural resources. SEQUIP will consult relevant authorities responsible for the application of this law within the

project. The contractor will be required to protect archaeological materials and report on any archaeological findings to LGA and to implement a rescue plan or the chance finding procedure and to apply the environmental and social measures and clauses described in the ESMF.

3.1.11 Other Legislation:

Key land legislation includes the following and is presented in more detail in the Resettlement Framework (RF):

i. Village Land Act, Cap 114 R.E. 2002;
ii. Village Land Regulations, 2001
iii. Land Use Planning Act, 2007; and
iv. Urban Planning Act, 2007.
v. Persons with Disability Act 2010

3.2 Institutional Framework for Environment Management in Tanzania

Tanzania is among countries in East Africa with an Act for environmental management legislation. The legislation, Environmental Management Act (EMA) (2004), provides a legal and institution framework that guides the implementation of the environmental management activities. The framework provides a pre-requisite for effective implementation of Environment Policy at all levels (National, Region, Council, and Village/Mtaa/Hamlet). According to the Environmental Management Act (EMA) (2004), there is the Environmental Management Committee established at the Hamlet/Village/Mtaa, Ward, Council and at National level with the responsibility for the proper management of the environment in respect of the area in which they are established. The functions and responsibility of these committees are well explained in the Act. Moreover, section 36 (1), (2) of EMA stipulates that each City, Municipal, District and Town councils shall designate or appoint an Environmental Management Officer (EMO) who shall perform among the following functions:

i) Advice the environmental management committee to which he/she belongs on all matters related to the environment.
ii) Promote environmental awareness in the area he/she belongs on the protection of the environment and the conservation of natural resources.
iii) Monitor the preparation, review and approval of Environmental Impact Assessment for local investments.

The Institutional set up as presented in the Figure 2 explains the layers of decision making from national to Village/Mtaa/Hamlet levels

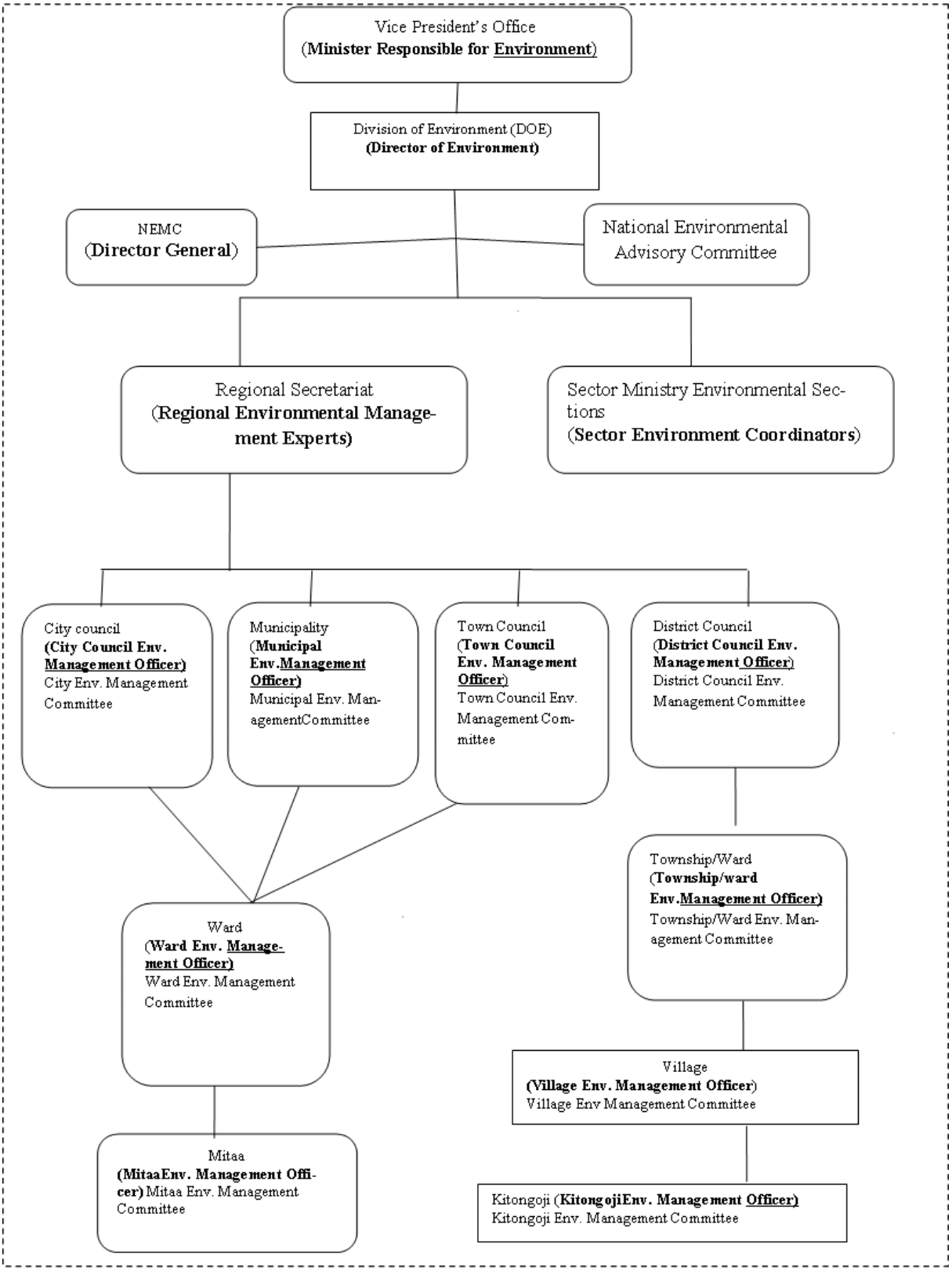

Vice President's Office
(Minister Responsible for Environment)
Division of Environment (DOE)
(Director of Environment)
NEMC
(Director General)
National Environmental Advisory Committee
Regional Secretariat
(Regional Environmental Management Experts)
Sector Ministry Environmental Sections
(Sector Environment Coordinators)
City council
(City Council Env. Management Officer)
City Env. Management Committee
Municipality
(Municipal Env.Management Officer)
Municipal Env. ManagementCommittee
Town Council
(Town Council Env. Management Officer)
Town Council Env. Management Committee
District Council
(District Council Env. Management Officer)
District Council Env. Management Committee
Township/Ward
(Township/ward Env.Management Officer)
Township/Ward Env. Management Committee
Ward
(Ward Env. Management Officer)
Ward Env. Management Committee
Village
(Village Env. Management Officer)
Village Env Management Committee
Mitaa
(MitaaEnv. Management Officer) Mitaa Env. Management Committee
Kitongoji (KitongojiEnv. Management Officer)
Kitongoji Env. Management Committee

Figure 2: Institutional Set Up for Environmental Management in Tanzania Mainland

3.3 World Bank Environmental and Social Framework (ESF)

The World Bank Environmental and Social Standards (ESS) are grouped in the World Bank Environmental and Social Framework (ESF)[10] which establish the responsibilities of the Borrower countries (in SEQUIP the Government of Tanzania) to plan, evaluate, screen, manage and monitor environmental and social risks and impacts during each stage of the Project implementation. These Standards seek to avoid or mitigate adverse impact to people and the environment; conserve or rehabilitate natural habitat; promote efficient and equitable use of natural resources; promote workers and community health and safety; and to maximize stakeholders' engagement through enhanced consultation, participation and accountability.

The sub projects to be implemented by SEQUIP will adhere to the requirements of the ESF and all of the Environmental and Social Standards (ESS), with emphasis in the following ESS that have been identified to be applicable and relevant to Project activities:

- ESS1 on Assessment and Management of Environmental and Social Risks and Impacts;
- ESS2 on Labor and Working Conditions;
- ESS3 on Resource Efficiency and Pollution Prevention and Management;
- ESS4 on Community Health and Safety;
- ESS5 on Land Acquisition, Restrictions on Land use and Involuntary Resettlement;
- ESS6 on Biodiversity Conservation and Sustainable Management of Living Resources
- ESS7 on Vulnerable Groups
- ESS8 on Cultural Heritage; and
- ESS10 on Stakeholder Engagement and Information Disclosure.

The main objectives of the ESF are:

i. To inform decision makers of the nature of environmental and social risk.
ii. To ensure that Bank-financed projects are environmentally sound and sustainable, and that decision-making is improved through appropriate analysis of actions and of their likely environmental impacts.

[10] http://www.worldbank.org/en/projects-operations/environmental-and-social-framework

iii. To increase transparency and provide mechanism for participation of stakeholders in decision making process for the project.

The SEQUIP team, government staff and consultants to be hired to implement the project are responsible to read and apply the instruments below and the tools agreed for the SEQUIP implementation and the Bank to request its application:

The implementation of each of the ESSs will be enabled through five instruments which are all part of the Operational Manual of the SEQUIP and therefore mandatory and which have been developed based on the respective ESSs:

i) Environmental and Social Management Framework (ESMF) for the application of the ESS1, ESS2, ESS3, ESS4, ESS6 and ESS8.

ii) Stakeholders Engagement Plan (SEP) for the application of ESS10;

iii) Resettlement Framework (RF) for the application of ESS5;

iv) Vulnerable Groups Planning Framework (VGPF) for the application of the ESS7; and

v) Environmental and Social Commitment Plan (ESCP) which will describe the obligations of the borrower to apply the above instruments and other actions.

3.3.1 Other World Bank Instruments Applicable for SEQUIP

- Environmental and Social Framework - Guidance Notes for Borrowers[11];

The World Bank has developed several Guidance Notes to ensure the governments (borrowers) comply with the World Bank Environmental and Social Standards. These guidance are public documents that be accessed in the World Bank website[12].
Among the applicable guidance notes for SEQUIP are:

[11] http://www.worldbank.org/en/projects-operations/environmental-and-social-framework/brief/environmental-and-social-framework-resources#guidancenotes

[12] https://www.worldbank.org/en/projects-operations/environmental-and-social-framework/brief/environmental-and-social-framework-resources#guidancenotes

- Community Health and Safety: http://documents.worldbank.org/curated/en/290471530216994899/ESF-Guidance-Note-4-Community-Health-and-Safety-English.pdf

- Road Safety: http://pubdocs.worldbank.org/en/648681570135612401/Good-Practice-Note-Road-Safety.pdf

- Gender based violence: http://documents.worldbank.org/curated/en/399881538336159607/Environment-and-Social-Framework-ESF-Good-Practice-Note-on-Gender-based-Violence-English.pdf

- World Bank Environmental, Health, Safety (EHS) Guidelines. [13]

The World Bank Group has produced the Environmental, Health and Safety guidelines to ensure government/borrowers apply industry and international good practices and standards for pollution, waste management, etc in the construction of civil works. SEQUIP project will consult and apply these guidelines as relevant in the project development.

Table 2 summarizes the Environmental and Social Standards (ESSs) that project entities responsible for the SEQUIP implementation must apply during whole project cycle.

[13] https://www.ifc.org/wps/wcm/connect/554e8d80488658e4b76af76a6515bb18/Final%2B-%2BGeneral%2BEHS%2BGuidelines.pdf?MOD=AJPERES

Table 2: The World Bank Environmental and Social Standards (ESS) Applied to SEQUIP

#	Mandatory instrument for project implementation	The Environmental and Social Standards (ESS)	Purpose/Objectives	Reason for its Application in the Project
1.	Environmental and Social Management Framework (ESMF)	**ESS1**: Assessment and Management of Environmental and Social Risks and Impacts	Identification of adverse impacts and respective mitigation measures	The project will generate environmental and social risks and hence they will be screen, identified and prevention and mitigation measures implemented to prevent, reduce, mitigate and address these impacts.
			Enable screen and follow-up of remedies achieved through application of prevention, mitigation and compensation measures	
			Enable allocation of responsibilities and resources to implement required mitigation measures	
		ESS2: Labour and Working Conditions	Ensure the healthy and safe working environment during projects implementation.	The project will engage community and contracted workers. The standard will promote the health and safety of these workers and ensure fair working conditions.
			Ensure the provision of fair working conditions.	
		ESS3: Resource Efficiency and Pollution Prevention and Management	To promote the sustainable use of resources including energy, water and raw materials.	The project will use raw materials for construction of school facilities, hence needs to be managed sustainably. The project will reduce pollution and prevent contamination of the environment.
			To avoid or minimize generation of hazardous and non-hazardous wastes.	
		ESS4: Community	To manage potential risks to the	The project will prevent potential risks,

#	Mandatory instrument for project implementation	The Environmental and Social Standards (ESS)	Purpose/Objectives	Reason for its Application in the Project
		Health and Safety	community during construction and operation of school infrastructures.	impact and promote security of the community during construction.
		ESS6: Biodiversity Conservation and Sustainable Management of Living Resources	SEQUIP will avoid adverse impacts on biodiversity, habitats and ecosystem services. When avoidance of adverse impacts is not possible, the Borrower will implement measures to minimize adverse impacts and restore biodiversity in accordance with the mitigation hierarchy provided in ESS1 and with the requirements of the ESS6.	The project will use raw materials for construction. It is important these materials are sustainably used. The project will restore affected areas with native species. If subprojects near protected areas, SEQUIP will coordinate actions with the Minister of Natural Resources and Tourism
		ESS8: Cultural Heritage	To enhance conservation of cultural heritage in both forms; tangible and intangible cultural heritage. To conserve ecological and socially sensitive places from possible impacts of project implementation.	The project will ensure measures defined in the ESMF and contracts are follow by contractors during excavations and road clearing (if any) to avoid impacts to cultural heritage and also ensure that chance find procedures will be enforced. SEQUIP will consult Division of Antiquities in the Ministry of Natural Resources and Tourism on application of the ESS8.

#	Mandatory instrument for project implementation	The Environmental and Social Standards (ESS)	Purpose/Objectives	Reason for its Application in the Project
2.	Resettlement Framework (RF)	**ESS5:** Land Acquisition, Restriction on Land Use and Involuntary Resettlement	To avoid or minimize involuntary resettlement and to avoid forced eviction To mitigate unavoidable adverse impacts from land acquisition and restrictions on land use.	The project may require the acquisition of land for the construction of new schools which is likely to lead to resettlement. For any given school this is likely to be limited in nature.
3.	Vulnerable Groups Planning Framework	**ESS7:** on Sub-Saharan Historically Underserved Traditional Local Communities	Consideration of the rights of vulnerable groups in the planning process and avoid adverse impacts or mitigate impacts where they occur. This may include Free Prior and Informed Consent where impacts to traditional land occur.	The project will be implemented nationwide including areas with Vulnerable Groups. Consultation will be made to these groups to get their views and input into project design and implementation and ensure these impacts are mitigated.
4.	Stakeholder Engagement Plan	**ESS10:** Stakeholder Engagement and Information Disclosure	To develop a systematic approach to stakeholder engagement to develop good relationships and gather their views on issues that could affect them. To provide stakeholders with a mechanisms through which to raise grievances.	The project will involve various stakeholders including vulnerable people. These will be consulted to get their views throughout the project life. In addition, a mechanism will be in place to address grievances.
5.	Environmental	Defines the measures and actions required for the project to meet the ESSs over a specified timeframe.		

#	Mandatory instrument for project implementation	The Environmental and Social Standards (ESS)	Purpose/Objectives	Reason for its Application in the Project
	and Social Commitment Plan	This is a legal agreement between the WB and the Government under the ESF where the government commits itself to preparing and eventually implementing all the required safeguard documents under the SEQUIP.		

CHAPTER FOUR
4 ENVIRONMENTAL AND SOCIAL BASELINE

4.1 Physical Characteristics

4.1.1 Geographical Location

Tanzania is in Eastern Africa, located between 1^{O}S to 12^{O}S and 30^{O}E to 40^{O}E. It is constituted of Mainland Tanzania and Zanzibar with a total area of 945,087 sq. km comprised of land area of 883,749 sq. km (881,289 km^2 mainland) and 2,654 sq. km Zanzibar, plus 59,050 sq. km inland water bodies. It shares borders with Kenya and Uganda in the North; Rwanda, Burundi and Democratic Republic of Congo in the West; Zambia and Malawi in the South West and Mozambique in the South. The eastern boundary is an 800 km coastal line fronting the Indian Ocean from Kenya in the north at 4°38'S to Mozambique in the South at 10°30'S. Some 40 km offshore are the islands of Zanzibar (Unguja and Pemba) and Mafia (to the South), plus numerous smaller islands. SEQUIP will be implemented only on the mainland and not the islands.

4.1.2 Geographical Features

Tanzania physical features extend from a narrow coastal belt with sandy beaches to an extensive plateau covered by savanna and bush vegetation and mountain belts with altitude ranging from 1000 to 2000 m. The plateau is fringed by narrow belts of forests highlands, including Mt. Meru and Mt. Kilimanjaro (5,895m), the highest mountain in Africa. Except for the coastal strip and lower parts of the main rivers, the rest of the country lies above 300masl of altitude. The coastal plain is relatively narrow, less than 20 km at Kenya boarder, and gradually increases to 150 km around Dar es Salaam. Tanzania mainland has several fresh water bodies, including Lake Victoria, the largest in Africa, located on Kenya-Uganda-Tanzania boarder; Lake Tanganyika, the longest and deepest in Africa and second deepest in the world after lake Baikal in Siberia, located on the boarder of Tanzania, Burundi, Zambia and Democratic Republic of Congo; and Lake Nyasa located on the boarder of Tanzania, Malawi and Mozambique. The transboundary natural resources have required Tanzania and its neighbours to put in place protocols, agreements and mechanisms for the management, conservation, sustainable use and equitable sharing of benefits of these resources.

4.1.3 Weather

SEQUIP will be implemented in various parts of the country with different weather conditions. Increased rainfall in some areas might lead to floods while extreme

temperature may lead to droughts. Therefore, it is important to consider the potential risks that could affect the infrastructure operation and the safety of the people using it. Shortage of water for construction in drought prone areas or in flooding areas might affect progress of classrooms construction and eventually timely completion of the project.

4.1.3.1 Temperature

Temperature in Tanzania varies according to the geographical location, relief and altitude. In the Coastal Regions and the off-shore Islands the average temperatures range between 27°C and 29°C, while in the Central, Northern and Western parts temperatures range between 20°C and 30°C and higher between the months of December and March. In the Northeast and Southwest where there are mountainous areas and Makonde Plateau, the temperature occasionally drops below 15°C at night during the months of June and July. In some parts (Southern Highlands) temperature can reach as low as 0 °C - 6 °C. This temperature variation has significant impact on the agro-ecological zones and the adaptation strategies in the agriculture sector.

4.1.3.2 Rainfall

The mean annual rainfall varies from 500 millimetres to 2,500 millimetres and above. The average duration of the dry season is 5 to 6 months. Tanzania's rainfall follows two regimes namely unimodal and bimodal patterns, i.e. Northern coast and Zanzibar, North Eastern highlands and Lake Victoria basin have two rainy seasons with long rains between March and May and short rains between October and December. In addition, the southern, central and western parts of the country have a single rainfall season between November and April. However, recently, rainfall pattern has become more unpredictable with some areas/zones receiving extreme minimum and maximum rainfall per year. Figure 3 show the map of Tanzania indicating average maximum and

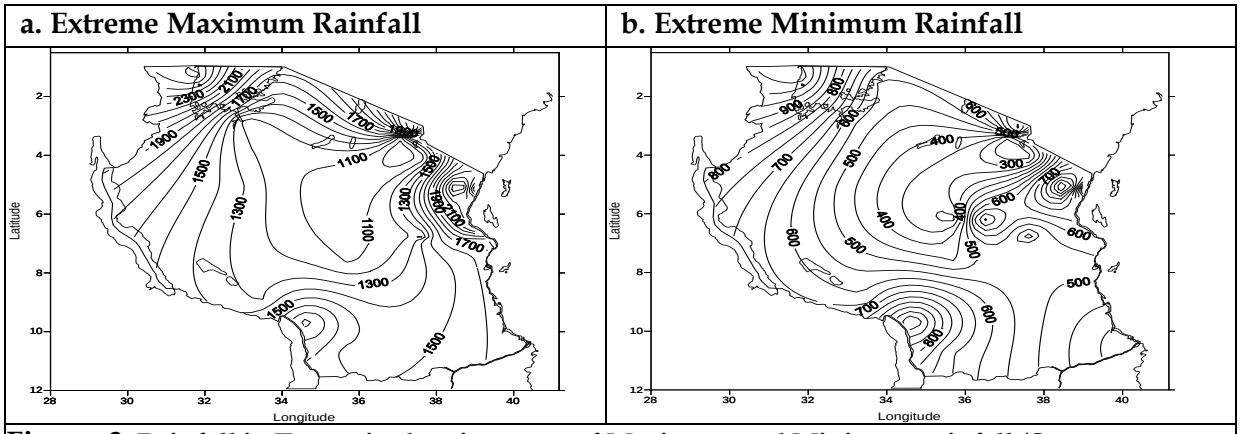


Figure 3: Rainfall in Tanzania showing areas of Maximum and Minimum rainfall (Source: Tanzania Meteorological Agency, 2005).

minimum rainfall from 1921 to 2005.

4.1.4 Natural Disasters

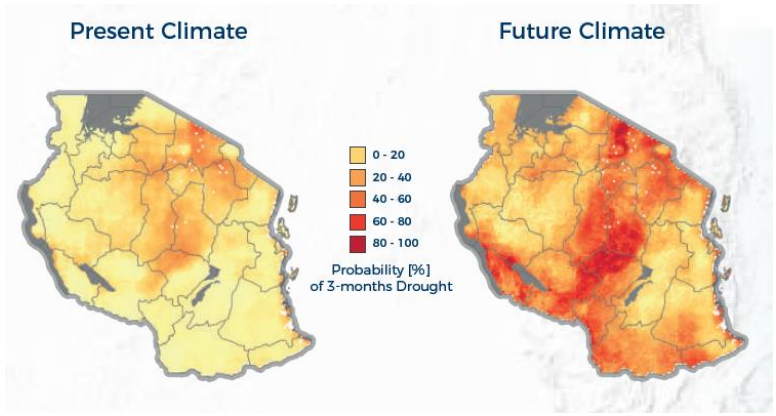
Tanzania's natural disaster hazards in some areas are connected to drought, floods, earthquakes, landslides and epidemics. Between 1980 and 2008, Tanzania suffered around 65 natural disasters of which 26 were epidemics, 24 were floods and 6 were droughts. Drought, floods, landslides and earth quakes are responsible for over 90% of all people affected by natural disasters in the past twenty years (Tassaf, 2009).

Droughts. However, no other single natural disaster has affected more people than droughts. There are some regions like Singida and Dodoma regions have in the past being affected by drought with greater risks to droughts and future climate indicates that some regions will be affected even more. Figure 4 indicates that the probability of droughts is the highest in the semi-arid great rift valley of Tanzania. This is particularly important for areas dependent on rainfall for their water resources like schools that planned to use rainfall as water source.

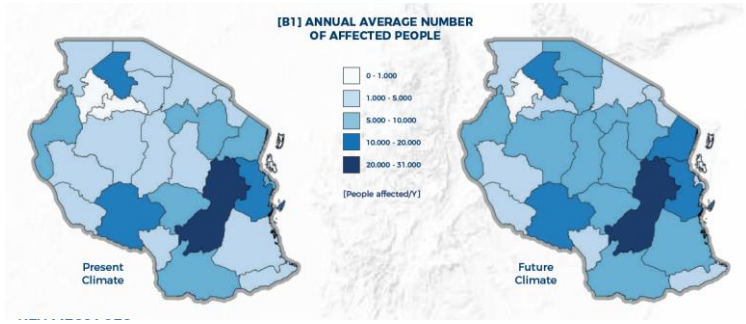
Floods. Coastal areas such as Dar es Salaam, Coast and Mtwara regions have largely being affected by floods. Floods can affect villages, normal daylife, roads and public infrastructure such schools. It is estimated that impacts on climate change will increase precipitation in northern areas which will bring more floods to these regions (Figure 4.a)

Seismicity. Earth-wakes have impacted the country in several cases, the most severe being the Kagera (Northern region of Tanzania) earthquake which occurred in 2016 and claimed lives of people as well as loss of properties. There is not construction code in Tanzania but there is a construction guideline. Seismicity is a risk in the country and the project will review designs to take additional measures to increase safety. The spatial distribution of the events in the region shows that earth wakes epicenters are distributed throughout southeastern Tanzania and concentrated (1) along the southeastern margin of the Tanzania Craton, and (2) in a region extending from the southeastern end of the craton through Stiegler's Gorge towards the coast. Limited seismicity is observed in a region extending from Stiegler's Gorge to the southwest (Figure 4b). Construction and evaluation of school proposals by communities must take into account the seismicity and geological risks of the country.

Landslides have also affected some northern parts as well as southern highlands of the country claiming lives.

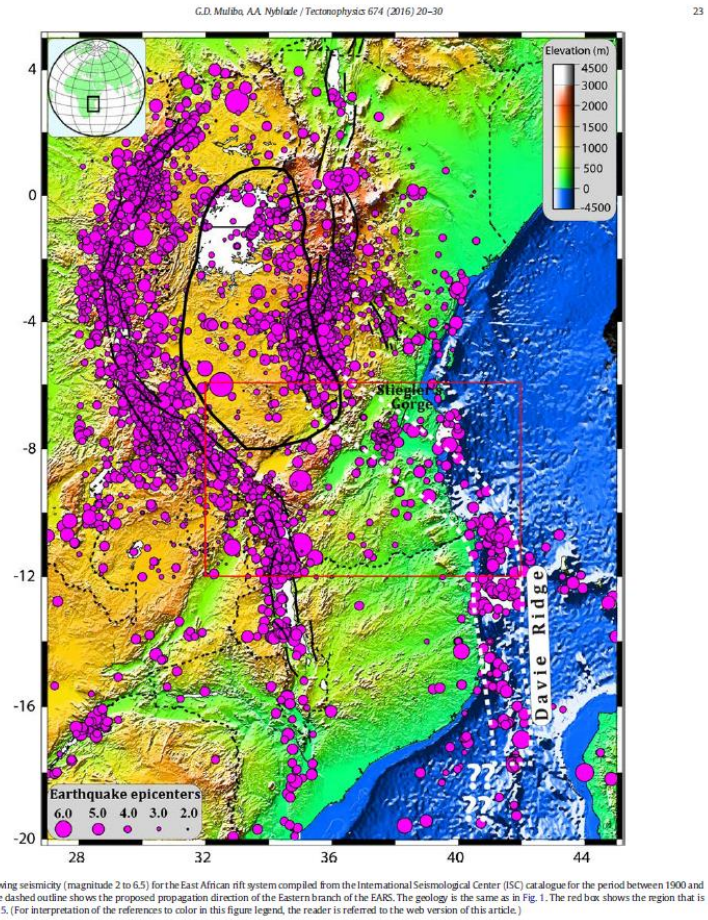


DROUGHTS



FLOODS

Figure 4a. Current and estimated future climate effects of droughts and floods in Tanzania. Source: CIMA, UNISDR (2018). United Republic of Tanzania Disaster Risk Profile. http://africa.cimafoundation.org/documents/1089



i. Map showing seismicity (magnitude 2 to 6.5) for the East African rift system compiled from the International Seismological Center (ISC) catalogue for the period between 1900 and . The white dashed outline shows the proposed propagation direction of the Eastern branch of the EARS. The geology is the same as in Fig. 1. The red box shows the region that is ged in Fig. 5. (For interpretation of the references to color in this figure legend, the reader is referred to the web version of this article.)

Figure **4.b.** Seismicity of Tanzania. Source: Gabriel D. Mulibo , Andrew A. Nyblade. 2016. The seismotectonics of Southeastern Tanzania: Implications for the propagation of the eastern branch of the East African Rift. Tectonophysics 674 (2016) 20-30.
https://doi.org/10.1016/j.tecto.2016.02.009

Relationship of Disaster Risk Management with SEQUIP:

SEQUIP will consider natural risk management and will identify the areas prone to natural disasters such as floods and drought and will include measures so schools are designed, built or rehabilitated in these areas taking into consideration these risks, and safety in the construction, access and operation to overcome the impacts of the identified natural disasters and increase resilience of the education infrastructure to be built and comply with the national regulations, and the World Bank ESS1, ESS4, ESS6. SEQUIP will align their construction guidelines to address the measures in the ESMF and other instruments to ensure safety and reduced risk to natural disasters.

4.2 Biological Characteristics

4.2.1 Biodiversity

Tanzania is very rich country in biodiversity which together with protected areas are an important contributors (ecotourism) to the country economy and its GDP. SEQUIP will avoid adverse impacts on biodiversity, habitats and ecosystem services. When avoidance of adverse impacts is not possible, SEQUIP will implement measures to minimize adverse impacts and restore biodiversity in accordance with the mitigation hierarchy provided in ESS1 and with the requirements of the ESS6.

According to the biodiversity country profile prepared by the International Biodiversity Assessment Tool (IBAT) [14] there are more than 5000 registered species of flora and fauna (taking into account vertebrate and some invertebrate groups) and about 1116 critical endangered, endangered and vulnerable species (Table 3). Among some of the endangered species found are lions, giraffes, hippopotamus, hyenas, cheetahs, several species of monkeys and crocodiles. The country is rich in endemic species, having 121 endemic species which includes amphibians, reptiles, birds, trees, orchids, mammals and insects.

[14] This IBAT Country Profile delivers nationally relevant data that are disaggregated from global datasets, to support conservation planning and reporting. It presents information on *species* from The IUCN Red List of Threatened Species™, Protected Areas from the World Database of *Protected Areas* (WDPA) and on Key Biodiversity Areas (KBAs) from the World Database on *Key Biodiversity Areas*.

Table 3: Species at Risk of Extinction

Table 1. Species occurring in your country with extinction risk assessments published on The IUCN Red List (Version 2016-2). Red List Categories: **EX** = Extinct; **EW** = Extinct in the Wild; **CR** = Critically Endangered; **EN** = Endangered; **VU** = Vulnerable; **NT** = Near Threatened; **LC** = Least Concern; **DD** = Data Deficient.

Taxonomic Group	Total assessed species	Total known threatened species (CR, EN & VU)	EX & EW	CR	EN	VU	NT	LR/cd *	LC	DD
VERTEBRATES										
Amphibians	196	61	1	21	29	11	2	0	116	16
Birds	1075	49	0	5	18	26	37	0	988	1
Fishes	1623	176	1	56	23	97	28	0	1299	119
Mammals	372	40	0	4	16	20	18	0	286	28
Reptiles	145	34	0	5	17	12	6	4	78	23
Subtotal (Vertebrates)	3411	360	2	91	103	166	91	4	2767	187
INVERTEBRATES										
Arachnids	5	0	0	0	0	0	0	0	5	0
Corals	280	43	0	0	0	43	88	0	140	9
Crustaceans	72	11	0	0	1	10	2	0	56	3
Horseshoe Crabs	0	0	0	0	0	0	0	0	0	0
Insects	417	51	0	18	14	19	4	0	331	30
Molluscs	272	11	0	2	4	5	10	0	175	76
Velvet Worms	0	0	0	0	0	0	0	0	0	0
Others	48	9	0	0	4	5	0	0	21	18
Subtotal (Invertebrates)	1094	125	0	20	23	82	104	0	728	136
PLANTS										
Ferns & Allies	42	18	0	3	12	3	1	0	23	0
Flowering Plants	1286	605	0	53	250	302	39	9	587	32
Green Algae	0	0	0	0	0	0	0	0	0	0
Gymnosperms	13	6	0	2	4	0	3	0	4	0
Mosses	2	2	0	0	2	0	0	0	0	0
Red Algae	0	0	0	0	0	0	0	0	0	0
Subtotal (Plants)	1343	631	0	58	268	305	43	9	614	32
TOTAL	5848	1116	2	169	394	553	238	13	4109	355

4.2.2 Protected Areas

The SEQUIP will apply the ESS6 and relevant national biodiversity and international regulations and treaties (CITES) signed to promote conservation of biodiversity through the participation of the school in greening activities and environmental and science classes. Tanzania has about 40% of its territory in protection in a large network designated as wildlife and forest protected areas which host 16 National Parks, 1 Conservation Area, 28 Game Reserves, 42 Game Controlled Areas, 38 Wildlife Management Areas, 4 Ramsar Sites and 109 Forest reserves (Figure **5**). All these sites will be considered critical habitats under ESS6. Of these, four protected areas are

inscribed into UNESCO's World Heritage Sites and three are Biosphere Reserves. The Biosphere Reserves are Lake Manyara, Ngorongoro - Serengeti and East Usambara. World Heritage Sites under the Nature category are: Serengeti National Park, Kilimanjaro National Park, Ngorongoro Conservation Area and Selous Game Reserve (Figure 5). Statistical data for all the protected areas such as national parks, game reserves, swamp and forest, marine reserves and other protected areas are described in Table 4. The IBAT has also identifies more than 300 Key Biodiversity Area (KBAs) in the country which are important habitats for migratory, endemic and endangered species (Figure 6). Furthermore, Categories of Wildlife and Forest Protected Areas and Protected Areas Gazetted under the MPRU Framework are shown in Table 4.

Some of these protected areas that are important world attractions are the Ngorongoro Crater; the Serengeti National Park – world renown for the largest concentration of wildlife and the spectacular wildebeest migration; the Selous Game Reserve – the largest game reserve in Africa; Lake Tanganyika – the deepest lake in Africa; Lake Victoria, the largest lake in Africa. The main threats to biodiversity and protected areas in Tanzania are agricultural expansion, logging, pollution, fires, among other drivers

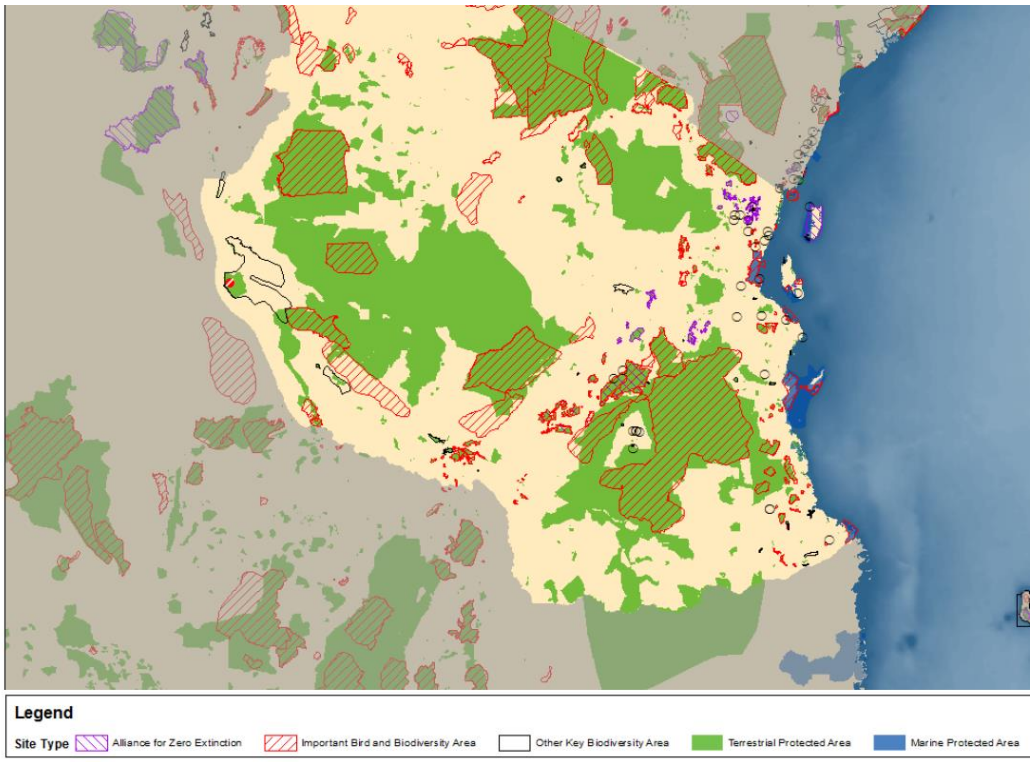


Figure 6. Protected areas, Key Biodiversity areas (KBA), and other important sites for biodiversity conservation in Tanzania. Source: IBAT, 2019

Table 4: Wildlife and Forest Protected Areas (Ministry of Environment, Tanzania).

Category	Number	Area (km2)	Percentage of Tanzania's total area
National Parks	16	57,365.05	6.07
Ngorongoro Conservation Area	1	8,292.00	0.89
Game Reserves	28	114,782.47	12.14
Game Controlled Areas	42	58,565.02	6.20
Wildlife Management Areas	38	29,518.40	3.12
Ramsar Sites	4	48,684.00	5.13
Forest reserves	109	414,599.30	46.8
Grand Total		**731,806.24**	**33.56**

Relationship of SEQUIP with Biodiversity and Protected Areas

The area covering all these important critical and natural habitats in Tanzania is about 40% of the territory. It is unpredictable to assess if any school will be built near or within a natural or critical habitat. SEQUIP will avoid school construction within or in the proximity of any of these protected areas, KBA, UNESCO Sites or other categories of biodiversity or cultural protection. Using checklists 1 and 2, the LGA and School construction committee will report if a school or community is located within a critical or natural habitat to take actions as ESS6. Thus, SEQUIP is not expected to cause negative impacts on the biodiversity of the project areas, species (flora and fauna), habitat and ecosystem services as defined in ESS6. SEQUIP will implement environmental measures and clauses inserted in the contracts to prevent, reduced and mitigate any negative impact.

Attacks to human have been recorded in many areas of the Tanzania (Figure 7), in grassland, open woodland/bushland, closed woodland, bushland and forest, specially from lions[15], wildpigs, and other species. Selection of water source for construction and drinking purposes will be screened and evaluated by the SEQUIP project, especially in district located close to game reserves and protected areas. Also, the project will take into consideration measures to prevent accidents of students from homes to school as part of the safe school activities Component 1).

[15] Kushnir, H. 2010. Lion Attacks on Humans in Southeastern Tanzania: Risk Factors and Perceptions. https://www.ucl.ac.uk/pima/docs/reference/04_lion_attacks.pdf

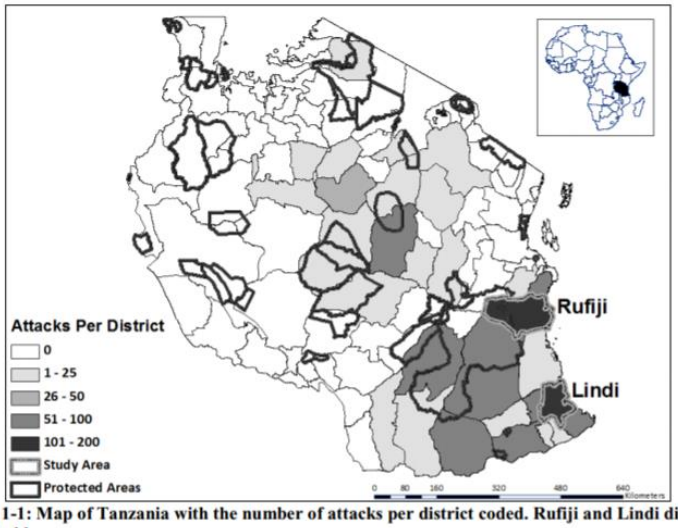


Figure 1-1: Map of Tanzania with the number of attacks per district coded. Rufiji and Lindi districts are in bold.

Figure 7. Lion attack per district in Tanzania. Source: Kushnir, 2010

4.3 Water Resources

Water availability is a challenge for some parts of the country. Currently, there are various efforts to rectify the situation by various stakeholders especially through the Ministry responsible for water. SEQUIP will involve massive construction of school infrastructure where about 1,000 new schools will be constructed, and some schools will be expanded. The project will therefore use large quantity of water during construction.

Water availability for SEQUIP sub-projects will be a critical aspect to assess in terms of quantity and quality. Therefore, SEQUIP will ensure that there is proper utilization of water and conservation of water sources as described in National legislations and World Bank ESF.

Tanzania has become water stressed. Over the last 25 years Tanzania's renewable freshwater resources per person have dropped from over 3,000 m3/capita/year to around 1,600 – beneath the commonly accepted water stress threshold of 1,700 m3/capita. Over the same period the size of the economy has tripled, and formal and informal irrigation has expanded. Water demand has exceeded dry season supply by up to 150 percent in some areas.

Water availability for SEQUIP projects will be a critical aspect to assess in terms of quantity and quality. Also, sanitation is main issue in the country, poor sanitation is main causes of some of water-borne diseases including diarrhoea and malaria.

Relationship of Water Resources and SEQUIP

Some schools use water from bore holes and rain water as water source which in some cases are not reliable in terms of quality and quantity. Water supply and sanitation in the schools is challenging and a critical aspect for the success of this project in ensuring health, sanitation, WASH and well being of the students (in particular girls) and teachers. water served to children at schools is in many reagion usually rain-harvested or collected from near streams and water quality is not usually monitored.

SEQUIP will liaise with Ministry responsible for water and its allied institutions to ensure provision of reliable water supply for new or expanded schools and monitoring of water quality during operation of the schools.

4.4 Roads and Safety

In the rural areas, some roads are of earth or gravel. For access of construction sites and transportation of materials, some roads might need improvement which may involve clearance of vegetation. Students usually follow roads to walk back home or the school (in some cases distances are up 10 km daily). During construction road safety will be ensure for the safe walking of community and students. In reducing the distance as well as improving student's security to and from schools, SEQUIP will construct new schools closer to communities.

4.5 Socio-economic Characteristics

4.5.1 Economic Characteristics

The main economic sectors are agriculture, tourism, fishing, forestry and beekeeping, mining, manufacturing and the energy industries.

(a) Agriculture

Agriculture plays also an important economic role as it employs 75% of the population. The raising of livestock takes place in those areas with low rainfall as they have no tsetse flies. The main cash crops include coffee, cotton, cashew nuts, sisal, tobacco, tea, coconuts, cloves, fruit, flowers and vegetables.

(b) Tourism

Tanzania's spectacular tourist attractions include: the majestic spice Islands of Zanzibar (the ultimate paradise on the Indian Ocean); Mount Kilimanjaro (the highest mountain in Africa with a snow cap despite being very close to the Equator); the Olduvai Gorge (the Cradle of Mankind); the Ngorongoro Crater (the 7th natural wonder of the World); the Serengeti National Park (world renown for the largest concentration of wildlife and the spectacular wildebeest migration – the Selous Game Reserve (the largest game reserve in Africa); Lake Tanganyika (the deepest lake in Africa); and Lake Victoria (the largest lake in Africa). All these endowments offer opportunities for leisure and investment in hotels, camps, water sports, hunting and tour operation. Education being the facilitation factor, SEQUIP will improve access and quality of secondary education.

(c) Fishing

The Indian Ocean and Lake Tanganyika have proved to be plentiful in fish, fuelling the domestic fishing industry, while Lake Victoria is the source of all the Nile perch exported to the outside world.

(d) Mining

Mining has attracted international interest with a large amount of resources invested in exploration for gold, base metals and diamonds, as well as tanzanite and various other gemstones, natural gas, iron ore, coal, phosphates, soda ash and salt. Companies from Australia, South Africa and Canada have invested in the gold sector as Tanzania is becoming one of Africa's major producers. SEQUIP will provide graduates for technical training and university education for the development of mining industry.

(e) Energy

Tanzania has various energy sources which include natural gas, biomass, hydropower, geothermal, coal, solar and wind power. The Government is promoting the expansion of industries as part of 5th Government strategic interventions to become a middle income and industrialised country by 2025.

Currently, 85.8% of secondary school are connected to various sources of electricity. About 58.9% of schools are supplied by the national grid, 33% are supplied by generators and 12.5% are supplied with biogas (BEST 2018).

Relationship of SEQUIP with Energy

Considering the importance of electricity in school, for teaching, learning and security particularly girls, SEQUIP will liaise with Ministry responsible for energy and its allied institutions to ensure provision of reliable electricity supply for new or expanded schools without electricity. In addition, school will be provided with infrastructures for alternative source of energy such as solar and biogas/biomass in areas which are not connected with National Grid for electricity supply.

4.5.2 Population

Tanzania is estimated to have a population of about 45 million[16] people. According to the National Census Report, 2012, at the current growth rate of 2.7 per cent, the population of Tanzania will double in next 26 years. This growth is not only making it as among the most populated country in Sub-Saharan Africa, but it presents the opportunity for accelerating national development towards the Development Vision 2025. The figure below shows population size by age and indicates that there is large number people at the age of 0-19 years; a fair number of people at the age of 20- 39 years; a moderate number of people at the age of 40-54 year; and a minimum number of people at the age of 55-80+years (Figure 8). From age distribution of any population, as shown in the pyramid the estimates of secondary school-age population having an age of 15 to 19 years old in 2002 was 3,598,733 and the year 2012 was 5,792,587 this implies that the number of students enrolled in secondary school is increasing year to year.

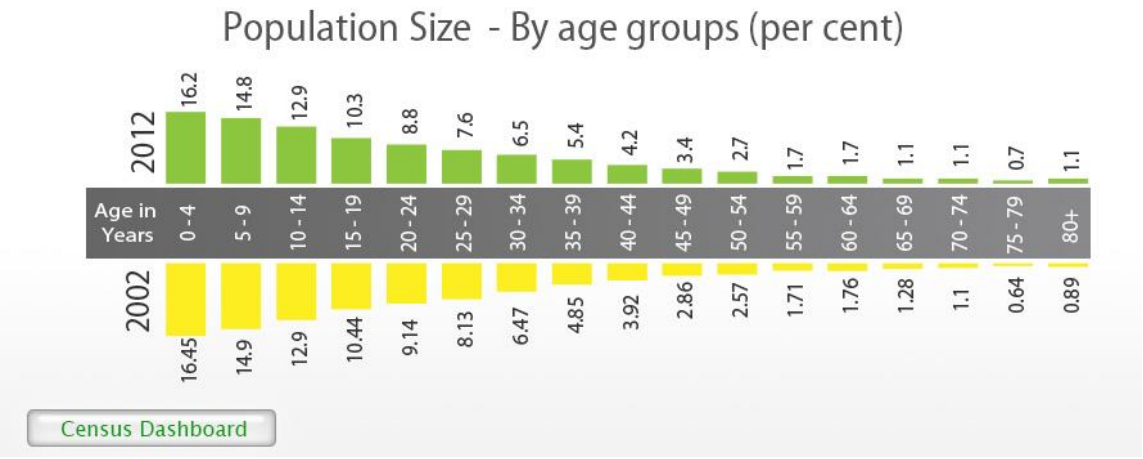


Figure 8: Population size by age groups. Source: Tanzania Census Dashboard (Last viewed on 06th Dec, 2018 1240 hours)

(a) Population Density Nationwide

[16] NBS, 2012 Population and Housing Census

Overall the population of Tanzania is sparsely distributed (51 persons per square kilometres). However, there are areas with higher concentrations of people particularly in urban areas as shown in Figure 9. Dar es Salaam region is predominantly urban has population density of 3.133 persons per square kilometre. Lindi (13) and Katavi (15) show very low population density. Ten regions with population densities below the national population density including Ruvuma (22), Singida (28), Geita (28), Tabora (30), Morogoro (31), Manyara (32), Pwani (34), Mbeya (45) and Dodoma (50). The region with high population density is Mwanza (293). SEQUIP will locate school in area of demand where high population of school age children without school, being one of factors which will be considered.

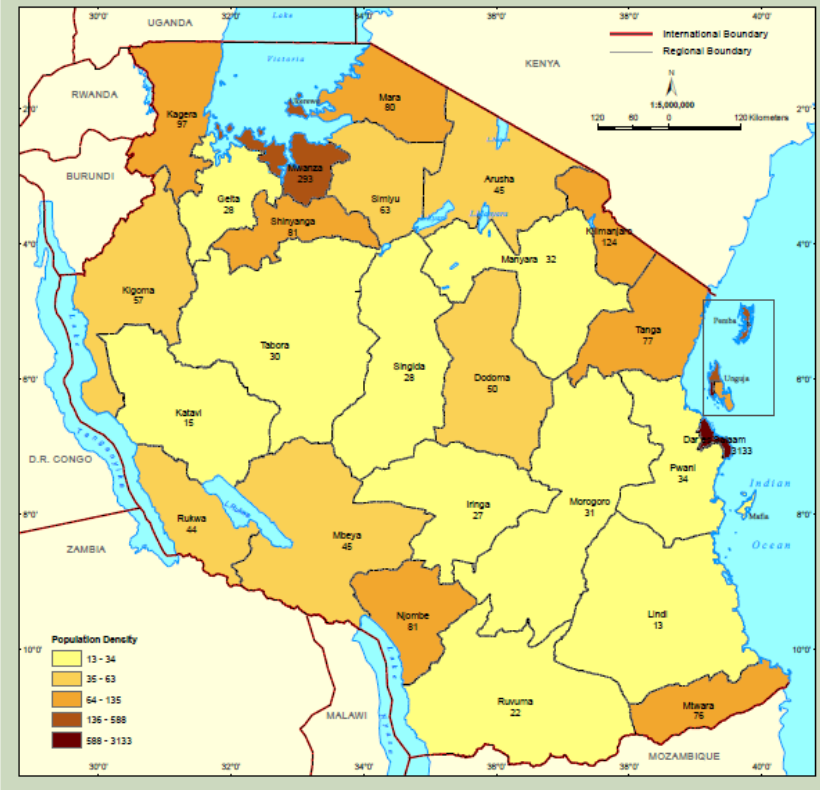


Figure 9: Population density by regions in Tanzania. Source: URT, National census 2012

4.5.3 Religion, Language and Ethnic Groups

Tanzanian constitution provides for the freedom of religion. This provision has enabled different religious groups to coexist peacefully. Evidence however, show that Christianity and Islam are the most commonly practiced religions in Tanzania.

On the side of language, Tanzania has more than 125 tribes (ethnic groups) each with its own unique language, but the national language is Kiswahili. Kiswahili is the popular language which is spoken in every part of the country including rural areas. On the part of education delivery, the medium of instruction for Secondary School is English language and Kiswahili is one of the subjects.

There are a number of tribes in Tanzania which maintain their traditional way of life including the Maasai, Hadzabe, Sandawe, Akie and Barabaig. These groups are considered further in the Vulnerable Groups Planning Framework. In implementing projects like SEQUIP such groups will be considered to ensure that their areas are well served and all the challenges faced are minimized through engagement with these groups.

4.5.4 Vulnerable Groups

Tanzania mainland has a number of vulnerable groups related to provision of various social economic services such as education. Such groups need to be highlighted in this framework to ensure their protection during and after construction of classrooms. The identified vulnerable groups are people with disabilities (2,641,802); children (<17 years) (21,866,258), the elderly (4,149,3820; and child orphans (<17 years) (1,659,704). **Table 5** shows the number of people living with disabilities by type in Tanzania Mainland in 2012 (URT, 2014). SEQUIP will provide school facilities which will enable population with disabilities to access schools.

Table 5: Tanzania Mainland Disability statistics

Type of Disability	Total	Rural	Urban
Albinism	16,477	10,653	5,474
Sight	848,530	616,170	205,043
Hearing	425,322	328,174	82,008
Walking	525,019	403,645	109,913
Remembering	401,931	311,552	79,729
Self-Care	324,725	254,793	62,431
Other Disability	99,798	83,792	13,711
Total	**2,641,802**	**2,008,779**	**558,309**

4.5.5 Child Labour

Children in Tanzania engage in the worst forms of child labour, including in mining, quarrying, and domestic work. Children also perform dangerous tasks in agriculture. A report by ILO and the National Bureau of Statistics which was launched in 2016 indicates 4.2 million children (28.8%) aged of 5 - 17 years are involved in child labour in Tanzania with agriculture, forestry and fishing being the most dominant sectors. The sectors employ 92.1 per cent of the total working children with boys having a larger proportion (94.3 %) than girls (89.6 %). **Table 6** provides key indicators on children's work and education in Mainland Tanzania. **Table 7** provides an overview of children's work by sector and activity, based on a review of available information.

Table 6: Key Indicators on Children's Work and Education in Mainland Tanzania

Children	Age	Percent
Working (% and population)	5 to 14	29.3 (3,573,467)
Working Children by Sector	5 to 14	
Agriculture		94.1
Industry		1.0
Services		4.9
Attending School (%)	5 to 14	74.3
Combining Work and School (%)	7 to 14	24.6
Primary Completion Rate (%)		72.4
Source for primary completion rate: Data from 2013, published by UNESCO Institute for Statistics, 2018. (7) *Source for all other data: Tanzania National Child Labour Survey (NCLS), 2014*. (5)		

Table 7: Overview of Children's Work by Sector and Activity

Sector/Industry	Activity
Agriculture	Ploughing, weeding, harvesting, and processing crops including coffee, sisal, tea, tobacco, and cloves
	Seaweed farming
	Production of sugarcane†
	Livestock herding, including tending cattle
	Fishing,† including for Nile perch
Industry	Quarrying† stone and breaking rocks to produce gravel
	Mining,† including gold and tanzanite, and using mercury
	Manufacturing,† activities unknown
	Construction,† including digging, drilling, carrying bricks,† bricklaying, and assisting masons

Sector/Industry	Activity
Services	Domestic work,† including child care,† cooking, and washing†
	Garbage collecting†
	Street work, including vending,† shoe shining, small business, and scavenging†
	Work as barmaids†
Categorical Worst Forms of Child Labor‡	Commercial sexual exploitation, sometimes as a result of human trafficking or work in the tourism industry
	Forced begging
	Forced labour in domestic work, agriculture, mining, fishing, commercial trading, quarrying, shining shoes, pushing carts, and working in factories and bars, each sometimes as a result of human trafficking
† Determined by national law or regulation as hazardous and, as such, relevant to Article 3(d) of ILO C. 182. ‡ Child labor understood as the worst forms of child labor *per se* under Article 3(a)–(c) of ILO C. 182.	

4.5.6 Forced Labour

Article 25 of the Constitution; Article 80 of the Law of the Child Act; Article 6 of the Employment and Labour Relations Act; Article 4 of the Anti-Trafficking in Persons Act (40; 41; 44; 45) all prohibit all forms of forced labour. Forced labour includes bonded labour or any work exacted from a person under the threat of a penalty and to which that person has not consented. Any person who procures, demands or imposes forced labour, commits an offence. All forms of child labour are considered forced labour.

4.5.7 Occupational Health and Safety in Tanzania

Status of occupational accidents and injuries varies considerably between different sources. It is estimated that in mining and quarry sector, the injury rate is 17 per 1000 workers whereas the manufacturing sector is responsible for 10.1% of total occupational accidents, 9.6% of fatalities, 12.2% of partial disabilities and about 7.4% of temporary disability and the injury rate is 9.9 per 1,000 workers. Report from National Audit office (NAO) showed that construction/building industry had highest Fatality rate of 23.7% followed by transport and mining/quarrying that had 20.6% and 20.5 respectively (**Table 8).** During the implementation of SEQUIP, precaution and mitigation measures, as outlined in this ESMF, will be put in place to prevent and minimise injuries.

Table 8: Fatality Rate sector wise

Sector	Total Employment	Number of Fatal Injuries x 1000	Fatality Rate
Construction /Building	151,690	36	23.73
Transport	111,571	23	20.61

Mining & quarrying	29,223	6	20.53
Manufacturing	245,449	28	11.41
Commerce & distribution	2,486,818	12	0.48
Agriculture, forestry, fishing	13,890,054	16	0.12
Total	**16,914,805**	**121**	

The Tanzania Health Policy of 2007 requires that every village, ward and district have a dispensary, a health centre and a hospital respectively. In case of emergency and injuries at the project site, injured persons will be taken care of in the nearby healthcare facilities. In addition, all secondary schools have provision of first aid kits. Schools will develop an emergency plan to respond to emergencies such as fires that could occur in the dormitories, science labs, while burning solid waste, etc.

4.5.8 Cultural Resources

Tanzania is very rich in cultural resources and SEQUIP will apply national legislation and the ESS8 to prevent impacts and protect it. The archaeological, paleontological and spiritual places give people, a clear picture about their ancestors' life, cultures, primitive working tools and art work. The famous archaeological sites in Tanzania includes Olduvai Gorge "the origin of human kind", Laetoli "the footprints", Kondoa Irangi "Rock paintings", Kilwa Kisiwani "East Africa greatest empire", Kalambo falls, Songo Mnara 'stone town', Engaruka 'the spread of ironwork' and Kaole "ancient city and slavery port". Tanzania has important paleontological sites in the are Rukwa Rift Valley Basin 'the sauropo dinosaur fossils', Manda, Tendaguru and Usili formations. On the other hand, the famous spiritual or sacred sites are Mount Oldoinyo Lengai "the Mountain of God," Lake Natron "the red sea", Kuza Cave and Kaole as shown in Figure 10. At the national level, the Division of Antiquities in the Ministry of Natural Resources and Tourism is responsible for conservation, preservation, protection and management of cultural heritage resources and sites in

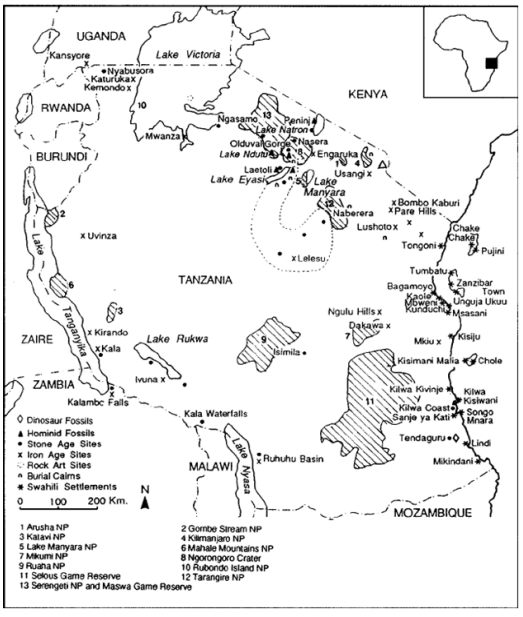


Figure 10: Cultural Resources, Tanzania. Source: Mabulla, 2000.

Tanzania. SEQUIP will coordinate with the Ministry of Natural Resources and Tourism all related to cultural resources and protected areas and biodiversity and the application of relevant legislation and the ESS6, ESS8 and ESS1.

At the international level, there are three cultural sites namely Kondoa Rock Art, Ruins of Kilwa Kisiwani and Songo Mnara, Stone Town Zanzibar, three natural sites namely Kilimanjaro National Park, Selous Game Reserve and Serengeti National Park and one mixed site namely Ngorongoro Conservation Area which are listed as UNESCO World Heritage Sites from Tanzania.

Relationship of Cultural Resources with SEQUIP

It is expected that construction projects for SEQUIP will not affect cultural resources or protected areas. However, there might be other unknown cultural resources areas and others which are not registered. Thus, SEQUIP will do careful screening, evaluation and supervision to avoid impacts on cultural resources. Contractors will apply measures and clauses defined in the contracts and this ESMF during excavations, land and road clearing (if any) to avoid impacts to cultural heritage and also ensure that the chance find procedure (inserted in this ESMF) will be enforced. SEQUIP will liaise with Division of Antiquities in the Ministry of Natural Resources and Tourism for the application of the national legislation and the ESS8.

4.5.9 Waste Management

Management of waste has gradually becoming an environmental and social challenge due to increasing volume and the associated inadequate management, especially control of hazardous waste, despite various initiatives in place[17]. The practice of mixing hazardous waste with municipal waste during collection in uncontrolled dump sites accentuates potential environmental and public health risks. This situation necessitates improved waste management mechanisms in the country. The effective management system consists of safe methods to prevent and minimize waste generation, collection, storage, transportation, treatment and disposal of wastes. Notably, reducing and managing the waste generated in a cost-effective sound manner is widely encouraged. Tanzania, has taken various initiatives towards addressing the challenge of waste

[17] VPO, Guidelines on Management of Hazardous Wastes, 2013

including establishment of policies and legislations to improve their management in the country. The Guidelines on Management of Hazardous Wastes cover hazardous waste management hierarchy; brief overview of hazardous waste management practices in the country; legal framework as well as roles and responsibilities of different stakeholders.

Relationship of Waste Management with SEQUIP

SEQUIP will implement all measures to manage the potential risks and impacts that waste could lead or be affected during implementation. Such measures will include proper solid waste, including hazardous waste, management in schools such as development of solid waste management plans.

Solid waste management procedures will be requested to contractors in construction and program implementers, including Head of Schools so that there will be proper management and disposal of wastes such as construction debris, demolition material, hazardous waste and domestic wastes.

CHAPTER 5

5 GENERAL EVALUATION OF POTENTIAL ENVIRONMENTAL AND SOCIAL IMPACTS AND RISKS OF SEQUIP

5.1 Classification of Risk

Following the ESF of the World Bank, the SEQUIP project has been classified as a project of Substantial Risk, in relation to the potential Environmental and Social risks and impacts that the project could generate to the environment and communities across the country.

It is expected that the project activities (subprojects involving the construction of schools, safe school's program, AEP facilities) could cause environmental and social risks and impacts. For construction activities these impacts will be site specific and that the majority of impacts can be prevented or mitigated under with a permanent supervision and monitoring of the institutions involved in the project that are described in Chapter 7.

The GoT will implement in the SEQUIP the preventive and mitigation measures describe in this ESMF and others as needed according to National Laws (**Chapter 3**), the World Bank Environmental and Social Framework (ESF) and the World Bank Environmental, Health, and Safety General Guidelines[18] and others as needed and identified during evaluation and supervision of the activities. This ESMF has been prepared to identify, assess and define mitigation and prevention measures for the potential negative environmental and social impacts of the project, and to provide procedures on environmental and social management to all the proposed sub-project investments as well as ensure equitable access to benefits.

The actual impact significance rating depends on a lot of factors, details of which are not known at this time including:

- Type of project;
- Location;
- The magnitude of the risk and impact;
- The sensitivity and value of the resource or receptor affected;

[18] https://www.ifc.org/wps/wcm/connect/554e8d80488658e4b76af76a6515bb18/Final%2B-%2BGeneral%2BEHS%2BGuidelines.pdf?MOD=AJPERES

- Compliance with relevant laws, regulations and standards;
- Views and concerns of stakeholders; and
- Likelihood of occurrence.

The section below highlights the potential impacts that could occur in SEQUIP throughout the lifetime of the project. The listing of impacts is given to provide a general assessment of the potential impacts, but it is not exhaustive. Some general preventive and mitigation measures have been also defined to reduce the effect of these adverse impacts following national legislation requirements and the World Bank Environmental and Social Standards (See Chapter 3).

5.2 Proposed Construction Activities

The proposed sub-projects under SEQUIP include, but are not limited to the following;

(i) Construction of new additional classrooms, science laboratories, libraries, teachers houses, dormitories, water supply[19] and sanitation facilities, universal access[20];
(ii) Construction of ICT laboratories; and
(iii) Rehabilitation of existing schools with new additional classrooms.

Although the location of these infrastructures is not known at the time of preparing the ESMF, a general identification of the potential environmental and social impacts common to school construction and mitigation measures are identified in this ESMF and are described in the following sections. Potential positive and negative impacts are also identified that could occur during the construction and operation stages. Also measures to prevent and mitigate or compensate these impacts are described for the planning, preconstruction, construction and operation phases.

5.3 Potential Positive Impacts

5.3.1 Construction Phase

This section provides the potential positive impacts of SEQUIP project during pre-construction and construction phases.

[19] The provision of water, electricity, internet connections and road improvement will be through the collaboration with other government agency.
[20] The project will apply the inclusive policy on education

5.3.1.1 Creation of Employment Opportunities

Employment will be created during the construction periods for the local people, including those constructing schools as well as those supplying construction materials and food vendors.

5.3.1.2 Institutional Fiscal Efficiency and Transparency

Improved fiscal impact on the institutions from better project preparation, better risk allocation, increased transparency, wider quality control, and greater efficiency are other positive impacts expected as a result of implementing the SEQUIP.

5.3.1.3 Strengthening the Culture of Environmental and Social Risk Mitigation

The environmental and social risk mitigation measures that will be put in place under the SEQUIP project will contribute to strengthening the culture of environmental and social risk mitigation in the schools and the community for future projects.

5.3.2 Operation Phase/ Throughout the Project

5.3.2.1 Improved Enrolment

Inadequate infrastructures have been identified as one of the primary causes of low enrolment in secondary schools. The project is expected to increase enrolment levels of girls and boys at the participating schools by reducing the distances walked and improving the learning environments in schools.

5.3.2.2 Reduced Overcrowding

Generally, some schools are overcrowded because of few numbers of schools in community areas. It is a common habit in the country to see children are overcrowded in classrooms and sometimes without desks. Increasing number of schools will have a positive impact because the project intends to increase number of secondary schools so that students can access secondary schools close to their homes.

5.3.2.3 Reduction of Gender Gap in Enrolment

The special focus of the Project is to promote and increase enrolment of girls at the participating schools. An overall increase of at least 25% of female enrolment is targeted under the project. Gender breakdown in enrolment will be monitored throughout the project including providing for an enabling environment for safety of girls from sexual harassment and provision of gender friendly facilities to enhance retention and completion for girls.

5.3.2.4 Increased Capacity for Gender Friendly and Responsive Learning Environments

The project will construct sanitation facilities that will increase safety and privacy to girls and could likely attract and retain girls at school. In addition, elements such as the safe school's program[21] should improve the learning environment for all pupils by reducing violence, increasing inclusion and providing pupils with access to grievance redress mechanisms.

5.3.2.5 Increased Students Performance

The project will help increase the performance of students entering high schools and tertiary institutions hence increased workforce. This will occur due to reduction in overcrowding and an improved learning environment due to interventions associated with ICT and the safe school's program. In addition, students at risk of drop out will be identified and through the monitoring measures proposed in component 1 and the safe schools program, remedial measures will be put in place to keep these children in school. For girls and boys who have dropped out, increased awareness of the Alternative Education Pathways will provide an opportunity to return to school. Furthermore, improvements in these facilities through implementation of elements of the safe school program (notably 1. life skills program; 2. AEP instructor training on positive discipline pedagogy, appropriate teacher behaviour/code of conduct etc.; 3. GRM) and a quality package for strengthening student learning will all bring benefits.

5.3.2.6 Employment Opportunities

Increased enrolment of students means more teachers will need to be employed. The Project will translate to overall measurable economic and employment growth for the country.

5.4 Potential Adverse Impacts

The ESMF should address environment, safety, health, and social (ESHS) concerns throughout the process of planning, design, procurement and contracting, construction and supervision, commissioning, maintenance and operation of schools.

[21] safe schools program remains as defined in SEQUIP's PAD.

5.4.1 Pre-construction Phase

Pre-construction phase includes several key steps such as planning, design, procurement and contracting. If not well managed, there're may be risks associated with siting, structural safety, provisions of construction materials and infrastructure services (water supply, access road to school) that're vital for the proper construction and operation of schools.

a) Planning:
   i. Phase 1- the project will lead an assessment protocol to determine needs around the 184 districts; will then selected district based on criteria agreed with the government; district will be informed of their selection; school board committees from those selected district will present their request to the district DEO (District Education Officer); district will evaluate request and apply checklist 1 to determine main environmental and social risks according to the ESF and will adjunct basic data/information in relation to distance to travel for students, land ownership, presence of water sources, access road and electricity.
   ii. Phase 2- once the school fund are promised to the district to selected community. The local community/technical team formed by the engineer, environmental office, community development officer of the District and representatives of the school board construction committee or village will meet at the proposed land for construction of the school (new or for rehabilitation). The environmental officer will fill out the Checklist 2 with the support of other members.

b) Design: the project will rely on the construction guideline and a standard drawing (prepared by MoEST and DFID) and the World Bank ESF instruments agreed for this operation. The construction guideline and standard drawings have not been reviewed in the due diligence of this project because these were under preparation. It has been agreed the review of these will be done according to the ESMF and the POM for use in all project including SEQUIP. Schools development and rehabilitation will follow construction standards and drawings in compliance with the ESF and the ESF instruments. Annex 14 indicate the main requirements for construction in compliance with the ESF and agreed with MoEST to developed in detail later in the POM.

c) Procurement and contracting:
   i. Procurement: the government will transfer funds from the designated account to the school bank account as grants (see PAD- procurement section). Head of School will be the person in charge of asking for

quotations and hiring of local builders in collaboration of SCC under supervision of Council Director.

ii. Prior and post review procurement process are subject to the World Bank Environmental and Social Standards and thus, the terms of reference (must be revised by the Bank Environmental and Social specialists), contracts for supervision, construction and installations (equipment) will follow the instruments agreed for the project and the Environmental and Social Technical clauses (ESTC) described in Annex 11 and in the POM.

iii. SCT will ensure all officials, Consultants and contractors follow the ESF instruments prepared for the project and the ESTC.

iv. SEQUIP will provide capacity building for team in charge of procurement and contracting to be sure the ESF instruments are linked and accountability in its application is ensured.

5.4.2 Construction Phase

This section provides the details on the potential negative environmental and social impacts that the SEQUIP project could cause in the environment and society in the - construction phases. During the due diligence process as requested by the ESF, the team coordinate visits to construction sites, interview district and regional staff currently working in the construction of schools in Tanzania.

5.4.2.1 Potential Adverse Environmental Impacts

The main environmental impacts and risks associated with the SEQUIP project would be those common in construction works such as generation of noise, construction debris, dust, soil erosion, water effluents, sedimentation, air emissions, health and safety issues, effects on public access roads, conflicts with local communities, etc. Also, potential impacts are related to cutting of trees/vegetation, contamination of soil, generation of domestic wastes. The government counterparts at all levels (national, regional, local) and contractors will be responsible for the implementation of the project ESMF (measures, clauses, procedures) and the other instruments prepared under this project, to avoid, minimize, reduce and if necessary compensate, direct, indirect, cumulative and residual impacts. For project implementation and supervision of the works and sustainability, SEQUIP will designed three full time environmental staff, national to LGA level, which will have to take the ESF training to be able to apply this ESMF and to cope with the number of project activities and support the regional and local needs of environmental requirements and supervision.

5.4.2.1.1 Impacts on Biodiversity

a) Loss of Flora and Fauna

There might be a loss of vegetation both during the construction of subprojects, among others. The vegetation will be cleared in the area where the construction work is to take place is clear for the construction work to be performed. These activities will expose the land to elements of erosion such as wind and water and thus could trigger the process of land degradation. There could also be some rare or endangered species near the subproject area, and therefore the impact on rare and endangered species of flora and fauna cannot be ruled out.

5.4.2.1.2 Impacts on Health and Safety

a) Noise and Vibration Impacts

Construction activities could result in noise impacts and dusts which impact on general well-being, health and functioning. The proposed sub-projects might involve the use trucks, concrete mixers, blasting equipment, graders, drilling equipment and vehicular movement that emit incessant noise usually harmful to the environment and people.

b) Health and Safety of Construction Workers

Occupation health and safety of the workers during the construction phase is likely to be a concern due to accidents that normally occur in construction sites that could cause loss of life, limbs among others.

5.4.2.1.3 Impacts on Water Resources

a) Decreased Water Quality

Increase in suspended particles due to construction works; risk of human contamination from workers could affect the water quality near the project areas and communities. This can also happen from mismanagement of contaminants like oils from construction equipment that might find their ways to natural surface water drains.

b) Public Health

There is potential for diseases resulting from pollution and unsound management of solid waste and effluent from poor sanitation at construction sites, food vendors selling food to construction workers, malaria due to stagnant waters associated with construction works etc.

c) Conflict Over Water sources

The school and the wider community are likely to be inconvenienced if construction activities share limited water sources with them. Queuing at water sources could lead to delays in executing planned tasks by the school students and other members of the school community and members of the wider community.

d) Inadequate Sanitation due to Sharing of Sanitation Facilities

Construction workers sharing sanitation facilities such as toilets with school teachers/students and other members of the community could lead to hygiene challenges and a risk of hygiene related diseases. Contractors will follow the environmental and social measures clauses included in the ESMF and the contract to avoid the use of school's sanitation services.

5.4.2.1.4 Impacts on Soil

a) Soil Erosion/Run Off

This will be as a result of the intensive activities that will be going on in the construction areas especially land clearing. The heavy equipment and machines that shall be used in the construction process will interfere with the soil structure making it loose hence liable to erosion.

b) Solid and Sewage Waste

Solid waste issue is a potential adverse impact that will be as a result of abandonment of litter/construction materials on site. For example: concrete materials, wood, plastics, metals, glass and paper. Sewage waste issue will arise from waste water during storm water runoff, sanitary systems, and improper maintenance of sewer systems, which could end up into the clean domestic water systems and could result in spread of diseases.

c) Hazardous Materials Use/Storage

There may be the need to use hazardous materials during construction. They may include paint; during rehabilitation: fuel tanks, electrical fixtures containing hazardous liquids such as fluorescent light ballasts or transformers, fluorescent lights, reacting chemicals from science labs, among others. These materials can lead to impacts-to life, soils and water. Chemicals used in science labs can form hazardous waste and can be corrosive and explosive if mixed (acids and water, acids and bases) or exposed to high temperature.

d) Demolition Debris: Solid waste will also result from the construction, demolition, rehabilitation of schools, structures and roads. Such waste includes, but are not limited to, concrete and other masonry materials, soil, rock, wood (including painted, treated and coated wood and wood products), wall coverings, plumbing elements, asbestos materials, roofing pieces, and others.

e) Vegetation from Land Clearing: Land used for the construction of new schools will need to be clear of vegetation.

5.4.2.1.5 Impacts on Air Quality

a) Air Pollution

Airborne dust will be caused by excavation, vehicle movement hence engine combustion and materials handling, particularly downwind from the construction sites during the construction phase of the identified sub project activities. Uncovered stock piles of sand and aggregates operations are another source of dust. Air pollution will be further caused by emissions from vehicles and construction machinery. There will be decreased air quality due to dust, suspended particles, hydrocarbon vapours, oxides of nitrogen and sulphur (NOx and SOx) and Volatile Organic Compounds (VOC) among other emissions.

a. Ecosystems

Some animal species are more profoundly impacted by air pollution than others, which in addition to endangering these species, also endangers the biodiversity. Over the long term, air pollution can hurt water quality, soil chemistry, plant species and creating demerging and irreversible change in the ecosystems, workers and local community.

b. Human Beings

Human beings can inhale fine (small) particles generated from improper disposal of E-waste and toxic chemicals from these practices. Fine particles are of particular concern because;

i) They can travel long distances through air from their point of origin thus impacting communities far away from where the pollution was generated;
ii) They bypass the body's respiratory mechanism and can cause a wide range of health problems, chronic, acute and otherwise.

c. Soil

Soil can be contaminated in two primary ways;

i) Through direct contact with contaminants from E-waste or the by products of E-waste recycling and disposal;
ii) Indirectly through irrigation from contaminated water.

5.4.2.1.6 Cumulative and Indirect Impacts

These are impacts which will be caused by combined activities as a result of the implementation of SEQUIP. This will be a result of multiple construction and rehabilitation activities which might have minor impacts but collectively in combination with other factors can cause huge impacts. The cumulative impacts caused by SEQUIP will be on areas such as disruption of vegetation cover, use of water resources, erosion caused by soil disturbance, social cohesion caused by migration and community safety. Individual subprojects under SEQUIP will need to be properly managed to reduce cumulative impacts and apply measures agreed and included in this ESMF and ESCP.

a) Impacts on Resources (Wood for all Aspects of Construction)

The SEQUIP project will involve numerus's construction of new schools as well as rehabilitation all of which might require use of timber and other wood resources for roofing and making of furniture. Construction and use of schools may increase use of firewood by local fundis and students for cooking during operation. Use of firewood during construction and by students during operation may lead to depletion of trees and shrubs which might cause desertification and Carbon dioxide emission in the atmosphere as vegetation cover acts as a sink for greenhouse gases. It is well known fact that vegetation such as trees acts to sequester carbon from the atmosphere through the process of photosynthesis. Carbon dioxide is a known greenhouse gas, and has one of the highest global warming potentials, which contributes to a rise in global average temperature resulting in climate change. Proper arrangements should be put in place to ensure sustainable supply of wood and firewood.

b) Impact on Aquatic Ecosystems

Aquatic ecosystems are found in freshwater water bodies such as lakes, rivers, wetlands, ponds) man-made water retention structures (dams, reservoirs, troughs) and underground aquifers. During implementation of SEQUIP it might happen that a subproject (located close to or leading into natural water sources) is likely to cause impacts on local water resources including (i) eroded soils from construction activities obstruct natural drainage systems and cause effects on the integrity of watercourses, drainage, and sedimentation regime; (ii) paving of surfaces for various school use (vehicle parking areas, students playground) which might increase runoff and exacerbate storm water management of an area; (iii) potential to deplete water resources due to construction activities requirement for water inputs e.g. for mixing, cleaning,

dust suppression etc. and water for drinking and ablution purposes for construction crew. Any disturbance to the water course above will have huge impact on aquatic life leading to ecological disruption. Proper management of water shades located near construction sites will be needed to avoid any impact on aquatic ecosystem.

Environmental Challenges at School Construction in Tanzania.		
Health and Safety Need to improve use of Personal protective equipment Workers need to rear shoes workers need to have insurance Deep excavation by hand Workers need fire extinguishers Workers need training in waste management	**Environmental** Water for construction can be far Water for drinking can be far No fences and animals can get into the school area Land degradation Weather with high temperatures	**Construction and design** Walls do not have columns Roofs and doors are of wood which can be attack by humidity and insects

5.4.2.2 Potential Adverse Social Impacts

The main social risks are labour and working condition for workers, potential for resettlement associated with land acquisition, and potential impacts to vulnerable groups. Other risks include Gender Based Violence (GBV), transmission of diseases and accidents.

5.4.2.2.1 Gender Based Violence (GBV) and Sexual Exploitation and Abuse

Construction works may attract labour movement from different areas, although given the scale and duration of any given construction activity this is expected to be limited. The presence of none-local and local workers could exacerbate the risk of GBV, sexual harassment and/ or other sexual offenses including rape. Construction workers may engage in sexual fraternization and transactional sex in particular with younger women and girls. This can support the spread of Sexually Transmitted Diseases (STDs) including HIV/AIDS. In addition, it can lead to domestic conflicts, GBV and domestic violence at a household level. GBV at the household level can also have an impact on children both physically and emotionally. Women who seek employment may also face sexual harassment including demands for sexual favours before being employed. When employed, women may face continuous and/ or unwanted demands for sex under threat of being dismissed or missing out on other benefits or opportunities such as overtime. In addition, female workers may also be sexually assaulted by their male colleagues. Women and girls in the community and places of work may also face the

risk being subjected to verbal harassment in the form of insults and demeaning comments in addition to unwanted gestures and touches by construction workers. This is a particular risk when rehabilitation of schools is being undertaken and workers are not segregated from pupils.

There is a potential risk of project workers engaging in illegal sexual relations with minors, leading to STDs, HIV infection, teenage pregnancy, early child marriage, illegal and risky abortions, school dropout, etc. This may occur near the construction of new schools especially if they are on the existing routes that minors take to /from their schools or where rehabilitation is being undertaken of an existing school.

5.4.2.2.2 Increase in Sex Workers

Construction workers could increase or create demand for casual sex leading to the emergence or increase in sex work near the construction sites. Sex workers are a key bridging population for STDs including HIV transmission because their customers in many cases have multiple sexual partners and do not routinely practice safe sexual practices. In addition, the presence of construction workers may also result in an increase in transactional sex; whereby women including school girls, exchange sexual favours for food, airtime and lifts to avoid walking long distances.

5.4.2.2.3 Public Health

(a) Increase in Disease Transmission

There is a potential risk that the construction of schools could increase HIV/AIDS prevalence in the project area. This could happen especially through interactions of the locals with the migrant labour. Increase in risk of STDs can occur due sexually transmitted diseases, such as HIV/AIDS due to labour influx, induced sex work and potential sexual relations between migrant workers and women and girls in the community. Any increase in prevalence in STDs is likely to affect the long-term health of the those infected including facing social stigma, worsening socio-economic conditions at the household level etc which can affect communities long after the construction is completed.

Construction can result in the increased transmission of diseases including communicable and vector borne diseases due to a variety of reasons including the presence on a none-local workforce; the creation of breeding grounds for vectors (small pools of water and inadequate waste disposal); pollution of water, poor sanitation and waste management practices, close living conditions of workers and onward transmission to communities, of particular concern are diseases such as malaria, diarrhoea and TB.

(b) Increased Risk of Road Traffic Accidents

During construction phase the movement of vehicles will increase. If not handled properly increased vehicle movements may increase the risk of accidents involving communities, project staff and local fundis. Accidents might also affect children and animals within and surrounding construction areas which might cause conflicts between project workers/truck drivers and the community. The risk to children is particularly high where works are taking place at or near existing schools. Accidents can result in severe injuries including fatalities affecting both the community and workers.

(c) Risk of Accidents and Injuries Due to Site Trespass

During construction site trespass if, not handled properly, may increase the risk of accidents involving communities surrounding construction areas. Accidents might cause conflicts between project workers and the community. The risk to children is particularly high where contraction area is not isolated. Accidents can result in severe injuries including fatalities affecting. To minimize the risk of accidents, safety procedures put in place and enforced by local fundi themselves, under supervision of school construction committee, to ensure that there is restriction to access the construction site.

5.4.2.2.4 Working Conditions

There are a number of issues related to working conditions that will need to be managed throughout the Project. These are summarised below during construction and discussed further (for all stages) in Chapter 9 on Labour Management.

(a) Exploitation of Workers

Project workers such as construction workers face the risk of exploitation, discrimination and other forms of unfair treatment by employers/contractors. This can include being overworked with no compensation, hours of work, rest periods, low wages, contracts and improper provision of necessary working environment and equipment for the works assigned, among others. Local and unskilled labourers involved in construction may have inadequate knowledge of the provisions of Employment and Labour Laws and policies or be willing to waive these rights due to the limited availability of paid employment. Any accommodation provided to workers will also need to be fit for purpose and in line with good practice.

(b) Use of Child Labour and Forced Labour

In most areas of construction child labour has soared due to their vulnerability caused by poor livelihood conditions of their parents. One of the envisaged impacts that might be caused by the SEQUIP is the employment of children by contractors against the World Bank and the country laws and regulations. In most cases child labour is initiated by parents who force their children to work in construction industry to bring money home or to provide community contributions eg the provision of water. Under such circumstances fighting child labour has become difficult due to lack of information and proper data caused by lack of cooperation from the surrounding communities. SEQUIP should ensure that no child is employed in any of its subproject. Forced labour will also be prohibited.

5.4.2.2.5 Social Conflict

(a) Potential Social Conflict Due to Labour

Local residents, especially the youth usually benefit from expanded opportunities for seasonal employment during the construction period of projects in their areas. However, sometimes a local labour force is not available, due to experience required and/or lack of people to be employed from the area. The contractor will then bring labour from outside, who are skilled and sometimes fulltime employees. The presence of these workers could result in potential social conflict between the contractor and the local residents if local skilled and unskilled labour is not utilized or not perceived to be utilised during the construction period. This could lead to demonstrations, damage to property, stoppage of the works, and sometimes violence towards the contractor and his employees. Social conflict can also result due to increased alcohol consumption, use of sex workers, etc which do not align with (local) cultural norms.

(b) Impact of Immigration/ None Local Workers

The presence of migrant labourers or non-local workers might cause degradation of culture and morality, safety and security and loss of work and economic opportunities to locals. The presence of migrant labourers may also affect the community through the increase in prices of rent, food and other commodities.

(c) Increased Alcohol and Drug Abuse

The presence of migrant construction and other project workers in the community may lead to the emergence of small business hubs with kiosks for selling foodstuffs, cigarettes, alcohol, etc to serve the workers and other members of the community who may have increased disposable incomes. These business hubs may also engage in selling illegal drugs or alcohol to project workers and other members of the community.

The overall effect may be an increase in consumption of alcohol and illegal drugs in the community.

(d) Increase in the Prices of Goods and Services in the Community

Increased demand by migrant labour may affect the local economy positively for producers and providers of some goods and services. This may lead to raise in prices of rent, food and other commodities. This may negatively affect other households who have a fixed income or those who are already barely managing to survive.

5.4.2.2.6 Disruption of Schooling

School children who live near construction sites are more likely to be absent from school many times or may perpetually report late to school because of engaging in petty business activities of vending food and other items to construction workers to increase household incomes.

5.4.2.2.7 Universal Access for People with Disabilities

There is a risk that buildings to be constructed will not be easily accessible by or user friendly for People with Disabilities (PWDs) if ramps and other facilities are not catered for. Furthermore, disabled children at schools where construction activities are being undertaken may be at greater risk of accidents.

5.4.2.2.8 Land Use

(a) Land Acquisition and Involuntary Resettlement

The construction of new schools and potentially the extension of existing schools will require land acquisition. Depending on the location of the school, this land may already be used by the community or households for a range of uses (housing, economic activities, grazing land, businesses etc). Furthermore, the tenure status of such households may be variable. Where land is acquired this may result in the physical and or economic resettlement of households with associated impacts including loss of shelter and livelihoods. There is also the potential risk that the community may resist land acquisition and involuntary resettlement as a result of site selection for school construction if there is no effective stakeholder engagement about the project. This might result in increase of grievances or delays in project implementation.

(b) Conflict over Siting and Use of Land

There is a risk of conflict within the community during site selection when the construction of new school involves more than one village/ mtaa or where there are competing claims to the land. This may lead to poor community participation on project as a result of decreased community ownership by some or all people including vulnerable groups.

(c) Exclusion from Benefits Over Siting

There is a risk of exclusion of certain groups, such as Vulnerable Groups depending on the location of schools within the LGAs. While a baseline needs assessment will be undertaken to identify where schools are needed within any given LGA schools need to be sited to ensure equitable access and improvements for all members of the community to avoid exclusion or discrimination. Alternatively, Vulnerable Groups may oppose the construction of secondary schools in their villages if they do not fully understand the benefits and need.

5.4.2.2.9 Damage to Cultural Heritage

Inappropriate siting of schools as well as construction (excavation) activities could result in damage to cultural heritage. While internationally and nationally protected sites are well documented and can be avoided this may not be the case with locally important sites. Poor site selection could result in loss of locally important cultural sites, loss of access or a change in the 'sense of place' of a site. Such sites may not be known to all members of a community and or the village council in particular in districts where vulnerable groups are present.

5.4.3 Operation Phase / Throughout the Project

During the operation phase of the SEQUIP, several potential negative effects could occur in the environment and users (students, teachers, communities). It is necessary to consider these impacts so that the GoT takes provisions to implement measures to reduce impacts and increase the sustainability of the infrastructure build in the project (new and expanded[22] schools) that can last many years serving the students, been safe, durable (built with the best materials and standards) and are maintained in good conditions in the future. Therefore, many of the following measures will be responsibility of the SEQUIP team while the project is under implementation, and later will be responsibility of the PO - RALG and the LGAs to allocate enough resources to

[22] Per Bank ESF definition: rehabilitation of an existing infrastructure

the schools to be able to do basic maintenance to these new and expanded schools through annual budgets allocation for LGAs.

The World Bank Safeguard Policies requires to define an ESM Plan for maintenance (operation) this is important in order to maintain the schools functioning for many years. Important topics are: waste management, water quality measurement, water storage, hazardous waste from the science labs, toilets repairs. The Capitation Grant disbursed, by the Government, to each school sets aside funds for school maintenance based on the Capitation Grant Guidelines. This guarantees effective maintenance and functioning of schools for many years.

If these measures are not followed, the deterioration will happen, and the indirect and direct impacts will affect the most vulnerable – the students. Consequently, this ESMF is prepared as part of the due diligence of project preparation.

5.4.3.1 Potential Adverse Environmental Impacts

For the operations phase, the GoT will implement all measures and plans agreed in this ESMF and the ESCP, including Environmental and Social Management Plans (ESMPs) and Health and Safety minimum protocols (fire, accidents, earth quakes, flooding, among others).

The ESF requires the project to identify in the ESMF the potential risks and impacts that the project could lead or be affected during operation stage (period when the schools will be used by students and teachers).

1- Solid Waste Management

Proper solid waste disposal in schools possibly will be a challenge as there might be no collection services in rural areas or isolated communities. Burning of wastes can cause respiratory problems through breathing of toxic fumes (furanes). Therefore, it is important for schools to develop solid waste management plans for proper solid waste management. Solid waste management procedures will be orientated to program implementers, including Head of Schools. Poor management of rubbish could attract wild fauna closer to the school or can contribute to the spread of vector-borne diseases.

Domestic waste- may be generated at school by students, teachers and visitors. This can include, food residues, paper, plastics (bottles), metal (cans), glass (empty bottles of chemicals), wood, etc. This waste can contaminate land, water and student's health if improperly disposed.

Hazardous waste [23]-may be generated for instance by the use of science labs (chemical discharge in the sinks or ground), and disposition of electronic (batteries, printers, computers) equipment.

5.4.3.1.1 Generation of Electronic Waste

Electrical and electronic equipment contain different hazardous materials, which are harmful to human health and the environment if not disposed of carefully. While some natural occurring substances are harmless in nature, their use in the manufacture of electronic equipment often results in compounds, which are hazardous (e.g. chromium becomes chromium VI). Some electronic equipment and IT systems will be installed by the project.

Improper and indiscriminate disposal of E-waste by the schools is likely to lead to the increase of informal waste disposal centers in neighbourhood. This will exacerbate the problem of E-waste where informal E-waste handlers, refurbishes or recyclers are exposed to the adverse health impacts, because of lack of personal protective equipment and skills to dismantle the wastes. SEQUIP and subprojects will follow the national waste and hazardous legislation and regulations.

5.4.3.1.2 Inadequate Water supply, Hygiene and Sanitation at schools

School water, sanitation and hygiene (WASH) facilities are lacking in many schools in Tanzania. This situation reduces the cognitive function of students and increases days missed from school. Because of inadequate school WASH, many students are therefore not meeting their learning potentials.

Water supply for drinking- SEQUIP will support selection of proper source of water supply and installation for connection in schools that do not have water supply for the drinking. Community to agree on the sources of water to be used.

Water quality- in order to reduce incidences of waterborne diseases such as diarrhoea, cholera, among others, SEQUIP will monitor the water quality as required by national regulations and the ESMF and will liaise with water agencies for the purpose of water quality control.

[23]

Water pollution- superficial waters (streams, rivers, springs) could become contaminated from improper sanitation connections and waste disposal. Some important waste can be from the science labs which hold acids (sulfuric and hydrochloric acids, bases and other corrosive and dangerous chemicals).

Sanitation – in avoiding improper location of toilet close to the classrooms or clean up that can generate unpleasant odours and health issues to students and taking into consideration that some schools may be overcrowded. SEQUIP will install toilets and a WASH system which will improve school sanitation.

5.4.3.1.3 Air Pollution

At the operation phases, there is a potential for certain equipment to generate emission hence degradation of air quality that can affect the health of the students and laboratory workers with the risk of chronic respiratory infections. The improper disposal of E-waste through incineration is likely to lead to atmospheric pollution through the release of toxic and noxious gases in the atmosphere. Combustion from burning domestic waste mixed with plastics and other materials creates fine particulate matter, which is linked to pulmonary and cardiovascular disease.

5.4.3.1.4 Emergencies

During operation, the schools build could confront different emergencies due to different hazards and conditions that can lead to emergencies and injuries to students and teachers. The environmental and social experts will prepare, in coordination with the LGA responsible of the school, an emergency plan to be use in the operation (use) stage. However, without periodic inspections of the risks (fires) will continue and grow over time. The emergency plan will consider the following hazards:

Fires: fires could occur in boarding schools because of open cooking on the ground, use of candles or kerosene lamps to study by students in dormitories; use of chemicals or improper disposal in science labs, electrical shock. Fires in schools have caused fatal accidents previously in Tanzania (Malyatangasi, 2017[24]).

[24] https://www.reuters.com/article/idUSLN252169
Malyatangasi, Zedekian. 2017. AN INVESTIGATION OF THE IMMEDIATE CAUSES OF FIRE DISASTERS IN BOARDING SECONDARY SCHOOLS IN TANZANIA. European Journal of Education Studies. 3(12): 479 https://zenodo.org/record/1134695#.XT3Ca7xKhPY

Earthquake: designs of the school need to meet international safety construction measures to avoid failure during natural hazards. Environmental and social experts will work with the construction team in ensuring safety in the planning, design and construction stages.

Attack for wildlife or domestic animals: some schools are in open rural areas and difficult to fence out animals entering the school area.

Infrastructure: in rare cases any wall, beam, or structural element in the school could fall and cause injuries that need immediate attention.

Contamination: different vectors can cause immediate health issues that can affect a large number of students. The emergency plan will consider to quickly attend this issue. A first aid kit will be present at school and a training program will be offered by the environmental and social experts.

5.4.3.1.5 Efficient Use of Natural Resources

The project will use mining material (rock, sand, cement), wood (scaffolding, roofing, chairs, tables, etc), water, and other materials for construction. Poor quality materials (for example used of wood for doors and roof beams) can rot over time or be attacked by insects, bacteria, etc. This can decrease the hygiene of toilets. Insect pests can attack wood materials and lead to water leakage or affect durability of roof and doors, which will affect the use by the school. For example, termite damage of buildings can have significant effects which can weaken the roofs and these can eventually lead to costly repairs and structural failure[25]. Where wood is used, SEQUIP will need to implement an integrated pest control plan (ESS3) to ensure that wood will be treated during installation and periodically to prevent infestation. Treatments should be safe for the students, teachers and the environment.

5.4.3.2 Potential Adverse Social Impacts

5.4.3.2.1 GBV/ SEA of Pupils Travelling to and in Schools

During operation, the potential risk of girls to engaging in transactional sex (in exchange for gifts and transport) or be subject to sexual abuse including rape remains a risk; especially in relation to transportation to schools, AEP facilities and in hostels. However, the increase in number of schools will improve the safety of students as some

[25] Termites attack are well known in Africa (Ghaly, A. and Edwards, S. 2011).

SEA and GBV cases result from long distance to and from schools, and therefore, having schools close to community residences will have positive impact on minimizing these incidences. Within schools and AEP facilities the risk also remains of girls being subject to GBV or SEA from teachers or other pupils. In addition, the safe schools program includes an element that addresses safe passage to schools.

5.4.3.2.2 Gender Based Violence (GBV)

During operation of schools, women teachers may face sexual discrimination and harassment in the workplace.

5.4.3.2.3 Potential for Conflict about School Operations

SEQUIP project will be implemented in the whole country staring with few selected districts and wards. Some of the schools might be constructed in village areas where a native ethnic group might oppose the operation of the school because it goes against their traditional practices. In areas occupied by the Vulnerable Groups girls and boys are required to take care of the cattle or contribute to running the household instead of going to school. The provision of quality education by constructing better schools might therefore face resistance. Although the government has unified guidelines on how secondary schools should be run based on the area it will be important to maintain integrity and clarity during project preparation and implementation so as to reduce unnecessary conflicts.

5.4.3.2.4 Labour and Working Conditions

In order to implement the Project a range of workers will be required including:

- Direct Workers: who will be engaged directly to implement the Project including in the SCT, teachers in schools and AEP facilities.

- Contracted Workers: people employed or engaged to perform work related to core functions this will include organisations involved in capacity building, implementation of the safe schools program, DLI verification and monitoring.

The labour and working conditions of these groups will need to be in line with the relevant requirements of ESS2 and national law in order to avoid labour abuses associated with the Project.

5.4.3.2.5 Monitoring System

The implementation of an ICT enabled monitoring system is required to better track girls (and boys) at risk of dropping out so that targeting interventions can be provided. However, any such system raises concerns about data protection and privacy if the information is used for other means or made available outside of its intended use.

5.5 Environmental and Social Management Plan for Preventing and Reducing Impacts

5.5.1 Anticipated Environmental and Social Impacts and Proposed Prevention and Mitigation Measures

Impacts expected as a result of the implementation of the activities under the SEQUIP will be managed through an Environmental and Social Management Plan (ESMP). Table 9 below specifically outline the proposed measures that will be undertaken at different stages of the sub-project (planning, design, procurement, construction and post-construction) and in relation to Components 1 and 2 in order to avoid, minimize or mitigate adverse environmental and social impacts to acceptable levels.

5.5.2 Prevention and Mitigation Measures

With regard to risks and impacts where the project activities are not expected to cause significant impacts in such cases, best practice measures and mitigation have also been recommended where appropriate to improve the environmental and social performance of the project. In cases where the effectiveness of the mitigation is uncertain, monitoring actions will be implemented.

5.5.3 Proposed Prevention and Mitigation Measures

The most important action to prevent and mitigate all potential negative impacts to the environment and the communities is that SEQUIP has a solid team of environmental and social specialists responsible of the overall support of the project implementation from the bottom up to the national coordination in MoEST and PO-RALG. The ESMF describes in Chapter 6 and 7 the institutional arrangements (staffing and budget) agreed with GoT and the World Bank teams for the proper management, supervision and monitoring of the project.

The prevention and mitigation measures have been designed in order to avoid, minimize, reduce or mitigate negative environmental and social impacts at the project level during the preconstruction, construction and operating stages. The proposed measures and others that are identified at the screening and evaluation at the subproject level will be included as environmental and social technical clauses for contractors to comply (Annex 11).

SEQUIP will also prepare an emergency plan for both construction and operation stages for attending emergencies that poses an immediate risk health, life, property, or environment, such as fires, explosions, flooding.

Table 9: Proposed Prevention, Mitigation and Compensation Measures for Potential Environment and Social Impacts.

PRE-CONSTRUCTION			
Impacts	**Environmental & Social Standard Main Legislation**	**Description of Mitigation Measures**	**Responsible for Implementing Measures**
Physical Environment			
Soil and Land Degradation and Biodiversity	EMA, 2004 ESS6	• Proper site selection to avoid sloppy land • Minimize land forest (vegetation) clearing areas as much as possible to avoid unnecessary exposure of bare ground to the elements of the weather.	• Council Land planning officer • Council Environmental Management Officers
Scarcity of Water Resources	EMA, 2004 Water Supply and Sanitation Act, 2009 ESS3	• Analysis of the Water supply for school and construction. • Study of the Water balance and water quality. • An expert will be engaged prior approval of woks to prepare a rapid water resources evaluation as requested by the ESS3 – describe in this ESMF. • Water quality: rainwater harvesting will be analysed to comply with national water drinking quality standards or those of the WHO • Schedule construction to reflect period there is enough water available. • Groundwater sources should be preferred; with protection and pump and follow national regulations and the ESMF measures to protect life and water source.	• SCT • Council Water Engineer
Loss of Flora, Fauna	EMA, 2004	• The pre-construction surveys should identify	• Land planning Officers

PRE-CONSTRUCTION			
Impacts	**Environmental & Social Standard Main Legislation**	**Description of Mitigation Measures**	**Responsible for Implementing Measures**
and Habitat	ESS6	existing ecologically sensitive areas that the project should avoid these resources. • Avoid unnecessary exposure and access to sensitive habitat areas. • For identified or suspected sensitive habitats (swamps/ wetlands), relevant authorities on wildlife should be engaged, and regular inspection or monitoring should be carried out in the area prior to start and during work.	• Environmental Officers
Ensure Safety	ESS1	• Standard drawing will ensure safety of school	• STC • Engineers, Environmental and Social Officers
Waste Management	EMA ESS3	• When the project will purchase equipment, such as computer equipment/tablets/printers etc, will ensure the contractor will collect all waste (boxes, plastics, etc) and ask to retrieve from School and given to recycling group • Paper and carton material will be recycled and nor burned.	• Environmental officer
Social Issues			
Non-user-friendly buildings for PWDs	Persons with Disability Act, 2010 ESS4	• All constructions/installations supported by the project components will be considered in the design's: ramps and other special facilities such as	• Architect/design team/Contractor/ Local fundis

PRE-CONSTRUCTION			
Impacts	**Environmental & Social Standard Main Legislation**	**Description of Mitigation Measures**	**Responsible for Implementing Measures**
		toilets to facilitate access and use by PWDs.	• SCC • LGA Community Development Officer
Land Use	Land Use Act ESS5 ESS7	• Screening of sites to avoid and minimise potential for displacement or conflict over land use using Checklist 1 to determine initial risk of resettlement (and potential need to look at alternative sites) and Checklist 2 to determine if a RAP is needed. • Identification of vulnerable groups (ESS7) with an interest in the land using Checklist 1 and 2. • Development and implementation of a RAP in line with the RF and VGPF (including Free Prior and Informed Consultation) where relevant.	• SCC • LGA Community Development Officer
Vulnerable Groups	ESS7	• Screening of sites to determine the presence of vulnerable groups and their use of the proposed site using Checklist 1 (early identification) and Checklist 2 to determine need for VGP • Development of Vulnerable Groups Plan in line with the requirements of the VGPF. • Construction of new schools and rehabilitation of existing schools should be based on need (as determined by the baseline assessment) without discriminating against LGAs with VGs.	• SCC • LGA Community Development Officer • SMPC
Impacts on Cultural	Antiquities Act, 1964	• The pre-construction surveys should identify	• SCC

PRE-CONSTRUCTION			
Impacts	**Environmental & Social Standard Main Legislation**	**Description of Mitigation Measures**	**Responsible for Implementing Measures**
Heritage	ESS8	cultural heritage resources that the project should avoid.	• LGA Community Development Officer • LGA Environment Officers

CONSTRUCTION			
Impacts	**Environmental & Social Standard Main Legislation**	**Description of Mitigation Measures**	**Responsible for Implementing Measures**
Social Issues			
Gender Based Violence (GBV) and Sexual Exploitation and Abuse (SEA) Pending been reviewed by a GBV expert	Employment and Labor Relation Act 2004 (ELRA, 2004) Law of the Child Act (2009) ESS2 ESS4	• Contractors (fundis) to be provided with a code of conduct (CoC) as part of contracting documentation which will include provisions related to GBV and SEA including clauses related to children. • Develop and implement a national level GBV Action Plan with an Accountability and Response Framework as part of the POM. The GBV action plan will follow guidance on the World Bank's Good Practice Note for Addressing Gender-based Violence in Investment Project Financing involving Major Civil Works (Sept 2018). • The GBV action plan will include how the project will ensure necessary steps are in place for:	• SCT • Contractor/ Local fundis • SCC • LGA Social Welfare Officer

CONSTRUCTION			
Impacts	**Environmental & Social Standard Main Legislation**	**Description of Mitigation Measures**	**Responsible for Implementing Measures**
		• Prevention of SEA (PSEA): All workers and stakeholders will be trained SEA and sexual harassment responsibilities related to the CoC and consequence for none compliance, ahead of any project related works. • Response to SEA: GRM operators,, SEA focal points (such as member of the village council and SCC) and safeguards specialists (LGA and National level) will be trained on how to receive and respond to GBV, SEA or harassment complaints to protect the rights of the survivor. • Implementation of the Action Plan within each district. This will include will identification of relevant government agencies and/ or NGOs in the district who can provide survivors of GBV and exploitation and abuse and harassment, access to survivor centred services such as medical care, psychosocial support, legal redress, safety, etc as and when necessary. • Management and Coordination of PSEA: Development of policies/ contractual requirements related to SEA, including investigation and disciplinary procedures. • Training for all project management; management	

CONSTRUCTION			
Impacts	**Environmental & Social Standard Main Legislation**	**Description of Mitigation Measures**	**Responsible for Implementing Measures**

		for coordination mechanism for case oversight, investigations and disciplinary procedures by relevant government agencies and the Gender Specialist.
		• Sensitization and awareness campaigns to the contractors should be undertaken prior to the start of construction to promote gender equity in employment during the construction works.
		• Where construction work takes place at an operating school, contractors will be forbidden from interacting with the students or using student toilets. This will be enforced by SCC.
		• Provision of gender disaggregated data, separate bathing, changing, and sanitation facilities for men and women at the construction site. (need to be revised)
		• Impose zero tolerance on sexual harassment, all forms of gender-based violence and discrimination at all phases of the project.
		• Community Engagement should be undertaken including:
		  • Development of information and education materials on GBV, SEA and sexual harassment to be distributed near construction sites.
		  • Community outreach to women and girls about	

CONSTRUCTION			
Impacts	**Environmental & Social Standard Main Legislation**	**Description of Mitigation Measures**	**Responsible for Implementing Measures**
		PSEA. • Inform school authorities, parents, women and girls near construction sites about the need to pay special attention to child protection in light of any labour in-migration. • Ensure visibility of signage and information, education and communication materials on such issues in the construction sites and community.	
Sexual Harassment	Employment and Labor Relation Act 2004 (ELRA, 2004) ESS2	• Enforcement of national law in relation to sexual harassment in the work place. Worker contracts and CoC will include clear provisions against sexual harassment in line with national law. • The SCC and village council will include trained personnel to manage any complaints associated with sexual harassment. • Ensure that women are given equal employment opportunities during recruitment and job postings.	• Contractor/ Local fundis • SCC • LGA Social Welfare Officer
Transmission of STDs including HIV/AIDS	OHS, 2003 ESS4	• A program on HIV prevention and response targeting workers will be put in place at every construction site • Construction workers should be educated to adhere to basic rules with regard to protection of public health, including hygiene and disease prevention. • Establish a partnership with local wellness centers	• Contractor/ Local fundis • SCC LGA Community Development Officer

CONSTRUCTION			
Impacts	**Environmental & Social Standard Main Legislation**	**Description of Mitigation Measures**	**Responsible for Implementing Measures**
		including hospitals, ARV centers and NGOs near the project area to implementing or extend HIV/AIDS prevention and response programs. • As part of the Code of Conduct the use of sex workers by contractors will be forbidden.	
Transmission of Communicable and Vector Borne Diseases.	ESS4	• Construction workers should be educated to adhere to basic rules with regard to protection of public health, including hygiene and disease prevention. • Worksites will be well maintained to avoid the creation of breeding sites for vectors. This will include to avoid the construction of small pools of water (mosquitos), waste (rodents) etc. which contribute to diseases transmission. (water should be stored in containers) • Contractors will have access to potable water and adequate sanitation facilities to prevent disease transmission.	• Contractor/ Local fundis • SCC • LGA Community Development Officer
Exploitation of Workers	Employment and Labor Relation Act 2004 (ELRA, 2004) ESS2	• Local skilled and unskilled labour within the project area will be recruited as far as possible. • Ensure that all workers have contracts with terms and conditions that are consistent with national labour laws and policies as well as ESS2. • Every worker should be trained on as well as sign a Code of Conduct as an annex to the employment	• Contractor/ Local fundis • SCC • LGA Community Development Officer

CONSTRUCTION			
Impacts	**Environmental & Social Standard Main Legislation**	**Description of Mitigation Measures**	**Responsible for Implementing Measures**
		contract – covering issues such as zero tolerance of unacceptable conduct in the community and GBV, sexual harassment, sexual exploitation and abuse of children, etc • Facilitate workers to be aware of the school construction committees to channel their concerns/grievances.	
Child and Forced Labour	Employment and Labor Relation Act 2004 (ELRA, 2004) ESS2	• Ensure no children are employed on site in accordance with national labour laws and ESS2 (No students should be engaged in fetching water for construction works or otherwise providing community contributions) • All workers should be able to demonstrate their age by use of national identity cards or other documentation. • Inform communities and stakeholders that the use of child labour/ students (including for community contributions) is not permitted on the project. • All workers must have an employment contract, be paid for their work and have the right to resign if they wish.	• Contractor/ Local fundis • SCC • LGA Community Development Officer
Impacts on Human Health and Safety	OHS, 2003 ESS4 ESS2	• Contractor shall maintain records and make reports concerning health, safety and welfare of persons, and damage to property at all times or as the District Engineer may reasonably require	• Contractor/ Local fundis • SCC • LGA Community Development Officer

CONSTRUCTION			
Impacts	**Environmental & Social Standard Main Legislation**	**Description of Mitigation Measures**	**Responsible for Implementing Measures**
		• Appropriate notices and warning signs will be erected around working areas and public areas to warn surrounding community of any danger or risk. • Cover trucks carrying construction materials such as sand, quarry dust, laterite with tarpaulin or appropriate polythene material. • Except for areas secured by fencing, all active construction areas will be marked with high-visibility tape to reduce the risk accidents. • All open trenches and excavated areas will be backfilled as soon as possible after construction has been completed and fenced/ barricaded while open. • Adequate sanitary facilities will be available for workers and open range defecation will not be tolerated. • Contractors are responsible to fully apply the Environmental, Health, and Safety Guidelines (EHSG) of the World Bank. • District Engineers and Environmental Officers will be responsible for supervising works to avoid impacts on health and safety. • The construction site shall be barricaded and provided with security at the access gates to reduce potential accidents and injuries to the public.	• LGA Environmental Engineer

CONSTRUCTION			
Impacts	**Environmental & Social Standard Main Legislation**	**Description of Mitigation Measures**	**Responsible for Implementing Measures**
		• All construction and other workers will be instructed on the safe methods pertaining to their area of work to avoid injuries. • Annex 11 E&S clauses for civil works contractors includes further detailed requirements on OHS	
Social Conflict	OHSA, 2003 ESS4 ESS2	• Local skilled and unskilled labour within the project area will be recruited as far as possible. • Every worker should be trained on as well as sign a Code of Conduct as an annex to the employment contract – covering issues such as zero tolerance of unacceptable conduct in the community, alcohol and drug use, use of sex workers, purchase of goods from students etc • Communities should be advised to raise any concerns regarding the behaviour of none local workers through the School Construction GRM for resolution. • The prices of goods and services should be monitored to determine if there is any substantive change in prices. • School heads and the SCC should work with parents to minimise the number of school children engaging in petty business activities. • Training will be developed and implemented on non-discrimination to minimise the potential for	• Contractor/ Local fundis • SCC • LGA Community Development Officer

CONSTRUCTION			
Impacts	**Environmental & Social Standard Main Legislation**	**Description of Mitigation Measures**	**Responsible for Implementing Measures**
		discrimination in project implementation. Such training will explicitly address common reasons for discrimination grounded in unconscious and conscious bias, disability, albinism and any other social factors.	
Impacts on Cultural Heritage	Antiquities Act, 1964 ESS8	• The Project should implement a Chance Find Procedure (CFP) and reporting system to be used by contractors in the event that a Cultural heritage feature is encountered. • See sample Chance Finds Procedure in Annex 9 in the event that cultural heritage is discovered	• Contractor/ Local fundis • SCC • LGA Community Development Officer • LGA Environment Officers
Water Resources			
Conflict on Water Use	Water Supply and Sanitation Act, 2009 ESS3 ESS4	• Make use of existing Water Users Association to minimize conflict with residents • Manage use of piped water and other water sources mainly used by local people • Obtain water abstraction permit from the relevant authorities, and other relevant agencies that manage water resources in the area. • Explore other alternative sources of water like groundwater. Where possible the project to facilitate construction of water well/boreholes. • Ensure that water sources are consulted and agreed	• Contractor/ Local fundis SCC • LGA Community Development Officer • District Water Officers

CONSTRUCTION			
Impacts	**Environmental & Social Standard Main Legislation**	**Description of Mitigation Measures**	**Responsible for Implementing Measures**
		with local stakeholders.	
Pollution of Water	EMA, 2004 Water Supply and Sanitation Act, 2009 ESS3	• No garbage or refuse, waste oils should be discharged into drains or onto site grounds. • Incorporate erosion control measures during construction at the site • Fuel storage tanks or sites should be properly secured to contain any spillage. • Maintenance, re-fuelling and cleaning of equipment should NOT be done anywhere at construction site but at a designated area or garage • The design will incorporate oil sumps at the parking areas to isolate oil spills from parked vehicles that might spill to the storm drains • Toilet facilities should be provided for construction workers to avoid indiscriminate defecation in nearby bush or local water bodies. • Pit latrines, urinals and showers (dormitories in board schools) location will be selected to avoid contamination of groundwater.	• Contractor/ Local fundis • SCC
Underground Water Pollution from Waste Water	EMA, 2004 Water Supply and Sanitation Act, 2009 ESS3	• Construct proper waste water disposal facilities according to design standards. • Immediate clean up of local spillage to soil.	• Contractor/ Local fundis • SCC
Erosion of School Areas	EMA, 2004	• Avoid construction work during heavy rains	• School Construction

CONSTRUCTION			
Impacts	**Environmental & Social Standard Main Legislation**	**Description of Mitigation Measures**	**Responsible for Implementing Measures**
	ESS6		Committee SCC • Contractor/ Local fundis
Generation of Solid Waste	EMA, 2004 ESS3	• Establish a waste management plan for disposal of debris/ garbage at the site. • Regular collection and disposal of garbage. • Clean storm water drains to minimize clogging • Train teachers and students on solid waste management at school. • Provision of separate collection bins for biodegradable and non-biodegradable waste at the construction site Conduct awareness on need of appropriate waste management practices including reduction, reuse, recycle, segregation, treatment among others. • Final disposal should be at approved dump sites by the local government. • Disposal of hazardous wastes will follow national regulations and the requirements of the World Bank EHS guidelines • No burning of waste will be allowed.	• Contractor/ Local fundis • SCC • Environmental Officers
Generation of Hazardous Waste, including Oil and Fuel Wastes	EMA, 2004 ESS3	• Proper storage and handling of fuels, oil, and other potentially hazardous materials as well as a plan for containment and clean-up of accidental spills into the aquatic environment. • No solid waste, fuels or oils should be discharged on	• Contractor/ Local fundis • SCC • Environmental Officers

CONSTRUCTION			
Impacts	**Environmental & Social Standard Main Legislation**	**Description of Mitigation Measures**	**Responsible for Implementing Measures**
		land surface, into drains or streams • Spent or waste oil from vehicles and equipment should be collected and temporarily stored in drums or containers at site. • Waste oil should be disposed of by approved agents by the environmental or local authority	
Vegetation Cutting	ESS6	• Contractor will cut only trees if have been agreed with the local school board and the environmental officer • Vegetation clearing will be done to reduce damage of native vegetation and habitat of local species. • A vegetation restoration plan will be implemented with support of local contractor, school and teachers so the school can benefit from shade, fruits and greening.	• Contractor/ Local fundis • SCC • Environmental Officers
Impact on Wild Fauna	ESS6	• Contractors will not hunt or fish in the project area • Contractor will not collect fauna or flora for commercial interest and illegal trade. • Contractors will not leave food that can attract wild or domestic animals	• Contractor/ Local fundis • SCC • Environmental Officers
Pest Impact on Wood	ESS3	• Pest management control will use chemical solutions and pesticides according to the WHO guidelines[26]	• SCC

[26] https://www.who.int/whopes/resources/9789241510417/en/

CONSTRUCTION			
Impacts	**Environmental & Social Standard Main Legislation**	**Description of Mitigation Measures**	**Responsible for Implementing Measures**
			• Environmental Officers
Health and Safety	EMA, 2004 OHS Act 2003 ESS2	• Construction workers will be provided with adequate Personal Protective Equipment (PPE) including, high-visibility vests, safety boots, earplugs, gloves etc. and enforce their use.	• Contractor/ Local fundis • SCC • Environmental Officers
Occupational Health and Safety	EMA, 2004 OHSA 2003 ESS2	• Project sites should be fenced/hoarded off from public view during construction. • Good house-keeping at construction sites should be ensured. • When possible fence the school compound.	• Contractor/ Local fundis • SCC
Air Pollution	EMA, 2004 Water Supply and Sanitation Act, 2009 ESS3	• Regular watering of the construction site • Cover construction materials during transportation • Provide adequate and proper PPEs to construction workers on the site; • Proper site management through regular cleaning including wet sweeping of the surfaces that produces a lot of dust particles; • Transport of construction material should follow the contract environmental clauses which include covering the load trucks. • Hoarding the site with netting/sheet fabric cloth to prevent excess dust blowing from the construction site area. • Construction traffic speed control measures should be	• Contractor/ Local fundis • SCC • Environmental Officers

CONSTRUCTION			
Impacts	**Environmental & Social Standard Main Legislation**	**Description of Mitigation Measures**	**Responsible for Implementing Measures**
		enforced on unpaved roads to schools (speed limits through communities should be ≤50km/hr on unpaved roads to schools and near or at project site should be ≤30 km/hr). • Engines of vehicles/trucks and earth-moving equipment should be switched off when not in use.	
Noise and Vibration	EMA, 2004 ESS3	• Contractors to use equipment and vehicles that are in good working order and well maintained. • Contractors will be required to implement best driving practices when approaching and leaving the site (speed limit of ≤30 km/hr) to minimize noise generation. • Construction activities should be carried out only during the day to avoid noise to the residents • Engines of vehicles/trucks and earth-moving – equipment should be switched off when not in use.	• Contractor/ Local fundis • SCC • Environmental Officers
Road Traffic Accidents and Safety	Road Traffic Act ESS4	• Contractors will comply with driving licences and transit requirements • Contractors will install safety signs as in the construction area and in access roads in at least 5 km from project site as described in the contract environmental/social clauses (Annex 11).	Contractor/ Local fundis SCC LGA Community Development Officer LGA Environmental Officers

CONSTRUCTION			
Impacts	**Environmental & Social Standard Main Legislation**	**Description of Mitigation Measures**	**Responsible for Implementing Measures**
		• As part of engagement activities prior to construction, stakeholders will be advised as to the proposed vehicle routes. • Contractors will be required to abide by Tanzania law in relation to vehicle movements in particular in relation to vehicle maintenance, speed limits, use of mobile phones and use of drugs and alcohol. • Where construction activities are undertaken at operating schools, vehicle movements will avoid school opening and closing times when pupils are in transit. • A School Construction GRM will be established to accept any complaints related to vehicle movements to improve road safety	
Occurrences of Emergencies	EMA 2004 OHSA 2003 ESS3	• Preparation of an emergency plan for attending emergencies that poses an immediate risk health, life, property, or environment • Installation of fire extinguisher and smoke detectors in the school, dormitories and science labs. • Training to treat emergencies	• Contractor/ Local fundis • SCC • Environmental Officers • SCT

CONSTRUCTION			
Impacts	**Environmental & Social Standard Main Legislation**	**Description of Mitigation Measures**	**Responsible for Implementing Measures**
Cumulative Impacts	ESS1 and EMA 2004	• Preparation of a Restoration plan to protect water sources and increase environmental education at schools • Preparation of a Waste management plan to reduce pollution and increase school and surrounding public health	Construction- the contractor and the School Construction Committee Operation- the new school and students and teachers

OPERATION			
Impacts	**Environmental & Social Standard Main Legislation**	**Description of Mitigation Measures**	**Responsible for Implementing Measures**
Social Issues			
Gender Based Violence, Sexual Exploitation and Abuse and Zero Tolerance for Sexual harassment	Employment and Labour Relation Act 2004 (ELRA, 2004) ESS2	• Prevention of SEA (PSEA): All staff at schools and AEP facilities will be trained on GBV, SEA and sexual harassment, responsibilities related to CoC and consequences for non-compliance. • PSEA: Schools and AEP facilities will as part of the safe school's program develop codes of conduct which will include provisions related to GBV, SEA and sexual harassment and will be signed by all staff. • Response to SEA: School GRM operators/ guidance counsellors and community focal points will be trained on how to receive and respond to GBV, SEA or harassment complaints to protect the rights of the survivor. • Each district will identify relevant government agencies and/or NGOs in the district who can provide survivors of GBV, SEA and sexual harassment access to survivor centred services such as medical care, psychosocial support, legal redress, safety, etc as and when necessary • Management and Coordination of PSEA: Development of policies related to SEA,	• School Heads • District Health Officers • LGA Community Development Officer

OPERATION			
Impacts	**Environmental & Social Standard Main Legislation**	**Description of Mitigation Measures**	**Responsible for Implementing Measures**
		including investigation and disciplinary procedures at operational schools/ AEP facilities to be overseen by LGAs; • Impose zero tolerance on all forms of gender-based violence and discrimination. • Implementation of the Safe Schools element of the Project to provide girls with life skills training. • Enforcement of national law in relation to sexual harassment in the work place. Sensitize workers on dangers and consequences of sexual exploitation and abuse and sexual harassment. • Ensure that women are given equal employment opportunities during recruitment and job postings.	
Conflict over issues related to Schools Operations	Water Supply and Sanitation Act, 2009 ESS3	• Make use of existing Water Users Association to minimize conflict with residents. • Manage use of piped water and other water sources mainly used by local people • Obtain water abstraction permit from the relevant authorities, and other relevant agencies that manage water resources in the area. • Explore other alternative sources of water like groundwater • Ongoing engagement with the community near the school regarding operations, attendance issues etc to	• SCC • LGA Community Development Officer • Village Council • Head of school

OPERATION			
Impacts	**Environmental & Social Standard Main Legislation**	**Description of Mitigation Measures**	**Responsible for Implementing Measures**
		develop school based solutions using where possible institutions such as Parent Teachers Associations developed as part of the safe schools program. • Training will be developed and implemented on non-discrimination to minimise the potential for discrimination in project implementation. Such training will explicitly address common reasons for discrimination grounded in unconscious and conscious bias, disability, albinism and any other social factors.	
Use of Monitoring System	ESS4	• Information captured in the ICT-enabled system for tracking girls dropping out at national and district level should be maintained in confidence and used for its intended purpose only. • Data protection measures should be put in place to prevent unauthorised access and acceptable terms of use.	• Education Officers at the Ward, District and Regional Level. • SCT
Labour and Working Conditions	Employment and Labor Relation Act 2004 (ELRA, 2004) ESS2.	• Occupational Health and Safety requirements must be met for teachers as discussed in the LMP in Chapter 9. • No use of child or forced labour. • Consultants and Facilitators hired to implement elements of component 1 and 2 should have contracts which outline their conditions of employment and	• SCT

OPERATION			
Impacts	**Environmental & Social Standard Main Legislation**	**Description of Mitigation Measures**	**Responsible for Implementing Measures**
		labour and working conditions in line with ESS2 and Tanzanian Labour Law as outlined in the LMP	
Environmental Issues			
Cutting of Natural Vegetation and Indirect Impact on Biodiversity	EMA, 2004 ESS6	• Re-vegetate cleared areas using native tree species, fruit trees or plants important for the bees and birds. These can be used later in environmental education and science classes to discuss environmental degradation and climate change effects. Trees will also provide shade and fruits to students (see example of Green Schools in Africa[27])	• Environmental Officers • SCC
Generation of Solid Waste	EMA, 2004 OHSA 2003 ESS3	• Develop a solid waste management plan with students and teachers for disposal of debris/ garbage at the site, domestic waste (paper, plastic) and hazardous waste from science labs (chemicals residues, chemicals containers). • To bury organic matter is acceptable when it is not mix with plastic or burned. • Final disposal should be at approved dump sites by the local government. • Provision of separate collection bins for biodegradable and non-biodegradable waste during	• School Heads • Environmental Officers

[27] https://greenafrica.ngo/projects/green-school-programs/

OPERATION			
Impacts	**Environmental & Social Standard Main Legislation**	**Description of Mitigation Measures**	**Responsible for Implementing Measures**
		operation. • Regular collection and disposal of garbage. •	
Water Pollution	EMA, 2004 Water Supply and Sanitation Act, 2009 ESS3	• Not any form of solid and liquid waste, fuels or oils shall be discharged on land surface, into the storm water drains	• School Heads • SCC
Production of Electronic Waste (e-waste) from Operations	EMA, 2004 ESS3	• Procure Electronic devices from credible manufactures to avoid purchasing second hand, refurbished or obsolete devices with a short shelf life or already categorized as E-Waste • Recycle all E-waste by establish E-Waste Collection Centres in all schools; including collection in specially designated rooms.; • Have third parties to collect and transport all E-wastes to approved Recycling Company or the recycling companies themselves • Conduct awareness and sensitization targeting the users of the electronic devices to ensure that they engage in best practice for E-waste management.	• School Heads • Environmental Officers
Conservation of Green Areas in the	EMA, 2004 ESS6	• Take care of trees planted. These can be used later in environmental education and science classes to	• Environmental Officers • SCC

OPERATION			
Impacts	**Environmental & Social Standard Main Legislation**	**Description of Mitigation Measures**	**Responsible for Implementing Measures**
School to Protect Biodiversity		discuss environmental degradation and climate change effects. Trees will also provide shade and fruits to students. • Implement environmental education classes with students to promote care to environment and tress and their role in water protection (see example of Green Schools in Africa).	
Pollution of Water Resources	EMA, 2004 Water Supply and Sanitation Act, 2009 ESS3	• Purchase of chemicals that are toxic, explosive, acidic or alkaline, will be subject to appropriate site to store them and proper teacher personnel capable to implement secure measures for handling, use, storing and discarding. Design of schools must ensure an adequate area.	• School Heads
Air Pollution	EMA, 2004 ESS3	• Proper disposal of hazardous fumes and smokes from the laboratories for example, ensure contractors installed fume chambers. • Use of environmentally friendly stoves	• SCC • Environmental Officers
Occurrence of Emergencies	ESS3	• Be sure science labs and schools have fire extinguishers • Define an emergency plan for attending emergencies • that poses an immediate risk health, life, property, or environment	• Environmental officer and contractor • Clinics and Fire departments

CHAPTER SIX

6 PROCEDURES FOR THE ENVIRONMENTAL AND SOCIAL MANAGEMENT

6.1 Introduction

The Environmental Management Act (EMA), 2004 and the Amendment of EIA and Audit Regulations of 2018 require that all projects be subjected to a review and screening process in order to determine whether a full Environmental and Social Impact Assessment (ESIA) is necessary or otherwise.

Subprojects will each need to be reviewed independently for potential environmental and social impact. Once the screening is done, the findings will be incorporated in the subprojects design to enhance the positive impacts and to mitigate the negative impacts. This will ensure that a sound environmental design with proposed mitigation measures is incorporated during the early designs, hence avoiding unnecessary changes at advanced design stages.

The SEQUIP will need to ensure that sub-projects that require Environmental Certificate from NEMC are obtained following the national legislations. SEQUIP will obtain the certificate that indicates approval for the sub-project to proceed by NEMC for the projects which will need environmental permit as per Amendment of ESIA and Audit Regulations of 2018.

6.2 Environmental and Social Screening defined for SEQUIP by this ESMF

Environmental and Social Screening Process outlined below complies with:

- Tanzania's ESIA requirements, as outlined in the EMA of 2004 and the EIA and Audit Regulations of 2005 and its amendment of 2018
- the World Bank's Environmental and Social Standards, especially ESS1, ESS2, ESS3, ESS4, ESS6, ESS8, ESS10 and identifies where ESS5 and ESS7 are relevant.

It provides a mechanism for ensuring that potential adverse environmental and social impacts of SEQUIP sub-projects are identified, assessed and mitigated as appropriate, through an environmental and social screening process.

6.2.1 Application of the Site Screening Processes

Since the specific details and locations of SEQUIP project activities are not known at this time, the environmental and social screening process is necessary for the review and approval of the sub projects, for the construction of new and the rehabilitation of existing schools. The objectives of the screening process are to:

a) Determine the level of environmental work and the type of follow-up management instrument required (i.e. whether an ESMP or ESIA is required; Chance Finds Procedures, and other preventive and mitigation measures required;

b) Determine the appropriate environmental category for each activity

c) Determine which World Bank ESS apply to the subproject;

d) Determine appropriate mitigation measures for addressing adverse impacts;

e) Incorporate mitigation measures for each construction or rehabilitation development plans;

f) Determine which construction and rehabilitation activities of schools are likely to have potential negative environmental and social impacts;

g) Determine if there will be land acquisition during implementation of sub projects;

h) Indicate the need for a Resettlement Action Plan (RAP), which would be prepared as will be determined by the Resettlement Framework (RF);

i) Review and approval of the screening results regarding construction and rehabilitation proposals; and

j) Define the monitoring environmental and social parameters during the construction, rehabilitation, operation and maintenance of the schools and related project activities.

6.3 The Site Screening Process

The extent of environmental and social work that might be required, prior to the commencement of construction or rehabilitation of the schools and buildings will depend on the outcome of the site screening process described below. A summary of the process is indicated in Figure 11.

6.3.1 Environmental and Social Registry

The environmental and social management of project will develop for each subproject to be supported by the Bank, an electronic or paper folder where all the information of the investment will be registered. The information to be saved and included in this folder are:

a. Community request
b. Budget request and approved
c. Drawings
d. Land information
e. Checklists 1, 2, 3 and 4
f. Field visit report
g. EIS and Certificate from NEMC if issued
h. Any claim received by the project

The registry of subprojects will be hosted at the SCT and maintain by the Environmental and Social Experts recruited by the Government into the project. They will maintain an updated copy of all subprojects. The original will be maintained at the Council Office.

6.3.2 Training and Capacity Building

As described in the ESCP and required by the ESS1, all government officials and consultants involved in the SEQUIP project management and environmental and social application of the 6 ESF instruments agreed for this project, will undergo a capacity building process to understand the ESF, the instruments, review the applicable legislation to the project and generate an effective team in charge of the ESF application. As sample training workshop is included in Annex 12. The proposed process will include:

1- District are selected to receive support from the project.
2- MoEST will coordinate with PO-RALG, the hiring or designation of the environmental and social experts and five Environmental and Social focal points at the regions for the project (must comply with the Terms of reference described in the ESMF and POM.
3- PO-RALG coordinates with the first group of district and ward to propose the engineer, environmental and social official to receive the first training.
4- The proposed environmental and social team will coordinate with the World Bank team for the first training workshop to have a detailed review of the instruments and agreed processes.
5- Workshop is performed (material, presentations are shared with officials). Certifications can be given to the professionals to motive them to participate and gain recognition.

6- The first accredited ESF group will train other district and ward officials and school community members.
7- Documents of training are shared in the project website.
8- The SCT will make sure that the officials and consultants involved in SEQUIP are trained according the ESMF, ESCP and the prepared ESF instruments.

6.3.3 STEP 1: Screening Main Risks – Identification Stage- Checklist 1

Prior to going to the field, a desk appraisal of the construction and/or rehabilitation plans, including schools and buildings infrastructure designs, will be carried out by the Environmental and Social Management team from the LGAs.

Subsequently, the team will also carry out the initial screening in the field, using the Checklist 1- Identification stage- Environmental and Social Risk Form (**Annex 2. Checklist 1, Figure 11**).

The screening form, when correctly completed, will facilitate:

- the identification of preliminary potential environmental and social impacts
- the land tenure conditions;
- determine if there will be land acquisition needed;
- determine the presence of vulnerable groups;
- the availability of water resources; and
- the sensitivity of the proposed location.

6.3.4 STEP 2: Preliminary Evaluation of Environmental and Social Impacts- Checklist 2

By completing this step, the project will:

a) Determine the level of environmental work and the type of follow-up management instruments required; Chance Finds Procedures, and other preventive and mitigation measures required;
b) Identify the main potential impacts at the project site.
c) Determine appropriate mitigation measures for addressing adverse impacts;
d) Incorporate mitigation measures for each construction or rehabilitation development plans;
e) Determine which construction and rehabilitation activities of schools are likely to have potential negative environmental and social impacts;
f) Determine if and EIA or ESMP is needed;

g) Indicate the need for a Resettlement Action Plan (RAP), which would be in line with the Resettlement Framework (RF);
h) Determine the need for a Vulnerable Groups Plan in line with the requirements of the Vulnerable Groups Planning Framework;
i) Review and approval of the screening results regarding construction and rehabilitation proposals; and
j) Define the monitoring environmental and social parameters during the construction, rehabilitation, operation and maintenance of the schools and related project activities.

The District Environmental and Social (E&S) team will transfer all project documentation (Sub-project Folder) and the Checklist 2 to the National E&S team who will be responsible for follow up and coordinate with NEMC.

NEMC will provide guidance to the SEQUIP project for the proper preparation and application of ESMP.

6.3.5 STEP 3- Preparation of Environmental and Social Tools (according to the ESMF and other ESF instruments agreed)

Following the application of the ESMF, the following tools will be prepared:

6.3.6 Environmental and Social Management Plan

The ESMP will be prepared using the ESMF and approved by the NEMC. The ESMP will include all mitigation and prevention measures and contractor clauses described in this ESMF (Annex 11) and additional measures as needed per location and the characteristics of the site. The Environmental and Community Officer of the District will prepare the ESMP based on approved ESMP and will follow the prevention and mitigation measures and contractor clauses already included in this ESMF (Tables 9-10, Annex 11) and as result of site-specific screening and evaluation process using checklist 1 and 2 of this ESMF.

6.3.7 Cultural Heritage Management Plan

It might occur that during excavation (pit latrines or school site) chances are that some physical cultural resources such as human remains, stones of traditional values, graves, coins and other structures are encountered. Under the circumstance where a physical cultural resource is encountered a chance find procedures will be applied in accordance with the WB ESS 8 on cultural heritage.

In a situation where chances of encountering with the physical cultural resources are high during screening, or known cultural resources are present in the project area, a Cultural Heritage Management Plan will be considered for preparation by PIU in accordance with ESS8 on Cultural Heritage whose objectives are: (1) To protect cultural heritage from the adverse impacts of project activities and support its preservation, and (2) to promote the equitable sharing of benefits from the use of cultural heritage. The ESMP will define the detail of chance find procedure processes to be undertaken are narrated in Annex 9.

6.3.8 RAP – To Address the Land Needed for Construction-

RAP- Using the Checklist -2 The E&S team at the district level will identify the need for land acquisition, loss of assets, or loss of livelihoods. Where this occurs a RAP shall be prepared consistent with the standards and guidelines set forth in the Resettlement Screening Form/Resettlement Policy Framework and the ESS5 on Land Acquisition, Restrictions on Land Use and Involuntary Resettlement.

If the land is being donated voluntarily, the Community Development Officer at the LGAs (district) office will confirm through a written document signed by the person who had donated the land that any process of land donation is truly voluntary and free of community pressure or coercion. Where community land is donated, the PIU will confirm, through writing that the land is vacant and not being utilized by any individual. These documents will need to be in accordance with the Voluntary Land Donation Protocol and conditions included in the RF and approved by the national SCT and cleared by the WB before any activities on the land can commence.

If Resettlement Action Plans (RAPs) are prepared, they would be reviewed and approved by the Social Management Project Expert, consistent with the resettlement screening form and Resettlement Framework as well as the World Bank ESS5, prior to initiating compensation and commencement of project activities. The RAP would also need to be cleared by the WB prior to being implemented and the commencement of construction activities.

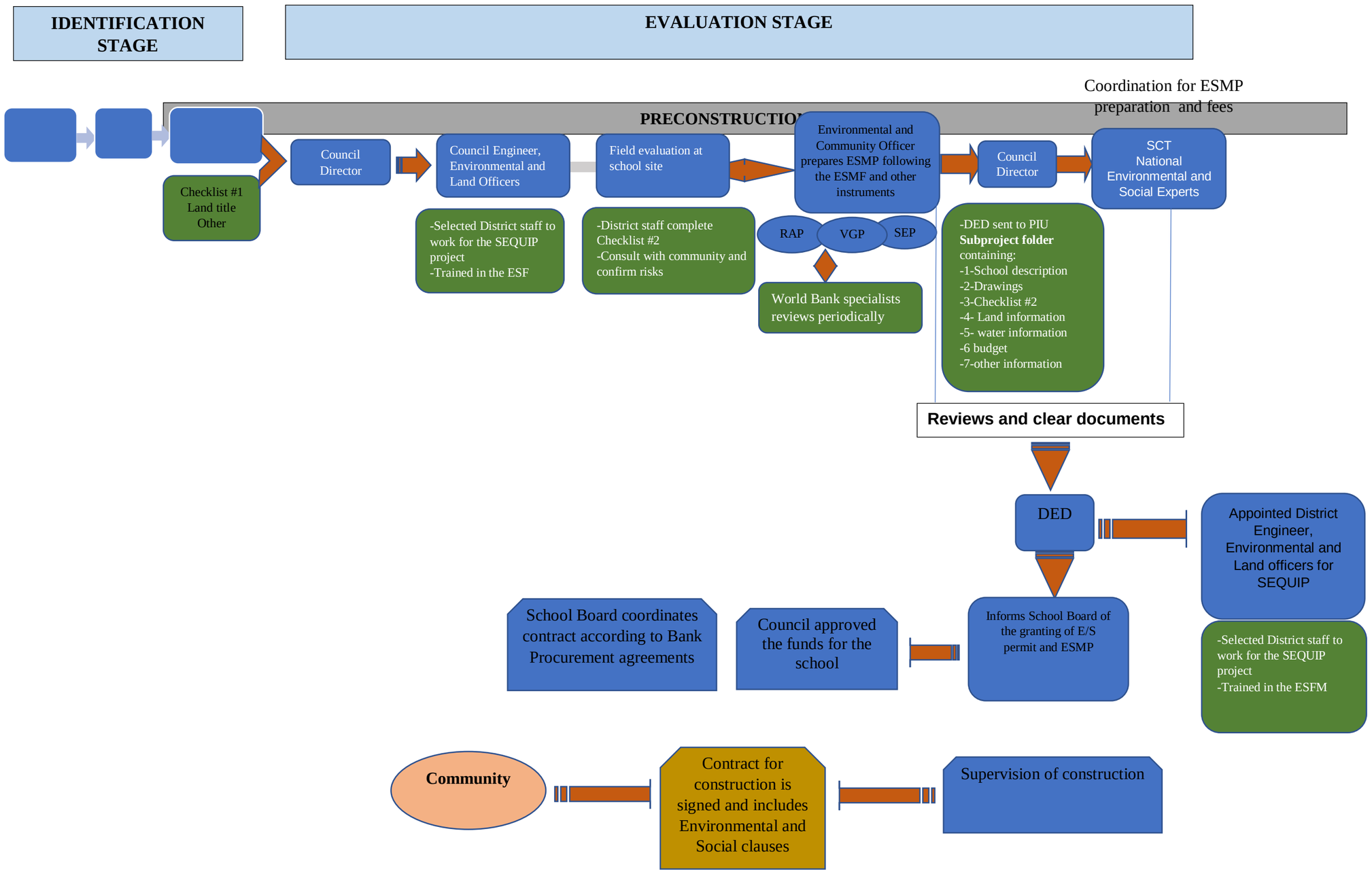
Inclusion criteria for the preparation of RAP are included in the Resettlement Screening Form described in **Annex 4** based on the WB ESS5, the RF and relevant Tanzanian laws notably the Land Act.

If in the screening form Checklist 2 one of the following criteria are ticked YES a RAP will have to be prepared for the proposed subproject:

- Construction which will involve land take.
- Any activities that could affect vulnerable groups located in land and territories traditionally owned, or customarily used or occupied by such communities.
- Contraction which will result in loss of household infrastructure.
- Construction which will lead to displacement/resettlement of people (households) and / or business.
- Construction taking place in an area where there are assets belonging to a third party.
- Construction which might lead to permanent or temporary restrictions of access to house, social services or any infrastructure which was earlier accessed.
- Construction of structures of schools/building in a private land.
- Construction leading to potential social impact which involves disruption to livelihoods.
- Construction leading to restriction in access to natural resources or areas of cultural or community interest.

Figure 11 SEQUIP Project Environmental and Social Management –

Application of Requirements of World Bank Environmental and Social Standards, 2019



6.4 Application of the EIA Regulation

The assessment of environmental and social impacts will identify and assess the potential environmental and social impacts of the proposed construction/extension activities, evaluate alternatives, in term of the construction sites and even the materials as well as design and implement appropriate mitigation, management and monitoring measures as per the Environmental Management Act (EMA), 2004 and EIA and Audit Regulations of 2005 and its Amendment of 2018.

The ESMP will be prepared to guide the prevention and mitigation of impacts during the implementations of the project. Following the approval by NEMC, all construction activities under SEQUIP will have one registration and certificate. The approved ESMP will guide the incorporation of necessary actions in the design of the subprojects to enhance the mitigation of positive and negative impacts. This will ensure that a sound environmental/social design with proposed mitigation measures is incorporated in the design, hence avoiding unnecessary changes at advanced design stages.

During construction, mitigation measures will be site specific as elaborated in the sub project's environmental and social management plan (ESMP). Preparation of any ESMP will follow the ESMP prepared for the project. Experts implementing the ESMP will have to comply with all directives given by the NEMC.

The content of ESMP will incorporate but not limited to the following information: project background and description, policy, administrative and legal framework, baseline or existing conditions, assessment of impacts and identification of alternatives, impact management or environmental mitigation measures, environmental and social management plans, environmental and social monitoring plan, cost benefit analysis and decommissioning.

6.4.1 Approval of Environmental and Social Management Plan (ESMP)

The Council shall examine or review the information provided on the Environmental and Social Management Plan (ESMPs). Where the Council will advise the project on the preparation of the ESMP which will mitigate impacts to minimise negative impacts on the environment and enhance positive impacts. The Minister shall approve the project based on the prepared ESMP and issue a certificate or otherwise communicate his decision.

6.4.4 Environmental Monitoring and Audit:

The NEMC shall, in consultation with the relevant sector Ministry, Local Government Authority, agency or other relevant institution monitor ongoing projects on a continuous basis in order to evaluate the performance of the mitigation measures as prescribed in the Environmental and Social Management.

In executing then project, after the ESMP has been approved by the Minister, the proponent shall take all practical measures to ensure the implementation of the environmental management plan by:

i. Carrying out self-monitoring annually
ii. Preparing an environmental monitoring report and submit the report to the Council annually.
iii. Ensuring that the criteria used for monitoring is based on the environmental impact assessment process.

Moreover, a control audit will be carried out by the Council whenever the Council deems it necessary to check compliance with the environmental parameters set for the project. A control audit shall:

i. Confirm that the environmental management plan of the project is adhered to.
ii. Verify the adequacy of the environmental management plan in mitigating the impacts of a project and;
iii. Ensure that the criteria used for the audit is based on the environmental plan developed during the environmental impact assessment process or after the initial audit.

6.4.5 Construction Permits

- For construction of new buildings, the construction permit is given by the DED Office.

- The field inspection is conducted after the Ward Development Committee (WDC) through WEO has presented
    - An application and submits relevant documents such as
        - drawings,
        - proof of land ownership and
        - other necessary documents.

- A team of staff from LGA (Engineer, Environmental management Officer and Land Officer) will inspect the proposed construction site and ensure that it is suitable for construction and does not pose any impact to the environment,

nearby communities (not located on the fragile sloppy or hilly terrain and other factors). The assessment will be done by using the Checklist 2 of the ESMF.

- After Council Director has issued the permit, the Council Engineer will be responsible for day to day supervision of construction works and bringing feedback to the Council Director.

- The Engineer, environmental and community officers will be responsible for the supervision of the application of the ESMP and implementation of all measures and clauses included in the tender and contract with the builders during school construction or rehabilitation.

- During implementation of SEQUIP team of expert will visit the area for the construction of school to ensure adherence to the construction permit and report back to the Council Director.

- The Council Director will then give a green light for effective implementation or warning for ineffective implementation.

6.4.6 STEP 4- Supervision of Construction.

The project will use the agreed and approved ESMP Checklist -3 to record contractor's performance during the construction stage. Construction will begin after NEMC issues the Environmental Certificate and all SCT and WB approvals required in relation to the ESCP and any ES instruments are obtained.

Stage 5- Final Assessment of Environmental and Social Conditions before Accepting the Finalized School

The project will use the agreed and approved ESMP Checklist -4 to record contractor's performance before accepting or rejecting the sub project.

Stage 6- Monitoring of ESMF

The project will use the agreed and approved Monitoring Plan to document the overall implementation of subprojects across the country. The Monitoring plan will respond to all activities described in the Environmental and Social Commitment Plan (ESCP) and all E&S Instruments.

Preparation of Environmental Management Documentation

The Environmental and Social Experts at the SCT will support the preparation of sub project ESMPs documentation as per project ESMP. The prepared sub project ESMPs will follow requirements by both NEMC and the WB are met and the same acceptable by the World Bank. The World Bank will review with the No Objection process, the environmental and social instruments prepared. In Annex 10 there are terms of reference for the selection criteria of consultants to be hired to support SEQUIP.

6.4.7 Preparation of Tools for Community Engagement, Information, Inclusion and Protection

The EIA legislation in the country requires similar actions as the ESS10 for communication, participation and consultation. Thus, this ESMF will include the requirements of the Environmental Legislation but it also explain the Bank tool named "Stakeholder Engagement Plan" which responds to Bank requirement.

a) Community Engagement Plan

During sub-project preparation, the project will ensure that community is fully engaged in all processes from project planning and execution but also protected from negative impacts that might be caused by the project activities. The cross-cutting component on gender engagement, inclusion and protection is intended to leverage the impacts of other components by proactively engaging communities and implementing approaches that will ensure social inclusion and protection while contributing to reduce violence and increase participation and decision making, especially for women. From this background, it is important that a site-specific tool is prepared to ensure that such important component of the project is met. In order to achieve that, SEQUIP will apply the Stakeholder Engagement Plan as the main tool to guide implementation of this component. The community engagement plan will be prepared alongside other tools at the planning stage of the project to ensure its proper execution.

i) Public Participation

Public participation is required during the scoping stages and while fulfilling the terms of reference for the impact assessment of the EIA process and the SEP and the ESS10. The proponent is responsible for identifying project affected people and other interested parties and ensuring that all parties concerned are given adequate opportunity to participate in the process. The project information for the public is initiated and public notices are issued during the scoping stage. Whenever a strong public concern over the proposed project is indicated and impacts are extensive and far-reaching, a public hearing will be organised. The results of the public hearing should be considered during decision making.

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, decision letter or any other information submitted to the NEMC under these Regulations, shall be public documents.

6.5 Public Consultation of Subprojects

For the SEQUIP will be done at two levels
First level:

- During planning as part of the requirement when conducting ESIA in compliance with the Environmental Act and consideration of community concerns
- Field visit by the District Environmental/Community Development/Land Officers to the project site -they will meet and address the community's concerns and interest in areas identified in Checklist 2
- Before project commencement to seek community views and inputs into the Project.

Second level:

- public will also be consulted during project implementation to inform them of project progress, establish if there is any challenge/ concern caused by the project and propose mitigation measures in a participatory manner.

To facilitate meaningful consultations, the ESIA Consultants and Environmental and Social Management Experts in the SCT, will elaborate all relevant materials and information concerning the SEQUIP and other education projects in a timely manner prior to the consultation, in a form and language that are understandable and accessible to the groups being consulted. Discussions should be conducted around the following points: Awareness, concerns, perceptions and interests of SEQUIP in Tanzania.

6.6 Vulnerable People and Vulnerable Groups

Consultation with the vulnerable people in communities, will be conducted to collect concerns and challenge during the project implementation. Such concerns may be on employment opportunities; education, health and welfare of the community; erosion control; land tenure, conflicts and risks and fears of the community.

At least 2 local consultation meetings will be done during the EIA study. The first is during the scoping exercise and the second consultation may take place when the draft EIA report is ready (for its validation). It is important that the principles of inclusivity

outlined in the SEP are implemented which may involve the use of Focus Group Discussions with vulnerable people.

Communities within the project areas will continue to be consulted even when the contractor is on site to ensure that there are no grievances and that any challenge caused by the project implementation is mitigated on time.

In relation to Vulnerable Groups, the requirements of the VGPF will also need to be implemented to ensure that the requirements for free, prior and informed consultation and free prior and informed consent (where appropriate) are met.

6.6.1 ESMF and other Instruments for Consultation and Public Disclosure

The World Bank policies require that environmental management reports for subprojects are made available to project affected groups, local NGOs, and the public at large. Public disclosure of ESMF documents is also a requirement of Tanzanian EIA procedures, however, there is no limitation on the national regulation as to the extent and scope of disclosure.

Therefore, The Government of Tanzania, through MoEST and PO-RALG will disclose this ESMF by: a) publication in a government newspaper; b) on its website; c) making copies available at the project offices and the respective RS and LGAs offices, and d) making copies available to other stakeholders.

The documents will be disclosed at least 1 week before of the consultation take place. Details of the consultation process that took place for SEQUIP are described in Chapter 10

It will also share final ESIA/ESMP reports by making copies available at its head office and Regional and District headquarters, local government's agencies, the NEMC and other stakeholders of the SEQUIP. The World Bank will disclose this ESMF and other documents prepared at the project webpage in the Bank website.

The ESMF and other documents that need consultation will be made available prior to consultation in a form and language accessible and understandable to the groups being consulted. At least the documents will be disclosed one week before consultations.

6.7 Overall Project Compliance and Reporting

Owing to the significant nature of some of the project activities, a system of monitoring and reporting will be adopted. The ESMF will be implemented by LGAs, with the assistance of the Environmental and Social management Expert at the SCT which will form the Environmental and Social Unit of the project. The LGAs will collaborate with NEMC to monitor execution of the ESMF. The Environmental and Social Management Experts in coordination with regional the five Environmental and Social focal points and LGAs will prepare six monthly reports for the World Bank as described in the ESCP.

CHAPTER 7

7 SUPERVISION, MONITORING AND TRAINING

7.1 Introduction

The successful implementation and monitoring of the environmental and social management plans for the SEQUIP project depends on a strong coordination at different stakeholders at district level, regional and national levels. This is necessary because the implementation of the activities will require inputs, expertise and resources which will be adequately taken care of if all stakeholders and other concerned parties work together. This ESMF has identified the main stakeholders in the implementation of the SEQUIP project including government departments and agencies (Ministries), regional and district authorities as well as other concerned parties such as non-governmental organizations and community-based organizations and private companies (contractors). Each stakeholder plays crucial role in the implementation of environmental and social activities during execution of SEQUIP project.

The role and responsibility of each stakeholder is defined and as such the World Bank will supervise the project based on these arrangements and responsibilities. In all project stages of SEQUIP, the ESS and national regulations must be applied. These stages include Preparation-Evaluation -Implementation, operation and final closure of the project.

The Ministry of Education, Science and Technology (MoEST) and the President's Office, Regional Administration and Local Government (PO-RALG) will be the main agencies responsible for overall implementation of the project and the application of the following ESF instruments: This ESMF framework describes responsible persons for the project implementation at all levels and the application of and all the ESS documents agreed for the SEQUIP project.

- ESMF (Environmental and Social Management Framework)
- Stakeholder Engagement Plan (SEP)
- Resettlement Framework (RF)
- Vulnerable Groups Planning Framework (VGPF)
- Environment and Social Commitment Plan (ESCP)

7.2 Implementation Arrangements

MoEST and PO-RALG will implement SEQUIP where MoEST will be responsible for overall implementation, setting of standards and strategies, while PO-RALG, through the LGAs, will be responsible for day-to-day implementation of school-level activities.

The Director of Policy and Planning within MoEST and the Director for Education Administration through the secondary education section at PO-RALG will serve as the counterpart coordinator. Both are supported by inter-ministerial SEQUIP Coordination Team (SCT).

Overall strategic oversight of SEQUIP is under the responsibility of the Senior Management Team (SMT), co-chaired by the Permanent Secretaries of PO-RALG and MoEST and the Permanent Secretary of MoFP as an invitee.

This body provides strategic direction and a more equitable voice for PO-RALG as a co-implementer of the Program.

PO-RALG and respective LGAs will be responsible for the construction and supervision of school infrastructure improvements and providing teaching and learning materials to schools. They will also organize and deliver in-service training in collaboration with MoEST using the School Quality Assurance (SQA) unit. MoEST and PO-RALG jointly decide on teacher hiring with PO-RALG and the Teacher Service Commission allocate teachers at the school level.

The implementation arrangements of the Project is as shown in Figure1 2.

7.2.1 Approval of Annual Operational Budgets

Preparation of plans for SEQUIP is done prior to project implementation in which both ministries agree on the activities to be undertaken in the respective year according to the areas of project components. Thus, the expenditure plans will be submitted to the SMT meeting composed of participants from MoEST, PO-RALG, MoFP and World Bank for approval. Moreover, the SMT meeting will be conducted annually in which implementation reports of previous year will be reviewed before the approval of the following year budget. On the other hand, MoEST and PO RALG will request to World Bank for no objection on transaction of particular activities including environmental and social requirements as per SEQUIP operation manual.

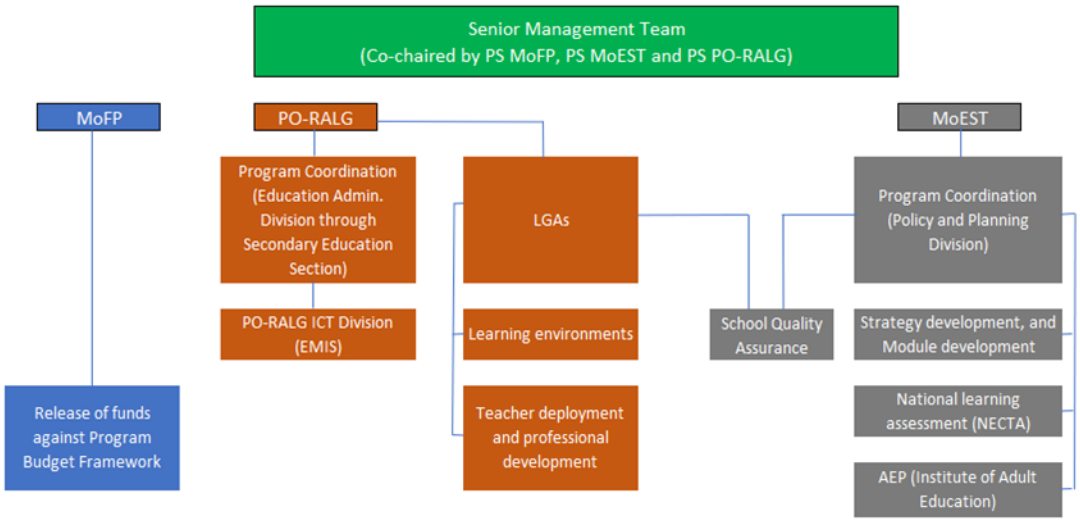


Figure 12 Project Institutional Arrangement for SEQUIP Implementation

7.2.2 Subproject Proposal, Selection Criteria and Funding (flow of funds to communities)

The MoEST in collaboration with PO-RALG will prepare a project plan with different sub projects based on national policies and plans such as NFYDP II (2016/17 – 2020/21), Education and Training Policy (ETP) (2014) and ESDP (2016/17 – 2020/21) in which all sub-project proposals from LGAs will be scrutinized at national level. The plan will identify the type, size and number of school infrastructure to be constructed.

There will be criteria for the selection of sub-projects to be considered at national and LGAs level. These include the following:

i) Transition rate from primary to secondary level of respective councils and regions;
ii) Transition rate from lower secondary to upper secondary;
iii) Pass rate of Primary School Leavers Examination (PSLE);
iv) Student Classroom Ratio;
v) Secondary school retention rate;
vi) Catchment area [28] of secondary schools;
vii) Economic status of LGAs; and
viii) Demographic and geographical features/ characteristics.

[28] Catchment area: The area from which school's pupils are drawn

ix) The environmental and social criteria and requirements as per National and World Bank standards as presented in this document.

Concerning disbursement of funds, this will be done by the Ministry of Finance and Planning to MoEST and PO-RALG with respect to project activities accordingly. Moreover, funds for the construction of school infrastructure will be disbursed directly to the bank account opened by the schools whereby a school construction committee will oversee the implementation of the sub-project on behalf of the surrounding community based on the construction guidelines which will be prepared prior to project implementation. The construction guidelines will be aligned with the National Regulations and the World Bank ESF and the instruments (ESMF, ESCP, others) prepared for SEQUIP. The Construction guidelines will be review in the effectivity period.

Construction guidelines, drawings and contracts for construction of infrastructure under SEQUIP project will consider the prevention, mitigation and compensation measures and clauses indicated in the ESMF and POM. This will facilitate prevention and mitigation of risks during the construction, upgrading and operation of schools. Drawing and any aspects related to the future construction of infrastructure to be supported by this SEQUIP project will need to consider the specifications and measures indicated in the Environmental and Social instruments prepared under the new ESF of the World Bank to ensure preventive, mitigation measures will take place in the construction and operation of these schools (new or rehabilitated).

This in turn will enhance accountability of the community and LGAs on the project and environmental and social matters.

7.2.3 Environmental and Social Management Arrangements

Detailed arrangements for SEQUIP environmental and social management are explained in next sections. The summary arrangements include:

a. Recruiting / designating Environmental and Social professionals within the SEQUIP Coordination Team, including Environmental and Community Officers in the LGAs (regional and district level) who will have environmental and social professionals registered with NEMC, knowledgeable in construction and land issues and in the World Bank ESF.

b. Training, prior to initiation of civil works, of all parties involved in the construction/rehabilitation of schools in the World Bank Environmental and Social Standards.

c. Setting a budget for environmental and social management (estimated to represent about 0.4% of the project) to finance activities such as purchase of field equipment for supervision and monitoring, consultancies, training, etc.

d. Setting a budget for purchase of goods and services for the environmental and social prevention and mitigation of impacts and to buy basic personal protection equipment for fundis, water testing kits, tree seedlings for the restoration program, safety signs, etc.

e. Having for each subproject a set of environmental/social measures and clauses described in the ESMF and other instruments that contractors will have to apply to comply with the World Bank ESF and to prevent, reduce, mitigate and compensate any negative impacts and national regulations.

f. Having a reporting system using agreed checklists, supervision monitoring system and other instruments to comply with national regulations and the World Bank ESF.

g. Alignment of construction guideline and standard drawings to the ESF instruments and measures recommended in this ESMF.

h. Having a stakeholder engagement and communication plan to ensure application of EMA public participation requirements and the ESS of the World Bank.

i. Among others, more details explained in this chapter and chapter 8.

7.2.4 National Level

7.2.4.1 Senior Management Team (SMT)

The strategic oversight of SEQUIP is under the responsibility of the Senior Management Team (SMT), co-chaired by the Permanent Secretaries of PO-RALG and MoEST and the Permanent Secretary of MoFP as an invitee. This team provides strategic direction for implementation of the Project.

7.2.4.2 SEQUIP Coordination Team

SEQUIP Coordination Team (SCT) will be the overall coordinator of the project. The team will handle all environmental and social matters relating to the projects as well as providing technical support where necessary. The team will also be responsible for submitting implementation reports (including on environmental and social management) to the World Bank through Permanent Secretary Ministry of Education, Science and Technology.

At the SCT, Environmental and Social Management Experts will form part of the SCT and they will be responsible to support the national, regional and local government teams and the implementation in the investments of the World Bank ESS instruments (ESMF, RF, ESCP, etc). Details of the institutional arrangements for social and environmental management of SEQUIP is given the next section.

7.2.5 Regional Level

At the regional level, the Regional Administrative Secretary (RAS) will be the overall coordinator responsible for supervising the implementation of the project activities, review and compile Councils quarterly implementation reports, and submit them to the PO-RALG. The RAS will appoint Regional Education Officer to foresee all matters related to SEQUIP. Regional Environmental Management Expert will be responsible to oversee implementation of ESMF while Regional Community Development Officer will be responsible for social and labour matters relating to the project. In addition, Regional Engineer will be responsible for construction matters relating to the project in that region. All government officers involved in implementation of SEQUIP will be trained prior any construction begins in the World Bank ESF and the ESS instruments developed for the project.

7.2.6 Council Level

At the District level, the Council Director, will manage the implementation of the project activities and will be responsible for day-to-day supervision of the project. The Director will appoint Council Secondary Education Officer to foresee all matters related to SEQUIP. Council Environmental Management Officer will be responsible to oversee implementation of ESMF while Council Community Development Officer will be responsible for social and labour matters relating to the project. In addition, Council Engineer will be responsible for construction matters relating to the project. the Council team will consolidate environmental and social assessment reports. The SCT will provide technical support to Councils where necessary. The environmental and social experts in the SCT will provide support to the council officers in the application of the ESF instruments. All Council level officers involved in implementation of SEQUIP will be trained in the World Bank ESF and the ESS instruments developed for the project.

7.2.7 Ward Level

At the Ward level, the **Ward Executive Officer (WEO)**, will manage the implementation of the project activities and will be responsible for day-to-day supervision of the project. The WEO will appoint Ward Education Officer to foresee all matters related to SEQUIP as well as to oversee implementation of ESMF. **Ward Community Development Officer** will be responsible for social and labour matters relating to the project. The Ward team will consolidate environmental and social assessment reports. The ward team will lead the sensitization process, training and participatory planning with

oversight support from LGAs and SCT. Sensitization and training will cover areas necessary for the implementation of the safeguard issues and management of project at community level. With this institutional framework it is imperative that capacity building and training is required at all levels to ensure sufficient implementation of this ESMF in line with existing country legislation and the WB Environmental and Social Framework. The environmental and social experts in the SCT will provide support to the Ward officers in the application of the ESF instruments. All Ward officers involved in implementation of SEQUIP will be trained in the World Bank ESF and the ESS instruments developed for the project.

7.2.8 Village/Mtaa/ Hamlet

The **Village/Hamlet Council/Mtaa Executive Officer** will manage the implementation of the project activities and will be responsible for day-to-day supervision of the project through **School Construction Committee (SCC).** The SCC will be elected democratically from community members and beneficiaries and will be responsible for identification of the area for establishing a school and raise grievances from the community to Council level through the **Ward Executive Officer (WEO).** When needs arise and the situation allows community members of the SCC for the existing schools will be used if the new school is to be built within the same community jurisdiction as per the construction strategy and the ESF requirements.

The Ward and District team will provide support to the Villages in the application of the ESF instruments. All members of the School Construction committee involved in implementation of SEQUIP will receive a basic training in the World Bank ESF and the ESS instruments developed for the project. At least one member of the School Construction committee will be appointed as responsible for the application of the ESF instruments in the school design, construction, operation and support supervision of the construction.

7.3 Supervision of Environmental and Social Management

Supervision is an ongoing activity during the life of a project. Through supervision, the Government of Tanzania from the ministry, regional, district, community level will ensure compliance to own regulations and the World Bank ESF.

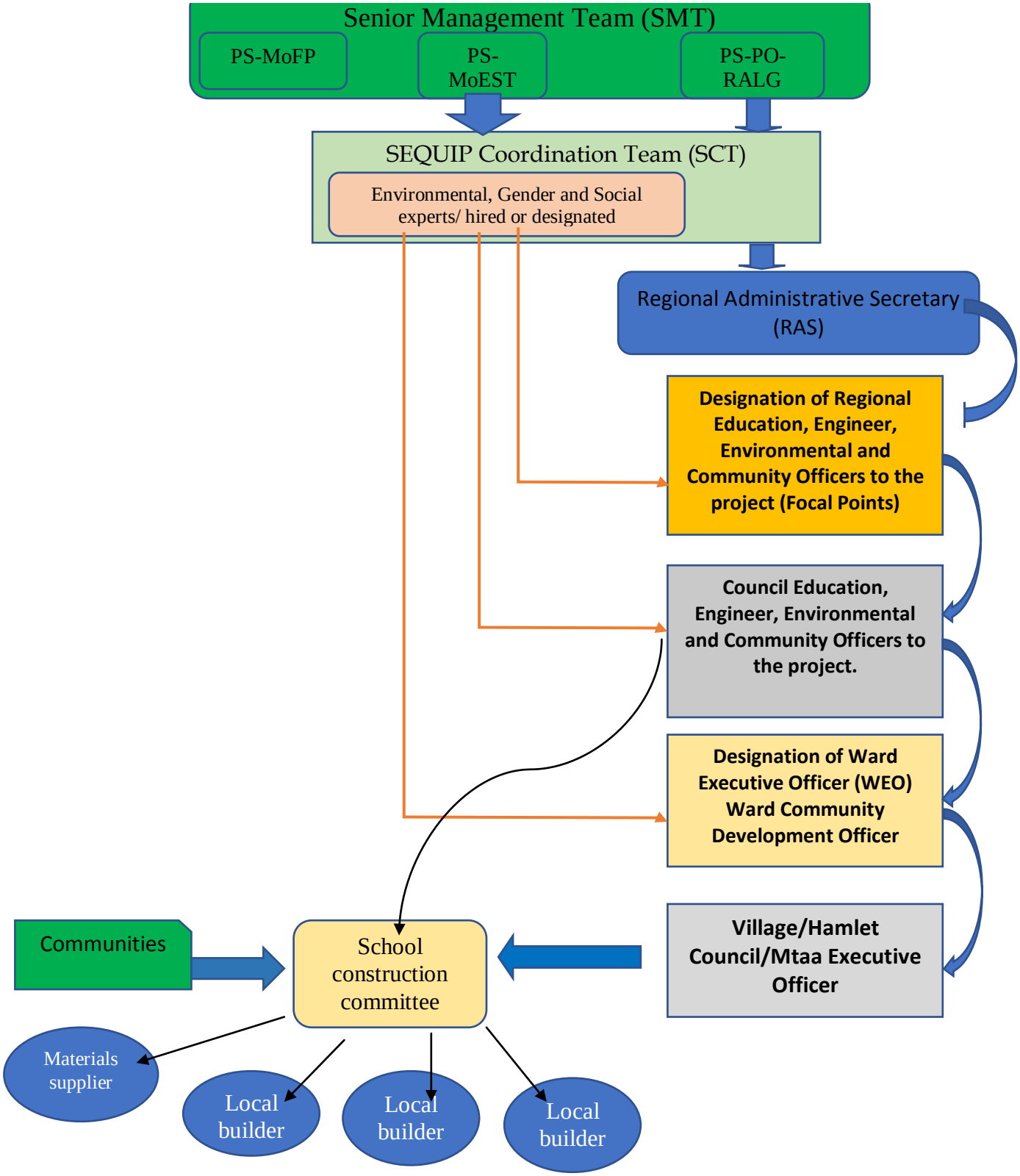
The supervision will be implemented in two ways:

1- By the GoT team formed by government officials and consultants (with functions and roles described in this ESMF and terms of reference agreed by the World Bank)
2- By the World Bank –

a. project team designed to supervise the project, including the TTL (task team leader) and the social and environmental specialist who can include local staff and local consultants.
b. The World Bank Management team that includes staff from the country office, the regional safeguards adviser, legal team and other World Bank departments that supervised project Environmental and Social compliances of the ESF in each project.

The Bank team will do periodic missions with bank staff and consultants and will prepared Aide Memoires where will assess project progress and application of the ESMF and other agreed ESS documents for the application of the project. The successful implementation and supervision of the ESMF and other relevant ESF documents would depend on collaboration of different stakeholders at all levels in the country.

Figure 10. Schematic Institutional Arrangement for Environmental and Social Management for SEQUIP



National Agencies Responsible for Environmental and Social Management in SEQUIP

1. Ministry of Education, Science and Technology and President's Office – Regional Administration and Local Government

At National level, the MoEST and PO-RALG in coordination with the Environmental and Social Management experts in the SCT and the national consultants contracted by the project, when deemed necessary, will ensures that project designs conform to different ESS, this ESMF, all other Bank Documents, technical sector norms and standards. MoEST/ PO-RALG will also be responsible for hiring national consultants (based on ToRs approved by the Bank) to review the environmental and social issues including grievances, assessment of cumulative impacts on periodic basis, audits, support for EIA evaluations, among others. These reports will be shared with World Bank and other stakeholders.

The responsibility of MoEST will continue to focus on policy development, quality assurance, setting national standards, and monitoring and evaluation of ESDP and related sub-sector programmes including SEQUIP. The responsibilities of PO-RALG in SEQUIP will focus on coordination of the implementation of the Programme in the LGAs.

2. SEQUIP Coordination Team

In the SEQUIP Coordination Team, two staffs (one environmental and one social) experts will be assigned to coordinate the overall national program in terms of environmental and social compliance of national legislation, ESMF, the ESCP, other ESS documents and the Legal Agreement of the project. The overall in-charge of Environmental and Social management during the implementation of the SEQUIP project will be Environmental and Social Management Experts in the SCT as well as those staff appointed at regional and Council levels.

The Environmental and Social Experts will be part of the SCT who will provide support in capacity building, preparation of EIS/ESMP, as well as coordinate with all regional and LGA staff supervising the works and other institutions related to the project (Ministry of Environment and Tourism, NEMC, Ministry of Land, etc). The capacity building will be provided to:

- Five Regional Environmental and Social Project Focal Person
- Council Community Development Officers
- Council Environmental Management Officers
- Council and District Civil Engineers

- Ward Coordinator
- School Supervision – ad hoc
- One member School Construction Committee to support supervision – ad hoc

Terms of reference for contracting Environmental and Social experts and specialists are found in Annex **9**.

i) Environmental Management Project Expert (EMPE):

Their main functions in the project will be:

a) work with the SEQUIP Project Coordinator and National Authorities at all levels and the Social expert - all relevant aspects of the environmental management of the SEQUIP project nationwide and according to national legislation and the World Bank Environmental and Social Standards.

b) Participate in the technical review of the proposed works and ensure the implementation of the ESMF throughout the project cycle.

c) Coordinate work with the Environmental/Social Specialist who will support on ground coordination and supervision to the district and ward level.

d) Prepare, reviews, Identify, Assess Preliminary Environmental/Social, Supervise and deliver checklists and EIA/ESMP (if needed) prepared according to this ESMF for each of the subprojects (Schools);

e) Prepare the Project Brief as appropriate and need for NEMC;

f) Ensure all subprojects information are included in the Project Environmental and Social Registry which will be his/her responsibility to share during World Bank supervision missions.

g) Participate in the process of contracting and preparing the respective terms of reference for experts/consultants/firms to support the preparation of EIA, EMP as appropriate, as well as other environmental studies required by the national environmental authority; Coordinate and obtain the necessary certificates and coordinate the payment of EIA fees.

h) Revise and complete as needed, the EIA /EMP quality and compliance with ESMF, national legislation and the ESS World Bank Policies.

i) Work with the procurement or financial specialist, to include the Environmental, Safety and Social Technical Specifications and clauses, which the builder/contractor will comply in relation with the national regulations, the World Bank ESS, World Bank Guidelines, manuals, among others;

j) Plan and manage the execution of the consultation processes required by the different subprojects, in accordance with the national regulations and the Bank's Environmental and Social Standards.

k) Provide technical environmental criteria during bidding and adjudication and contract processes;

l) Ensure compliance and implementation of the Environmental Management Plans and Code of Good Environmental Practices during the preparation, construction and operation of all works supported by this project;

m) Provide training and capacity building on the environmental issues of application to each subproject, to new personnel who join the Engineering and Environmental Supervision Unit, as well as to the personnel of the contractor company in coordination with Territorial Environmental/Social Coordinators and the Environmental Officers at the district.

n) Coordinate with other government agencies (NEMC, Land, Protected Areas, Universities, etc.) and regional and district Offices where the works will be built in such a way that there is an environmental - supervision is effective in the SEQUIP project.

o) Prepare terms of reference for the contracting and preparation of maintenance guides and manuals for the proper management of solid waste (all types) and other domestic and hazardous residues generated during the operational stage in schools, laboratories, etc. to be built. Also the contracting environmental, water, social consultants as required for project evaluation or supervision (for instance audits, annual reports, etc).

p) Prepare reports for the World Bank team and participate in supervision missions to the project in implementation.

q) And others duties as may be assigned by his/her seniors.

ii) Social Management Project Expert (SMPE)

a) Supervise RF, VGPF and SEP implementation and address social issue that might arise during the project operational.

b) Coordinate with the SEQUIP Project Coordinator and National Authorities at all levels and the Environmental Management expert - all relevant aspects of the social aspects of the SEQUIP project nationwide and according to national legislation and the World Bank Social Standards.

c) Participate in the technical and social review of the proposed works and ensure the implementation of the ESMF, RPF and VGPF throughout the project cycle.

d) Coordinate work with Social experts who will support on ground coordination and supervision to the district and ward level.

e) Prepare the Preliminary Social Assessment Checklist of each of the subprojects;

f) Coordinate with the Environmental Management expert the preparation of terms of reference for consultants/firms to support the preparation of ESIA, ESMP as appropriate (B1 or B 2).

g) Revised and complete the social aspects as needed of the ESMF, the ESS World Bank Policies and national legislation, the quality of this documents will be their responsibility.

h) Coordinate with the Environmental Management expert the consultation processes required by the different subprojects, in accordance with the national regulations and the Bank's Environmental and Social Standards.

i) Ensure all subprojects information are included in the Project Environmental and Social Registry

j) Provide technical social criteria during bidding and adjudication and contract processes;

k) Provide training and capacity building on social issues of application to each subproject, to new personnel who join the social team

l) Prepare reports for the World Bank team and participate in supervision missions to the project in implementation.

iii) Environmental and Social Specialists (ESS)

These experts will be engaged in the ESIA, RAP and VGPF process. The responsibilities of the ESS will be facilitate the smooth implementation of ESMF, RF and VGPF during project operation. Annex 9 describes the Terms of Reference for engaging these experts and consultants. The minimum requirements will be to be environmental or social specialists are registered in NEMC with experience in management of spatial tools such as GIS, experience in writing ESIAs, ESMP, SEP and/ or RAPs experience in construction, OSH and biodiversity. In addition, experience of working with vulnerable groups may be required. The Project will designate 5 ESS staff to cover environment and social issues.

3. Regional Level

i) Regional Environmental and Social Focal Persons (RESFP)

At regional level, Environmental and Social focal person will be appointed (at least five who will be trained in the ESF instruments) from among regional staff officers dedicated to coordinate the project in their area of jurisdiction. Moreover, Regional Environmental and Social focal person will coordinate with the national and regional officials responsible to support SEQUIP; they will be responsible to coordinate all project activities related to environmental and social issues between the National and LGA levels. Specifically, the responsibilities of the RESFP will be to:

a) Coordinate with the Environmental and Social Management Project Experts in the SCT for overall implementation of the ESMF, ESMPs, RF, VGPF and other measures agreed with the World Bank

b) Ensure the fulfilment of the environmental or social commitments acquired by the GoT in the implementation of SEQUIP.

c) Support the Environmental and Social experts in the application of the EIA regulations and help process the request for Environmental certificates and the preparation of Environmental Management Plan according to the national regulations of the Environmental Management Act and the mechanism established by NEMC,

d) Submit to SCT the needed project documentation (project brief, EMPs, reports) to obtain the Environmental Certificates for the subprojects. Coordinate with the EMPE to process the environmental fees, according to the Environmental Act needed to pay to NEMC. Follow up any instruction or measures define in the Certificates and approval resolutions, as well as additional ones, which may be required, by NEMC or other government agencies.

e) Coordinate with the district and ward authorities in the review of proposed sub projects, checklist and ESMP prepared for each sub project, water resources evaluation, insurance for workers, coordination of purchase of construction kits (safety and first aid)

f) Report immediately to the Environmental and Social Experts, on the breaches or irregularities in the application of this ESMF, ESMP or other relevant instruments such as the RAP agreed with the GoT (including School, School Boards, Ward and LGAs.

g) Perform field visits as many as possible to the project sites or coordinate with LGAs the Environmental Officers and Community Development Officers on the preparation of project documentation to be reviewed and final screening of the

sub projects as well supervision visits of the Environmental Officer and Engineers at the LGA level.

h) Participate in supervision missions of the World Bank, SEQUIP team, and others.

i) Maintain records of the Monitoring program defined in this ESMF, ESMP and others (RAP/RF, VGPF, SEP) requested by the SEQUIP team and the World Bank.

j) Maintain a database of all sub projects in the region on, environmental certificates, documents, drawings, etc

k) Ensure all subprojects information are included in the Project Environmental and Social Registry Maintain a Field log book and records of the monitoring activities performed in the project intervention areas. The Environmental or Engineer from the LGA, community members in charge of the construction supervision or monitoring or other responsible party. All this information will be part of the Subproject Environmental/Social Registry. Records are:

   i. Project documentation (proposal, school board members, Construction team members, budget, timeframe, name of contractors (Mafundi)

   ii. Support obtaining the Permits for construction, EIA, water, electricity, solid waste, etc;

   iii. Supervision reports, checklist, inspection reports of the monitoring of the project;

   iv. The level of compliance with environmental and social commitments, according to the indicators of environmental and social compliance indicated in the ESMP of each subproject as verified on the site, and any other relevant environmental information;

m) Report on the development and implementation of the RAPs developed for the sub projects and seek clearance on the same.

n) Report on the development and implementation of the VGPF and VGMP and ensure that all meetings and agreements are clearly documented

o) Keep record of complaints regarding environment and social complaints and register resolutions (as per established grievance mechanism).

4. Council Level

The Council Technical Team comprised of District Engineer, Education Officer, Environmental Officer, Land Officer will make regular supervision and monitoring to the project sites. The inspection shall be done using checklists (Checklist -3 Supervision), which is developed on the basis of the ESS, ESMF and the specific ESMP.

Their understanding and application of the ESF, ESMF, ESCP and all documents prepared for SEQUIP which are bonded to the legal agreement are crucial for project development. Their functions are multiple among these:

a- Pre-evaluation of subprojects
b- Supervision of construction
c- Supervision of the application of ESF, ESMF, ESMP, ESCP, etc
d- Implementation of Monitoring Plan
e- Intervene between the community needs and the regional and national teams

They will check compliance of the ESMP, Health and Safety requirements, quality according the sector norms and standards and other building requirements. The LGAs Environmental Officers in collaboration with LGAs Management Team have a supervisory monitoring role to ensure that the mitigation measures indicated in the ESMP are being implemented. The LGAs team will prepare monitoring report and submit to SMT through SCT on quarterly basis.

The district council level shall also ensure the monitoring procedures are defined hereby, within the ESMF Monitoring Plan. This is an operational document, which provides all the operational background necessary for the efficient implementation of the measures identified in this ESMF, the potential EIA and the ESMP.

They will inform and coordinate all aspects of supervision and monitoring with the National Environmental and Social Team contracted to support the application of national legislation and the ESS of the World Bank.

The instruments for the District staff for SEQUP will include a Notebook (log register for field visits, dates, and issues found) and a subproject folder.

i) Environmental and Community Development officers

Environmental and Community Development officers at the LGAs' level will be responsible for managing and monitoring of all environmental and social interventions at the construction site. They will ensure that builders and contractors implement

adequately all management documents such as ESMF and ESMP, and will receive reports from the contractor via SCC, work on the reports and pass them to the National Environmental and Social Specialists at SCT.

Environmental and Social Officers participating in the project will need to:

a) Have environmental and social professional background

b) Have taken the orientation on the World Bank ESF and the ESS instruments prepared for this project.

c) Have been appointed by the Council Directors as staff in charge of the project

d) Perform field visits to the project sites on the preparation of project documentation to be reviewed and final screening of the sub projects as well supervision visits.

e) Participate in supervision missions of the World Bank, SEQUIP team, and others.

f) Maintain records of the Monitoring program defined in this ESMF, ESMP and others (RAP/RF, VGPF, SEP) requested by the SEQUIP team and the World Bank.

g) Maintain a database of all sub projects in the region on, environmental certificates, documents, drawings, etc

h) Ensure all subprojects information are included in the Project Environmental and Social Registry. Maintain a Field log book and records of the monitoring activities performed in the project intervention areas. All this information will be part of the Subproject Environmental/Social Registry. Records are:

    i. Project documentation (proposal, school board members, Construction team members, budget, timeframe, name of contractors /fundi

    ii. Permits certificates, water, electricity, solid waste, etc;

    iii. Supervision reports, checklist, inspection reports of the monitoring of the project;

    iv. The level of compliance with environmental and social commitments, according to the indicators of environmental and social compliance indicated in the ESMP of each subproject as verified on the site, and any other relevant environmental information;

i) Report on the development and implementation of the RAPs developed for the sub projects and seek clearance on the same.

j) Report on the development and implementation of the VGPF and VGMP and ensure that all meetings and agreements are clearly documented

k) Will supervise and monitor aspects such as:

i. Record of all incidents of environmental and social issues related projects have corrective measures.

ii. how grievance mechanism analysed by workers and community grievance trends are maintained; and

iii. Working conditions, health and safety of the workers, among others

5. Ward Level

The Ward officers in coordination with ESME and the District officers will support supervision in all stage that the ESMF, EIA, ESMP, RAP, and other documents prepared for the project, by determining whether the prevention and mitigation measures designed into the project activities have been successfully implemented and the pre-project environmental and social condition has been restored, improved upon or worse than before and to determine what further mitigation measures may be required to be implemented by the government. The ward executive officer shall be responsible to support the Village school construction committee in identification of the area of construction of school and then report to the district council for project implementation.

6. Community Level

School Construction Committee will play two important roles:

1. Pre-screen the subproject based on the ESS, by using the Checklist -1 (pre-evaluation stage).
2. Monitor how the environmental and social impacts and ensure prevention and mitigation measures and clauses are implemented in each subproject. They will also maintain suitable records to be made available to their respective LGAs District counterparts in the project.

The supervision shall be done using the Checklist -3 Supervision (Annex 5), which will be expanded on the basis of the ESMP. During compliance supervision the following parameters will be addressed:

a) Proper disposal of construction wastes;
b) construction does not contaminate water for community;

c) contractors places construction materials in the agreed site;
d) contractors do not cut trees important for the school or community; and
e) contractors use shoes, shirt and protective gear (gloves).

During project implementation the Ward executive officer will supervise the environmental and social impacts and ensure mitigation measures are implemented as per contract and the ESMF and other ESF instruments. In collaboration with the present community, the ward executive officer will monitor the incidents related to health and safety during implementation of the project which has or have a significant effect on the environment, affect communities or workers and report to the LGAs for further action also shall monitor school construction and providing feedback to the Council;

7.2.9 Other Institutions relevant for SEQUIP

a) National Environment Management Council (NEMC)

NEMC is charged with the overall role of providing oversight in regard to monitoring for all project activities that have potential impacts on the environment in Tanzania. NEMC will undertake periodic monitoring of the sub projects by making regular site inspection visits to determine compliance with the sub project EIA/EMPs approved and will further rely on the submitted annual audit reports submitted for each sub project annually as required by EMA as a way of monitoring.

NEMC will provide approvals and ESIA licenses to all the investments based on the ESIA reports submitted, since without NEMC's approval implementation of the investment project will not move forward. All monitoring reports as well as annual environmental audit report will be submitted to NEMC as specified by the environmental assessment and audit regulations, 2005.

b) Water Supply Authorities

The Local Government Authorities in the respective sub project areas in liaison with the respective sub project areas will provide water during implementation of projects and operation. These water sources may include: tape water, bore holes, well or rain water harvesting.

c) Energy Supply Entities

The Local Government Authorities in the respective sub project areas in liaison with Energy supply entities, such as TANESCO, will provide source of energy in respective sub projects. These sources may include improved wood and charcoal stoves solar energy or electricity.

7.3 Supervision, Monitoring and Evaluation

Supervision and Monitoring is an ongoing activity during the life of a project. Through supervision and monitoring, it is possible to determine project progress that has been made in relation to the work plan. This help to determine whether a project is on track on for successful project. On the other hand, evaluation determines how successful a project has been in meeting its objectives. It also helps assess the impact of the project activities on the desired outcome, like enhancing knowledge. To address the mitigation measures and monitoring requirements identified in ESMF, an Environmental and social Management and Monitoring Plans (ESMPs) will be developed in coordination with the permitting authority and will be part of the environmental permit. The objective for monitoring and evaluation plan is two-fold:

a) To alert project authorities and to provide timely information about the success or otherwise of the Environmental and Social Management process outlined in this ESMF in such a manner that changes can be made as required to ensure continuous improvement to the process.

b) To evaluate the performance of the ESMF by determining whether the mitigation measures designed into the project activities have been successful in such a way that the pre- project environmental and social condition has been restored, improved upon or worse than before and to determine what further mitigation measures may be required. An environmental and social audit once a year will be performed to provide information to the Bank and the environmental national agencies, identify needs for capacity building or additional support to the district and communities.

c) Maintain the Environmental and Social Monitoring System (ESMS) on the environmental and social management of the project across the portfolio of all civil works to be supported by SEQUIP.

d) Deliver the monitoring plan together with the Project Reports to the World Bank and for supervision missions

7.4 Monitoring and Evaluation Plan

A number of indicators will be used in order to determine the status of environmental and social management issues emerging from projects implementation. The implemented projects will be monitored through a project implementation completion report to be prepared by the LGAs Facilitators staff (formed by the LGA Environmental, Community and Engineer officers) and that will include the progress of achieving the target indicators and adding the registry and evidence for the indicators. An Environmental and Social Monitoring expert will be responsible to support the LGAs Facilitators staff team ensuring recollection of reports on the monitoring plan implementation and secure all data and compliance with the ESMF. The following are some parameters and verifiable indicators to be used to measure the ESMP process, compliance with the contract environmental and social technical clauses (ESTC, Annex 11), mitigation plans and performance.

i. Number of schools with minimum infrastructure package (including WASH facilities for girls) to accommodate increased number of secondary students.
ii. Number of School Boards, Village/Hamlet Governments/Mtaa Committee with members trained in environmental and social management and supervision
iii. Number of LGAs Facilitators staff (Engineers, Environmental and Community District staff) trained in environmental and social on the ESF, the ESMF and other ES management tools.
iv. Number and type of projects that have been screened for environmental and social issues and have obtained the NEMC EIS certificate

Table 10: Monitoring Plan for the SEQUIP and Implementation of the Environmental and Social Management Framework

Stage	Goal	Parameter	Indicator	Unit	Frequency	Responsible	Registry/ Evidence	Comment
INFRASTRUCTURE DEVELOPMENT								
PREPARATION/ EVALUATION OF SUBPROJECTS								
	Provide water that is safe	Water quality	Number of samples with clean water	pH, coliforms, Conductivity	Every month	Environmental engineer	Lab reports	For drinking source in THE SCHOOL
	Reduce impact in biodiversity	Trees (Dap 10 cm)	Number of trees cut	Number of trees	Before construction	Environmental engineer	Field supervision Checklist Permits	Request permits
	Comply with national regulations	Use of Mining materials	Number of permits	Volume	Before construction	Environmental engineer	Permits	Request permits
	Reduce impact with local communities	Transport of materials crossing villages or farms	Number of avoided issues with farmers due to transport of materials	Number of written consents	Before construction	Environmental engineer	Farmers written consent for crossing land with project materials	Request permits from farmers

Stage	Goal	Parameter	Indicator	Unit	Frequency	Responsible	Registry/ Evidence	Comment
CONSTRUCTION PHASE								
Sector water								
	Safeguarding the health of workers/laborers	Water quality	Number of sites with clean water for workers	pH, Coliforms, Conductivity/BoD	Every month	Environmental engineer	Site visit and laboratory reports	For drinking workers
	Safeguarding the health of students	Water quality	Number of schools with acceptable drinking water source	pH, Coliforms, Conductivity/BoD	Once	Environmental engineer	Site visit and laboratory reports	For drinking School = testing of connection
	Safeguarding the health of neighbourhood community	Water quality	Number of community members using the water source	pH, Coliforms, Conductivity/BoD	Every month	Environmental engineer	Site visit and laboratory reports	Water for construction
Vegetation	Control/minimize deforestation	Trees	Number of trees cut	DAP more of 20 cm	Once	Environmental engineer	Vegetation report form	This information to be used in the restoration plan
Safety	Reduce	Accidents	Number of	number	Every	Environmental	Accident	At the project

Stage	Goal	Parameter	Indicator	Unit	Frequency	Responsible	Registry/ Evidence	Comment
	Accidents		accidents		month	engineer	report form	site, routes and other connected area
	Reduce Accidents	Preventio n signs	Number of road signs	Number	Daily	Environmental engineer	Site visit Report Photos	
Labour	Employment creation	Local female workers	Number of females hired	number	Before constructio n and later Every month	Community Officers	Site visit Report	All project areas
Air pollution	Control of airborne diseases and nuisance	Reducing dust caused by moving trucks transporti ng materials	Speed limit in access roads by water	Sign board with speed limit	Daily	Community Officers	Site visit Report and Checklist 3	
	Control of airborne diseases and nuisance	Reducing dust originatin g from materials mixing at	Less people suffering from airborne diseases	Use aggregates with less dust and mixing materials in	Daily	Community Officers	Site visit Report and Checklist 3	

Stage	Goal	Parameter	Indicator	Unit	Frequency	Responsible	Registry/ Evidence	Comment
		the site		appropriate way				
OPERATION PHASE								
Water pollution	Reduce water pollution and ensure clean water from water bodies surrounding schools	Water quality	Reduction in number of water borne disease cases	Physical, biological and chemical (pH, colour, odor, COD, BOD, ECE, Coliform)	Semi annually	School Heads	School board meeting	Ministry of Education has to provide funds to schools
Land pollution	Provide clean environment to students by properly handling solid waste	Availability of waste handling facilities	Number of trash bins provided to separate waste (organic, paper, hazardous, etc)	Number	Twice per year	School Heads	Site visit report	
Air pollution	Reduce air pollution as a result of cooking for students	Use of alternative source of energy as well as energy	Number of schools using energy saving stoves and	Number	Twice per year	School Heads	Site visit report	

Stage	Goal	Parameter	Indicator	Unit	Frequency	Responsible	Registry/ Evidence	Comment
		saving stoves	alternative energy source such as briquettes					
CAPACITIES OF IMPLEMENTING AGENCIES								
PREPARATION/ EVALUATION	Improve capacities of district level staff	Training on the ESMF and other ESF tools	Number of district engineers trained	Number of government staff	Every 6 months	National coordinators	Reports	
	Improve capacities of district level staff	Training on the ESMF and other ESF tools	Number of district engineers, environmental/community officers trained	Number of government staff	Every 6 months	National coordinators	Reports	
	Increase capacities of Env/social specialists and coordinators	1 Study Tours per year	Number of trained people	Number	Once a year	National Coordinators	Reports	

Stage	Goal	Parameter	Indicator	Unit	Frequency	Responsible	Registry/ Evidence	Comment
CONSTRUCTION	Increase capacity of contractors	Trainings	Number of trained people	Number	Once a year	National and District coordinators	Reports	

7.5 Budget for Environmental and Social Management of SEQUIP

According the World Bank ESF all projects needs to include a budget for the environmental and social management of the project financed by the World Bank. The budget is divided in two areas: i) budget to support planning, evaluation, supervision, monitoring and reporting; and ii) budget for the implementation of the environmental and social measures and clauses included in the contracts of builders to prevent, mitigate or compensate environmental and social risks and impacts of the project and subprojects (schools).

Due to the scope of the programme, SCT will need professionals with experience and capacities to be able to support the implementation of SEQUIP for the proper application of the national and international environmental, health, safety, social, labor, etc regulations governing Tanzania and the Environmental and Social Standards of the World Bank.

The following budgets estimates will cover the minimum acceptable for the proper application of this ESMF and the other instruments prepared by the project to comply with the World Bank ESF.

7.5.1 Budgeted Items for Environmental and Social Supervision and Monitoring

The estimated total cost for the 'operational' (budget to support planning, evaluation, supervision, monitoring and reporting) application of the ESMF, and other instruments prepared to comply with, National legislation and the ESF for the SEQUIP implementation is presented in Annex 7. The source of funding is project fund, the specific allocation will be included in Component 4. This will also include specific budget for payment for government officials working at the LGA in the environmental and social management during supervision and monitoring of ESMF. This budget does not include the cost of the prevention and mitigation measures to be required for each subproject.

Following the requirements of the ESF (page 24), SEQUIP will include a budget for supervision and monitoring of Social and Environmental management, not limited, to include, the cost of:

- Recruitment of environmental and social experts and specialists
- Payment of Environmental fees of NEMC.
- Purchase of equipment for supervision and monitoring
- Costing of training activities at all levels

- Setting up an environmental and social monitoring system
- Coordination of permits, etc.

More detail is given below and in Annex 7

7.5.2 Budget for the Application of the Prevention and Mitigation Measures at each Sub-project

All interventions that can cause potential environmental, health and safety and social impacts/risk will need to be prevented, mitigated or compensated as requirement of the World Bank and national legislation (already described in Chapter 3). As it is difficult to define a budget for the prevention, mitigation and compensation measures at designing stage, the actual budget will be reflected in the ESMP of respective subproject.

Many of the preventing and mitigation measures included in Chapter 5 to prevent and reduce risks and impacts have no direct cost, but others do have a cost. The budget for prevention and mitigation will be included in the construction "package" of schools that will be financed under Component 3.

Action considered in this budget and potential Incurred costs will include but not limited to:

- Revegetation of impacted areas: planting of native species or fruit species.
- Purchase of material for demarcating construction site to increase occupational health and safety in the school grounds (according to environmental and social clauses and measures defined in the EMP.
- Waste management: installation of trash containers to collect waste.
- Safety Kit for workers will include construction gloves (no rubber gloves), boots, T-shirt of bright color (orange or yellow) to identify them in the school and provide some protection from sun and responsibility to be working in a national project. Alternatively, to the T-shirt, PPE safety vest must be purchase. All civil works above 2 meters will be required to use helmets (specially the work in the roofs).
- First Aid Kit. Since many schools in the rural area are located in many far places. First aid kits are needed to treat minor cuts and injuries.
- Water supply for drinking- in case there is no water available during construction, drinking water will be provided by contractors to the builders.

SEQUIP will measure the if it is not bottled water it complies with national drinking water quality parameters.

- Insurance. If a contractor – a firm is hired- then it will be needed to request these contractors to have an insurance in case of workers injuries or death during the construction of the subprojects. If a local builder is hired (fundis), or more than 1 are hired, the project will make sure that fundis show proof that they have health insurance.
- Others as described in the ESMF, ESTC and the EMP of the subproject.

(a) Equipment and Mobility

The Environmental and Social Management Unit (ESMU) of the SEQUIP project will need some basic equipment to perform the duties agreed in this ESFM and apply the national legislation. The ESMU will be hosted where the Project Management Unit will be hosted of which for the SEQUIP project will be MoEST with members coming from MoEST and PO-RALG.

The main equipment to be procured, but not limited to, includes:

- Office equipment (such as computers and printers)
- Two vehicles for project environmental and social supervision.
- Cameras, GPS, tablets, for project supervision and recording
- Water quality test kits for preliminary due diligence of project area site (pH, conductivity, chlorine, coliform bacteria, nitrate and metals if possible). There are many brands in the market.

7.6 Capacity Building and Training

Capacity building and training on environmental and social management will be very important for all levels of implementation of the Project. Effective implementation of the Environmental and Social Management Framework will therefore require capacity development for those responsible for implementing sub-projects at the implementing institutions and community levels. Project implementers are critical to be trained and disseminated to students and teachers who are the final users of the infrastructure to be built.

7.6.1 Identification of Capacity Needs

The ESMF requires supporting the capacity building and training for all the environmental and social management focal points at the MoEST and PO-RALG and other institutional levels, and other stakeholders that will be involved directly in the implementation of this project. The capacity building requirements will mostly be in the form of training workshops, exchange activities, development of manuals, field courses, etc.

This ESMF requires increasing capacity building by way of awareness creation, sensitization, actual training through a formal training as described below for different players that will be involved in the SEQUIP. The following capacity building and training activities are proposed.

At community level, LGAs facilitators will train community level stakeholders, namely School Construction Committee, Village Council, School Heads, Local Technician on environmental and social framework including health and safety.

All government officers appointed, and consultants hired to work in the environmental and social management of the project will need to go through a training plan which will include several capacity building workshops in the World Bank ESF, ESMF, ESCP and the other instruments prepared for the project.

The project will engage additional support [29] to support training, supervision, monitoring and preparation of reports and technical needs (OSH, safety, hazardous waste, etc) application, training of school masters, school construction committees, etc. Funding will be provided by Component 4. Terms of reference will be included in the POM.

7.6.2 Training Topics

A comprehensive training plan will be designed by the Environmental and Social Management Unit (ESMU) aiming at enhancing capacity of relevant stakeholder agencies. The National Environmental and Social Coordinators will be responsible to prepare an annual Capacity Building Plan to ensure proper coordination and topics

[29] This support could be given by Government Institutions such as NEMC and Ardhi university.

more relevant for each region and LGAs. This plan will be sent to review to the Environmental and Social specialists. During Project implementation, the MoEST will use experts from the National Environmental Management Council to carry out capacity building to LGAs' Environmental Officers and other experts. The LGAs technical team will have the responsibility for implementation of environmental and social management framework, monitoring, reporting and capacity building at Ward and Village levels.

The overall objective of the training is to mainstream environmental and social consideration into participatory processes of sub-project identification, planning, implementation and mitigation, as well as monitoring of the mitigation activities in the sub-projects and main projects activities. The specific objectives of the training include:

i. Ensuring that key stakeholders understand the ESMF, how to apply it to sub-projects and other activities of the project;
ii. Ensure that the implementing agencies have the capacity to appraise, approve and supervise the implementation of subprojects;
iii. Actively involvement of key stakeholders in the screening of environmental and social aspects of sub-projects from planning, design, monitoring and implementation;
iv. Management of environmental and social risk during project implementation;
v. Identify, prepare, implement and manage environmental aspects of sub-projects; and
vi. Ensure that the institutions have the capacity to assist in preparing sub-project screening, reports, and monitor implementation of mitigation plans.

National experts will provide technical and hand on training to the SEQUIP team, from the national to the local levels. Among the main topics for training identified for the SEQUIP team, regional, LGA, ward and Village/Mtaa level participants in the implementation of the project, are:

i. Background of the SEQUIP – its objectives, target groups and footprints;
ii. Requirement of the ESF, ESS, ESMF in implementation of SEQUIP sub-projects;
iii. Environmental, quality, occupational Health and safety and practices for the construction of schools;

iv. Protection and management of scarce water resources;
v. Restoration and revegetation for biodiversity;
vi. Climate change resilience;
vii. Pollution prevention and solid waste management;
viii. Compliance of builders with the contract environmental and social clauses
ix. Relevant environmental and social regulations;
x. Thorough review of Country EIA procedures, Environmental and Social Management policies & guidelines;
xi. World Bank management policies, as well as their implementation and enforcement;
xii. Environmental Impact Assessment (EIA) and Environmental Audit (EA) procedures;
xiii. Project activities and their potential environmental and social impacts;
xiv. Stakeholder engagement, consultation and partnerships;
xv. Development of mitigation measures and Environmental and Social Management Plans;
xvi. Project screening methods, including application of ESMF tools (Screening checklists, EA), their review, implementation and enforcement;
xvii. ESMP reporting, monitoring and follow-up of ESMF (including responsibilities of each party);
xviii. Grievance Redress Mechanisms and its relevant tools;
xix. Prevention and response to gender based violence (GBV);
xx. HIV Prevention in the work place;
xxi. Prevention and response to sexual harassment;
xxii. Labour influx management practices including preparation and enforcement of workers contracts and codes and conduct;
xxiii. Grievance Redress Mechanism for workers; and
xxiv. Writing environmental reports for the World Bank

These training activities and capacity building Project will be developed and implemented by the ESME with input of the WB management specialist involved in the project (Table 11). The resources for implementing the training will be allocated from the respective component of SEQUIP and will be coordinated by the ESME specialists at the SCT.

Table 11: Summary of proposed information, capacity building and training for the environmental and social management of the SEQUIP

Activity Description	Sub activities Description	Targeted Group	Responsible	Timeline

Awareness Raising	Community Meetings	VC, CMCs, Project Participants, community members	VCs, LGAS Facilitators,	During commencement and throughout the project implementation
	Focus Group Discussions	VC, CMCs, Project Participants, community members	VCs, LGAS Facilitators,	Throughout Project implementation as the need arise.
Trainings	Training during Project rollout	SET, TMU, LGAS Facilitators	TMU	During commencement of Project implementation
	Training during Project implementation	SET, TMU, LGAS Facilitators	TMU	Continuously throughout Project life time as the need arise.
Monitoring	Backstopping activities	LGAS Facilitators, participants.	TMU, SET, LGAs, community	Continuously throughout Project life time
			Estimated budget	$ 20,000 per course

CHAPTER EIGHT

8 GRIEVANCE REDRESS MECHANISM

8.1 Purpose

A Grievance Redress Mechanism (GRM) is necessary for addressing the legitimate concerns of the project affected persons. Grievance handling mechanisms provide a formal avenue for affected groups or stakeholders to engage with the project on issues of concern or unaddressed impacts. Grievances are any complaints or suggestions about the way a project is being implemented, and they may take the form of specific complaints for damages/injury, concerns around resettlement and compensation, concerns about routine project activities, or perceived incidents or impacts.

The Environmental and Social Standards requires project financed by the World Bank to define one or more mechanisms to resolve complains, issues, recommendations, presented by the project stakeholders, citizens or anyone expressing concerns on the environmental, safety and social project development. This Section responds to the ESS10 of the ESF of the World Bank but also complies with national regulations.

The mechanism for grievance redress shall include:

- Provision for the establishment of a grievance redress committee that includes women, youth and vulnerable groups
- A reporting and recording system
- Procedure for assessment of the grievance
- A time frame for responding to the grievances filed
- The mechanisms for adjudicate grievances and appealing judgments
- A mechanism for monitoring grievances

The stakeholder engagement process will ensure that the PAPs are adequately informed of the procedure. The GRM is designed with the objective of solving disputes at the earliest possible time, which will be in the interest of all parties concerned and therefore, it implicitly discourages referring such matters to a tribunal/court for resolution.

8.2 Principles

The project SEQUIP will adopt grievance redresses mechanisms (GRMs) that will be transparent, objective and unbiased and will take both environmental and social grievances into consideration. Steps to file grievances and seek action shall be simple enough for communities to understand.

In the interest of all parties concerned, the grievance redress mechanisms are designed with the objective of solving disputes at the earliest possible time. A good GRM emphasize that all stakeholders should be heard and as such, they must be fairly and fully represented. Identifying and responding to grievances supports the development of positive relationships between projects and affected groups/communities, and other stakeholders.

Due to the nature of the Project and the various components under implementation three GRMs will be implemented to allow stakeholders grievances to be responded to by the appropriate entity at the appropriate level.

- School Construction GRM: This will be administered by the Schools Construction Committee and the Village Council who will form a School Grievance Committee and will address grievances associated with the construction of new schools and rehabilitation of existing schools including grievances related to land and contractor's (workers) grievances.
- Operational Schools GRM: This will be administered by the school guidance counsellors in schools and will be established as part of the safe schools program.
- General GRM: MoEST and PO-RALG each operate a GRM for any issues that people may have. This GRM can be utilised to raise issues directly to the ministry on the various components of the Project.

8.3 School Construction GRM

The GRM will operate at three levels:

Level One: The procedure at the first level will seek to resolve an issue quickly, politely, and transparently out of courts in order to facilitate project activities to move forward.

The School Grievance Committees (SGCs) will act as the first tier for responding to grievances that may arise due to school level development activities. The SGCs will have representatives from the school, the school construction committee and from the village council. The SGC will appoint a Community Liaison Officer (CLO) who will facilitate grievance management between the various levels and the recording of grievances. The CLO shall raise awareness of the GRM, maintain records in the Grievances/claims notebook where grievances and complaints, including minutes of discussions, recommendations and resolutions made, will be recorded/written. The CLO will be responsible for making sure the recommendations of the GRC are implemented and directing contractors to make any appropriate change to their work.

Level Two: Grievances that can't be resolved by the SGC will be referred to the Village Council (VC) who will be responsible for receiving and resolving grievances in a fair, objective, and constructive manner, all claims or complaints raised by project affected persons within the communities affected by the Project. Existing mechanisms such as the Village Land Tribunal will be utilised as needed to address complaints on specific issues. As needed the VC will seek technical support from the LGA to investigate and respond to grievances.

Level Three: Should a complainant remain unsatisfied with the resolution they have the right to take their grievance to the appropriate department, tribunal at the LGA or Regional Level to seeks resolution. Complainants will be advised as to the available Level Three redress mechanisms as needed.

Legal Redress: Where grievances can't be resolved the complainant has the right to seek legal redress through the courts. All efforts will be made to avoid the need for legal proceedings through negotiations and agreements with complainants.

The CLO in the SGC will be responsible for supporting the various committees in developing responses to grievances and monitoring the grievance mechanisms for the various sub-projects to ensure that the mechanism is being implemented appropriately.

8.4 Grievance Procedure

a) Step 1: Submission of Grievances

The affected person shall file his grievance to the SGC, which will be recorded in writing by the CLO. The grievance note should be signed and dated by the aggrieved person.

A grievance can be submitted to in a number of ways as follows:

- through suggestion box which is accessible at the school environment or at the construction site.
- during regular meetings held between communities, the SGC, VC or LGA;
- through the Local Consultative Forums established in the affected villages;
- during informal meetings with the SGC, VC or LGA;
- through communication directly with management – for example a letter addressed to site management; and
- Email, what's app messages and telephone (where appropriate).

All complaints about abuse in service, potential corruption must be channelled to proper authorities no more than 5 days after the complaint is received.

b) Step Two: Logging the Grievance

The SGC keeps records of all complaints received, whether and how the SGC resolved them, and which complaints were forwarded to the VC. Once a grievance has been received it must first be logged in the grievance database register by the SGC. A sample grievance logging form is provided in Annex 2.

Anonymous grievances will be accepted recognizing that this may limit the possibility of investigation and resolution. Those who collect grievances will be trained on how to collect grievances related to GBV in the appropriate manner (see below).

c) Step Three: Providing the Initial Response

The person or community or stakeholder that lodged the initial grievance will then be contacted within 2-3 days to acknowledge that SGC has received the complaint. This response will either accept or refute responsibility for the grievance. This notification will include details of the next steps for investigation of the grievance, including the person/department responsible for the case and the proposed timeline for investigation and resolution which will depend on the severity of the incident. In some cases it may be necessary to provide an immediate response to avoid further harm while more

detailed investigations are undertaken eg in the case of fatalities, workplace accidents, community safety pollution of natural resources, conflict with communities etc.

d) Step Four: Investigating the Grievance

The SGC will aim to complete investigation within two weeks of the grievance first being logged. Depending on the nature of the grievance, the approach and personnel involved in the investigation will vary. A complex problem may involve external experts for example. A more simple case may be easier, and quicker to investigate. The SGC will involve the aggrieved person/people in this investigation, where possible, to ensure participation. The SGC will continually update the aggrieved on the progress of the investigation and the timeline for conclusion. Unless highly complex, the investigation should be completed within 14 days, although efforts should be made to complete this process faster.

e) Step Five: Communication of the Response

The SGC will outline the steps taken to ensure that the grievance does not re-occur and any measures needed to resolve the complaint. The response will be communicated within 1 day of the resolution being determined.

f) Step Six: Complainant Response

If complainant is satisfied then SGC should seek their sign off from the complainant and determine what if any follow up is needed to monitor the implementation of the resolution. The resolution should be implemented promptly. This may happen at the time the resolution is proposed or within a timeframe agreed between the SGC and complainant but ideally within 5 days.

g) Step Seven: Grievance Closure or Taking Further Steps if the Grievance Remains Open

Once the measures have been implemented to the complainant's satisfaction the grievance should be closed. If, however the grievance still stands then the SGC will initiate further investigation and determine the steps for future action. Once all possible redress has been proposed and if the compliant is still not satisfied then they should be advised of their right to appeal to the next level as outlined above.

If the grievances can not be resolved at the LGA or Regional level, the complainant should be advised of their right to legal recourse.

Land related grievances shall be resolved using the land courts established under the Land Disputes Courts Act. No. 2 of 2002 with its regulations. The courts are: The Village Land Council; The Ward Tribunal; The District Land and Housing Tribunal; The High Court (Land Division) and The Court of Appeal of Tanzania. However, where village(s) or wards have not established Village Land Council(s) or Ward Tribunals respectively, prior to the commencement of a project, the District Council shall be required to make sure that the village(s) or Ward establishes Village Land Council(s) or Ward Tribunal. Likewise, where district land and housing tribunal are not in place prior the commencements of a project, grievances shall be referred to tribunals having jurisdiction. Heirs related grievances shall be resolved using the Probate and Administration of Estates Act Cap 352.

Gender Based Violence (GBV)

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

As outlined in the ESMF, a GBV action plan will be developed for the Project and will be modified for each LGA once service providers have been identified. A GBV referral pathway will be identified in each district mapping services with the appropriate capacity and quality of service delivery.

The SGC will be trained on how to manage GBV related grievances including matters of confidentiality, treating survivors with empathy and what non-identifiable data should be collected and how to close the case. In addition, members of the village council will also be trained on how to receive and manage this information. However, the Village Council will not be involved in resolving GBV related cases as this will be determined by the survivor with support from the appropriate service providers based on their needs and wishes.

In cases involving a Project Worker, the contractor and LGA will be advised about the case who will in turn inform the GBV Specialist at the national level who will instigate

any investigation required involving the contractor, LGA, services providers etc. They will then recommend action to be taken by the contractor/SCC in ensuring that administrative sanctions are taken against an alleged perpetrator of sexual assault.

Adaptation for Vulnerable Groups

This GRM will be presented to Vulnerable Groups and adapted as needed to meet their requirements and decision-making processes while maintaining the principles underlying the mechanism and the roles and responsibilities. Such adaptations will be discussed and agreed during the preparation of the Vulnerable Groups Plans but may include roles for traditional leaders and decision-making processes for example in addressing land issues. The aim for this adaptation is to ensure that vulnerable groups are able to raise their concerns in a manner they feel will be listened to and which they feel is accountable to them.

Operational Schools GRM

As part of the safe schools program each school will have one or two trained guidance and counselling teachers (depending on school size and gender composition) as grievance redress focal point for students and teachers. The GRM will be accessible to teachers and students who will be able to submit grievances into sealed suggestion boxes or in person. In case resolution cannot be reached the school head will be involved in the resolution. Should the issue be greater than can be resolved at the school level MoEST and/or PO-RALG representatives at the LGA will be brought in. The trained teachers will then help the complainant to resolve the issue in a manner which reduces conflict.

In relation to GBV, to increase mechanisms for reporting both the guidance and counselling teachers, a member of the Parent-Teacher Association or School Board and members of the village council shall be trained in how to receive GBV complaints to allow for multiple entry points. They will be trained on how to keep the matter confidential, treat the survivor with empathy and on the referral pathways. The GRM will refer the survivor to the GBV Service Provider(s) who will support the survivor to report the case to the police (recognising that there is mandatory reporting in relation to children in some instances) and access other services. The service provider will maintain confidentiality in the process, understand the criteria for mandatory reporting and inform the child of the same so they are aware, report only the minimum

information required and consider the impact of reporting and how to address these impacts.

General Grievances

Currently MoEST and PO-RALG operate independent Grievance Mechanisms through which complaints and concerns can be submitted regarding wider issues. At both Ministries there are Complaints Desks at the national level.

Complaints can be submitted by emailing compliants@moe.go.tz or ps@tamisemi.go.tz phoning <<insert contact details>>. For PO-RALG, there is a suggestion/ complaint box at each LGA and complaints boxes are placed in schools. Grievances related to SEQUIP should be forwarded to the SEQUIP Coordination Team to be addressed.

8.5 Record Keeping

All comment responses and, grievances are to be logged using grievance logging forms and registers. This includes details of the claim/grievance/complaint, the claimant/aggrieved, and ultimately the steps taken to resolve the grievance. A master database will be maintained by the SGC to record and track management of all grievances.

8.6 Monitoring

It is vitally important to monitor the effectiveness of the grievance mechanism. Appropriate measures for this include monthly reporting on the number of grievances received, resolved and outstanding and associated timeframes. This will be undertaken by the SGC and reported to LGA. As part of stakeholder engagement and consultation, involving the views of the stakeholders for whom the Grievance Mechanism is designed will be part of SCT Monitoring.

9 CHAPTER NINE
LABOUR MANAGEMENT PROCEDURES

9.1 Overview of Labour Use on the Project

Type and Number of Project Workers
The following types of works will be employed on the Project:

Direct Workers - This will include the following types of labour:
- SCT staff - who will either be engaged for the Project or more likely designated to work on the SEQUIP Project.
- Teachers – who will work in the newly constructed schools and expanded schools as well as in existing schools which will implement the safe school's program.
- Alternative Education Pathway staff who will work in the AEP facilities and raise awareness of alternative pathways.

The exact numbers are unknown but given the number of schools to be constructed the number of teachers is expected to be extensive (likely in the 1000s). SCT staff is expected to be more limited in numbers (likely in the 10s)

Contracted Workers - This will include the following types of labour:

- Construction workers – individuals who will be contracted to undertake construction of the schools and will include builders, masons, plumbers, roofers etc as well as any labour they hire.

- Facilitators and consultants to provide technical support i) the ICT mapping/baseline assessment of active and past ICT initiatives in secondary education in Tanzania and development of ICT strategy; (ii) the development of materials for the AEP program; (iii) development, roll out and curation of online/offline teacher portal and content; (iv) support the development of a holistic Safe School Program, including the preparation of training modules and materials, and training of relevant staff; (v) capacity building and support for environmental and social risk management; and (vi) auditing and monitoring of Project Implementation and environmental and social risk management.

The exact numbers are unknown, but the construction workforce is likely to be over 2000 people (although not at any given time) as each school will be constructed using local workers for a relatively short period. The number of consultants/ facilitators is

expected to be in the 100s to provide the nationwide spread needed but may be linked to a limited number of organizations.

Community Workers – to be reviewed.

Primary Supply Workers – will mainly be linked to the provision of materials for construction and again a range of companies are likely to be used across Tanzania.

Characteristics and Contracting of Project Workers

For construction activities and in the supply chain workers are likely to be mainly local workers, who are male and over the age of 18. Migrant workers are not expected given the short duration of the construction activities in any one site and the use of community based contracting. Workers are most likely to be from the LGA where the construction activities are being implemented. The number of female workers in these roles is expected to be minimal as they are traditionally 'male' jobs. These workers will be hired for a limited duration (usually months) via community contracting by the school construction committee to undertake construction activities. At any given school the number of workers will be limited to 10s in number at any given time.

Direct workers, consultants and facilitators from Government Institutions are more likely to be national workers who are over the age of 18 and educated to at least a tertiary level in order to provide the technical skills. This group are likely to consist of both males and females. Consultants and facilitators from Government Institutions will be engaged during the first year of implementation as the various components are implemented and are likely to remain in position for the duration of the Project (5 years). Direct workers in the SCT will need to be engaged immediately to enable the Project to be implemented effectively. Teachers and AEP facilitators will increase in number as new schools are constructed and/ or additional pupils use the AEP facilities.

9.2 Assessment of Key Potential Labour Risks

Project Activities
Activities under SEQUIP will be structured into four main components which will be carried out nationwide which will each require the use of labour.

Component 1: Empowering Girls Through Secondary Education and Life Skills

1.1 Creating Safe Schools through the safe schools program

1.2 Promoting Girls' Completion of Secondary Education through Quality Alternative Education Pathways.

Component 2: Digitally-Enabled Effective Teaching and Learning

2.1 Effective Teaching and Learning -Minimum package of critical teaching and learning resources for all schools:
2.2 Digitally-enabled Teaching of Math Sciences and English - development of an ICT in Education Strategy and plan for secondary education.

Component 3: Reducing Barriers to Girls' Education through Facilitating Access to Secondary Schools – through expansion of the secondary school network and support upgrading existing secondary schools

Component 4: Technical Assistance, Impact Evaluation and Project Coordination

Key Labor Risks

The key labor risks which may be associated with the project include:

Forced Labour
The use of forced labour is not considered likely on the project given the community based contracting model and that teachers are employed subject to standard contracts. Furthermore, consulting firms and facilitators will be selected on the basis of their skills and qualifications which will include due diligence on labour and working conditions.

Child Labour
In most areas of construction child labour has soared due to their vulnerability caused by poor livelihood conditions of their parents. One of the envisaged impacts that might be caused by the SEQUIP is the employment of children by contractors against the World Bank and the country laws and regulations. In most cases child labour is initiated by parents who force their children to work in construction industry to bring money home or to provide community contributions eg the provision of water. Under such circumstances fighting child labour has become difficult due to lack of information and proper data caused by lack of cooperation from the surrounding communities.

Child labour is not expected in direct workers (PIU, teachers) or in those contracted to undertake consulting or facilitation services as these sectors are not associated with the presence of child labour.

Exploitation of Workers

Project workers such as construction workers face the risk of exploitation, discrimination and other forms of unfair treatment by employers/contractors. This can include being overworked with no compensation, hours of work, rest periods, low wages, contracts and improper provision of necessary working environment and equipment for the works assigned, among others. Local and unskilled labourers involved in construction may have inadequate knowledge of the provisions of Employment and Labour Laws and policies or be willing to waive these rights due to the limited availability of paid employment. Similar risk potentially exist for workers in the supply chain who will provide materials needed for the construction of schools.
Exploitation is not expected in those contracted to undertake consulting or facilitation services as these sectors are not associated with such risks. Furthermore, consulting firms and facilitators will be selected on the basis of their skills and qualifications which will include due diligence on labour and working conditions.

Sexual Exploitation and Abuse
Construction workers may engage in sexual fraternization and transactional sex in particular with younger women and girls. This can support the spread of Sexually Transmitted Diseases (STDs) including HIV/AIDS. In addition, it can lead to domestic conflicts, GBV and domestic violence at a household level.

Women who seek employment may also face sexual harassment including demands for sexual favours before being employed. When employed, women may face continuous and/ or unwanted demands for sex under threat of being dismissed or missing out on other benefits or opportunities such as overtime. In addition, female workers may also be sexually assaulted by their male colleagues. Women and girls in the places of work may also face the risk being subjected to verbal harassment in the form of insults and demeaning comments in addition to unwanted gestures and touches by construction workers. This is a particular risk when rehabilitation of schools is being undertaken and workers are not segregated from pupils.

9.3 Overview of Labour Legislation Terms and Conditions

The most relevant subsidiary legislations include:

i. The Employment and Labour Relations (Code of Good Practice) Rules, 2007, Government Gazette, Notice No. 42 of 2007
ii. The Employment and Labour Relations (Forms) Rules, 2007, Government Gazette, Notice No 65 of 2007
iii. The Employment and Labour Relations (General) Regulations, 2017, Government Notice 47 of 2017

The Employment and Labor Relation Act (ELRA) No7 enacted by Parliament in 2004, clarifies the mandates, processes, and mechanisms through which duties and obligations are to be pursued and enforced. Whereby the ELRA provides for labour standards, rights and duties, the ELRA constitutes the laws and institutions charged with administering and overseeing labour laws. It addresses several employment issues relating to governance, sector specific assessments of working conditions, wage determination, reporting, grievances and dispute resolutions, and compliances matters. The ELRA protects core labour standards including: i) The prohibition of child labour - requiring a minimum working age and working condition requirements for children; ii) The prohibition of all forms of forced labor - preventing workers from being forced to work under duress; iii) Non-discrimination – prohibiting all kinds of discrimination in employment; iv) Freedom of association - enabling workers to join independent trade unions; and v) The right to collective bargaining - giving workers the opportunity to negotiate collectively with employers.

ELRA covers the entire scope of the minimum terms as follows:

- Working hours: employee may work for nine (9) hours inclusive of a one (1) hour meal break per work day; forty-five (45) hours a week; and a maximum of six (6) days a week.
- Overtime hours: are to be paid at a rate of one and one half (1 ½) times the employee's wage for any hours worked over a standard work day (9 hours inclusive of a 1 hour meal break)/week (45 hours). Employees are prohibited from working more than fifty (50) hours of overtime over a four-week cycle. Overtime is not to exceed ten (10) hours a week.
- Total hours: Workers may work twelve hours in a day, however, this must not exceed the forty-five (45) hour limit of working hours a week. Tanzanian law limits work to twelve (12) working hours per day, inclusive of ordinary and overtime working hours. Employees are entitled receive pay for all public holidays. When employees are obligated to work on a public holiday, the worker is entitled to double their basic wage for each hour worked.
- Night work: are to be compensated at least five percent (5%) of their basic wage or overtime wage for each hour worked at night. However, some categories of workers are prohibited from night work including pregnant workers two months before delivery, mothers two months after delivery, children under the age of eighteen (18) and anyone medically certified as unfit for night work.
- Rest Periods: employees are entitled to a sixty (60) minute break over a five (5) hour period of consecutive work. Employers must allow workers to have a daily rest of up to twelve (12) hours between ending and commencing work; and a weekly rest of up to twenty-four (24) hours.

- Deductions: An employer is not authorized to make deductions from an employee's salary unless permissible by law, contractually agreed to, or court ordered.
- Leave: Annual leave (28 days inclusive of public holidays), sick leave (126 days in a 36 month cycle), maternity (84 days in a 36 month cycle), and paternity leave (3 days) and compassionate Leave (Family Responsibility Leave usually 4 days). However, other types of leave may be negotiated through collective bargaining and documented.
- Termination: Both parties to a contract have the right to terminate employment. The Employment Act requires that all forms of termination be documented in writing and adequate period of notice be given prior to terminating employment.

9.4 Health and Safety

Occupational Health and Safety

Risks associated with Occupational Health and Safety could occur during the following activities:

- Construction: Occupation health and safety of the workers during the construction phase is likely to be a concern due to the types of accidents that can normally occur in construction sites that could cause loss of life, limbs, injuries among others. This includes risks associated with working at height. Understanding of occupational health and safety in the construction workforce is likely to be limited.

- Teachers/ AEP Facilities: Teachers are exposed to Occupational Health and Safety risks during operation including emergency preparedness, handling of chemicals (in science labs) etc which will need to be managed,

Accidents and Emergencies

During operation, the schools build could confront different emergencies due to different hazards and conditions that can lead to emergencies and injuries to students and teachers. This includes risk of fires, earthquakes, wildlife or domestic animal attacks, failure of infrastructure, contamination and handling of hazardous materials.

9.5 Labour Legislation – Occupational Health and Safety

Specific, relevant and direct legislation on occupational safety and health is found under the Occupational Health and Safety Act of 2003. The Act is aimed at protecting against hazards to health and safety arising out of, or in connection to, work related-activities.

The OSH Act sets standards that must be observed by employers to ensure that a workplace is safe and secure. Where no standards exist to deal with a particular issue, employers are bound by OSH Act's General Duty Clause which requires employers to provide a place of employment that is free from recognized hazards known to or are likely to cause harm, death or serious physical injury to its employees.

Potentially dangerous devices or machinery must be securely fenced. All power operated devices must be powered off from transmission machinery. Employers must provide an employee with Personal Protective Equipment (PPE) to minimize risks. First aid kits, fire extinguishers and an evacuation plan must also be provided in case of emergency.

Workers are obliged to act reasonably to reduce the risk of work-related injuries. Where loss or injury occurs by fault or negligence of the employee, the law makes them partly liable. Employees have the following duties under the OHS Act:

- Take reasonable care for the health and safety of themselves and others who may be affected by his/her actions or omissions at work
- Comply with employer health and safety regulations
- Report to the employer or health and safety representative knowledge of any unsafe or unhealthy situation
- Report immediately to the employer or health and safety representative any incident or accident which results in injury

9.6 Responsible Parties

The following functions are responsible for labour and working conditions:

- School Construction Committee (SCC) – are responsible for undertaking community contracting of construction workers and ensuring that they have appropriate contracts in place, management of project workers and grievance redress.

- Local Government Authority – responsible for supervising the SCC to ensure that the contracts are in place and that Occupational Health and Safety requirements are met in collaboration with OSHA.

- Environmental and Social Project Management Experts – provision of training to LGAs on labour and working conditions issues such that they are able to undertake supervision activities in line with ESS2 and national legislation. These experts will also be responsible for ensuring that appropriate due diligence in relation to labour and working conditions is undertaken when contracting consultants and facilitators.

- OSHA – will be responsible for supervising the occupational health and safety at permanent work places in collaboration with PO-RALG at the LGA level.

9.7 Policies and Procedures

The following measures will be implemented in relation to labour and working conditions.

Impacts	Environmental & Social Standard Main Legislation	Project Phase	Description of Mitigation Measures	Responsible for Implementing Measures
Health and Safety	EMA, 2004 OHS Act 2003 ESS2	Construction	• Construction workers will be provided with adequate Personal Protective Equipment (PPE) including, high-visibility vests, safety boots, earplugs, gloves etc. and enforce their use.	• Contractor/ Local fundis • SCT • Environmental Officers
Occupational Health and Safety	EMA, 2004 OHSA 2003 ESS2	Construction	• Project sites should be fenced/hoarded off from public view during construction. • Good house-keeping at construction sites should be ensured. • When possible fence the school compound.	• Contractor/ Local fundis • SCC
Occurrences of Emergencies	EMA 2004 OHSA 2003 ESS3	Construction & Operation of Schools	• Preparation of an emergency plan for attending emergencies that poses an immediate risk health, life, property, or environment • Installation of fire extinguisher and smoke detectors in the school, dormitories and science labs. • Training to treat emergencies for construction workers and the community including drills	• Contractor/ Local fundis • SCC • Environmental Officers • SCT

Exploitation of Workers	Employment and Labor Relation Act 2004 (ELRA, 2004) ESS2	Construction	• Local skilled and unskilled labour within the project area will be recruited as far as possible. • Ensure that all workers have contracts with terms and conditions that are consistent with national labour laws and policies as well as ESS2. • Every worker should be trained on as well as sign a Code of Conduct as an annex to the employment contract – covering issues such as zero tolerance of unacceptable conduct in the community and GBV, sexual harassment, sexual exploitation and abuse of children, etc • Facilitate workers to be aware of the school construction committees to channel their concerns/grievances.	• Contractor/ Local fundis • SCC • Social Officers
Child and Forced Labour	Employment and Labor Relation Act 2004 (ELRA, 2004) ESS2,	Construction	• Ensure no children are employed on site in accordance with national labour laws and ESS2 (No students should be engaged in fetching water for construction works or otherwise providing community contributions) • All workers should be able to demonstrate their age by use of national identity cards or	• Contractor/ Local fundis • SCC • Social Officers

			other documentation. • Inform communities and stakeholders that the use of child labour/ students (including for community contributions) is not permitted on the project. • All workers must have an employment contract, be paid for their work and have the right to resign if they wish.	

9.5 Age of Employment

According to Tanzanian law

A child of fourteen years of age may only be employed to do light work, which is not likely to be harmful to the child's health and development; and does not prejudice the child's attendance at school, participation in vocational orientation or training programmes approved by the competent authority or the child's capacity to benefit from the instruction received.

A child under eighteen years of age shall not be employed in a mine, factory or as crew on a ship or in any other worksite including non-formal settings and agriculture, where work conditions may be considered hazardous by the Minister.

These requirements are in line with the requirements of the World Bank Environmental and Social Framework and ESS2 on child labour.

On the Project no-one under the age of 14 shall be employed in any capacity and children between the ages of 14-18 will be restricted to light work in line with Tanzania law. In practice, workers will therefore mainly be above 18 years of age. No students at an existing school shall be employed on the site or undertake work (e.g. collecting water) as this may interfere with their schooling and capacity development.

The age of a worker will be established prior to their commencing work as part of the contracting process and will involve the following review of Government issued identity cards or documentation to determine the age of the worker. Where a worker does not have such documentation engagement with the village council will be undertaken (in the location where the worker comes from) to establish the age of the worker using other records (birth certificates, school records, etc) to determine if the child is above 14 and 18 respectively. In case of doubt, children suspected to be under 14 should not be employed and those in the 14-18 range should be assigned light duties.

Should a worker be found to be under the age of 14, they should be removed from the worksite/ activities they are undertaking immediately for their safety. The contracting entity (such as the School Construction Committee or other) should engage with the child and their family to determine why the child is working as there are frequently socio-economic drivers for child labour and where possible an alternative member of the same household should be offered employment to avoid negative impacts. The child should be paid all monies owed to the end of the week that they were working in a timely manner. Where possible the child should return to school at the appropriate grade.

The SCC will be responsible for undertaking a risk assessment with the contractor and the LGA Community Development Officer, Environmental Officer and District Engineer for any activities involving a child under 18. This will involve listing all potential activities to be undertaken, drawing up a list of excluded activities which are considered hazardous such as working at height and identifying any additional safety precautions that need to be implemented. These risk assessments shall be shared with the Environmental Project Management Expert in the SCT for review.

9.6 Terms and Conditions

Government civil servants working in connection with the project, whether full-time or part-time, they will remain subject to the terms and conditions of their existing public sector employment agreement or arrangement.

Other project workers will be subject to the terms and conditions outlined in Section 4 which summarises the Employment and Labour Relations Act and presented in the (draft) Environmental and Social Clauses for contractors.

Collective bargaining agreements specific to the project are not anticipated but should they exist in relation to any contracted workers they will be respected.

9.7 Grievance Mechanism

Contracted workers involved in school construction will have access to the school construction grievance mechanism which will be overseen by the School Construction Committee and Village Council. Appeals will be made to the LGA in case of any unresolved disputes.

Other contracted workers (facilitators, consultants) should submit grievances to their Human Resources Departments. Alternatively, grievances should be submitted to either MoEST or PO-RALG as the contracting entity via the Environmental and Social Project Management Experts. Contact details for these individuals will be provided to such entities.

9.8 Contractor Management

The selection of contractors will be undertaken for schools construction using the Schools Construction Committee (SCC) who will undertake community contracting. Other consultants and facilitators will be selected by MoEST and PO-RALG at the national level.

As part of the selection process the following information should be requested/ reviewed:

- Information in public records, for example, corporate registers and public documents relating to violations of applicable labor law, including reports from labor inspectorates and other enforcement bodies;
- Business licenses, registrations, permits, and approvals;
- Documents relating to a labor management system, including OHS issues, for example, labor management procedures;
- Identification of labor management, safety, and health personnel, their qualifications, and certifications;
- Workers' certifications/permits/training to perform required work;
- Records of safety and health violations, and responses;
- Accident and fatality records and notifications to authorities;
- Records of legally required worker benefits and proof of workers' enrollment in the related programs;
- Worker payroll records, including hours worked and pay received; and
- Identification of safety committee members and records of meetings.

It is recognized that many local contractors will not have all this information but emphasis should be placed on understanding their approaches to these matters and reviewing any documentation they do have.

9.9 Primary Supply Workers

There are no significant risks identified of child, forced or serious safety issues in the supply chain. Should such risks be identified the supplier should be excluded from contracts on the Project until the issues are addressed in line with national law and ESS2 requirements.

CHAPTER 10.
Consultation and disclosure of project documents

The details of consultation and disclosure of project documents are described in the SEP (Stakeholder Engagement Plan). After consultations, the followin information will be provided on:

1-Disclosure of documents

Date the Documents were disclosed in the websites of MoEST, PO-RALG
Date the Documents printed were disclosed at the District – indicate names of districts (perhaps the district were per sure the first group of works will be selected)

2-Coordination for the Consultation process

-number of stakeholders invited and who attended (add lists in Annex 13)

-places where consultation was held

-team representing MoEST, PO-RALG, district , teachers, students that lead the consultation process.

3- Results of Consultation.

-Agenda, materials shared in the consultation
-Photos
-feedback of presenters (add here a summary, add a detailed annex in the Annex 13)
-Indicate adjustments proposed for any of the ESF instruments
-Proposed date to adjust and redisclosed ESF documents
-conclusion

3. Protoocol for consultation in implementation. Annex 13 includes a protocol for future consultations that could be needed during implementation

REFERENCES

Sub-Divisional Population Projection for Year 2016 and 2017 Based on 2012 Population and Housing Census

United Republic of Tanzania (2013) "Iringa Region Socio-Economic Profile" Jointly prepared by Ministry of Finance, National Bureau of Statistics and Iringa Regional Secretariat.

United Republic of Tanzania (2014) "Basic Demographic and Socio-Economic Profile Report Tanzania Mainland" National Bureau of Statistics, Ministry of Finance Dar es Salaam, and Office of Chief Government Statistician Ministry of State, President Office, State House and Good Governance.

United Republic of Tanzania (2014) "Basic Demographic and Socio-Economic Profile: Key Findings" 2012 Population and Housing Census

Government Portal Committee (https://www.tanzania.go.tz/home/pages/272) (last viewed 2018/12/03 - 1543 hrs)

United Republic of Tanzania, 1997. National Environmental Policy (1997), Dar es Salaam, Tanzania

United Republic of Tanzania, 2003. Construction Industry Policy (2003), Dar es Salaam, Tanzania

United Republic of Tanzania, 1995. Land Policy (1995), Dar es Salaam, Tanzania

United Republic of Tanzania, 2000.National Human Settlements Development Policy (2000), Dar es Salaam, Tanzania

United Republic of Tanzania, 2002. National Gender Policy (2002), Dar es Salaam, Tanzania

United Republic of Tanzania, 1992.Energy Policy (1992), Dar es Salaam, Tanzania

United Republic of Tanzania, 2004. Environmental Management Act No. 20 (2004), Cap. 191, Dar es Salaam, Tanzania

United Republic of Tanzania, 2009. Water Supply and Sanitation Act No. 12 (2009), Dar es Salaam, Tanzania

United Republic of Tanzania, 1999. The Land Act No. 4 and No. 5 (1999), Dar es Salaam, Tanzania

United Republic of Tanzania, 2009. The Wildlife Conservation Act, (2009), Dar es Salaam, Tanzania

United Republic of Tanzania, 2003.Occupational Health and Safety (2003), Dar es Salaam, Tanzania

United Republic of Tanzania, 2004. Employment and Labour Relations Act No. 6 (2004), Dar es Salaam, Tanzania

United Republic of Tanzania, 2004. Employment and Labour Relations Act No. 6 (2004), Dar es Salaam, Tanzania

United Republic of Tanzania, 2009. Public Health Act (2009), Dar es Salaam, Tanzania

United Republic of Tanzania, 2000. The Tanzania Development Vision (2000), Dar es Salaam, Tanzania

United Republic of Tanzania, 2005, Impact Assessment and Auditing Regulations (2005), Dar es Salaam, Tanzania.

United Republic of Tanzania, 2013, The Supplementary Wildlife Conservation (Wildlife Ranching, Farming, Breeding, Orphanage Centres, Sanctuaries and Zoos) Regulations (2013), Dar es Salaam, Tanzania.

SEQUIP Project Concept Note (PCN)

The World Bank Environmental and Social Frameworks (Environmental and Social Standards - ESS1-10).

WB Guidelines "Managing the risks of adverse impacts on communities from temporary project induced labor influx", 2016,

World Bank Global Gender-Based Violence Task Force: Action Plan for Implementation

World Bank Group Environmental, Health, and Safety (EHS) Guidelines

Annexes.

The following are the annexes of the Tanzania SEQUIP project and are an integral part of the ESMF approved for the project implementation.

Annex 1	Definitions according to the Environmental Management Act of Tanzania
Annex 2	Checklist -1 - Identification and pre-evaluation of Environmental and Social Potential Risks
Annex 3	Checklist 2- Screening for main environmental and social risks
Annex 4	Resettlement screening form
Annex 5	Checklist 3- Supervision
Annex 6	Checklist 4- Final verification of subproject construction/rehabilitation
Annex 7	Budget for Environmental and Social supervision, monitoring and mitigation
Annex 8	Grievance Reporting Form
Annex 9	Chance find procedures for cultural resources and compliance with ESS8
Annex 10	Terms of reference for hiring/designating Environmental and Social Specialists to SEQUIP and comply with ESS1
Annex 11	Environmental and Social Clauses for Contractors
Annex 12	Sample of a Proposed Training Workshop on the ESMF
Annex 13	Consultation Records and meeting summaries

Annex 1: Definitions According to the Environmental Management Act of Tanzania

1. Developer" means a person who is developing a project to which an environmental impact assessment is required by the Act;
2. "economic analysis" means the use of analytical methods which take into account economic, socio-cultural, and environmental issues in an integrated manner in the assessment of projects;
3. "environmental audit" means a systematic evaluation of activities and processes of a project to determine how far these activities and Projects conform with the approved environmental management plan of that specific project and sound environmental management practices and applicable environmental standards;
4. "environmental auditor" means an individual person or a firm of experts certified and registered as Environmental Expert in accordance with the provisions of the Environmental (Registration of Environmental Experts) Regulations, 2005;
5. "environmental control audit " means a mechanism or procedure put in place by a proponent or proprietor in consultation with the Council to determine compliance with environmental standards;
6. "environmental expert" means an individual person or firm of consultants duly certified and registered under the Environmental (Registration of Environmental Experts) Regulations, 2005 to conduct environmental impact assessment study or environmental audit;
7. "environmental impact assessment" means a systematic examination conducted to determine whether or not a Project, activity or project will have any adverse impacts on the environment;
8. "environmental impact statement" means the statement produced at the end of the environmental impact assessment process in accordance with the requirements of section 86 of the Act and Part IV of these Regulations;
9. "environmental management plan" means all details of project activities, impacts, mitigation measures, time schedule, costs, responsibilities and commitments proposed to minimize environmental impacts of activities, including monitoring and environmental audits during implementation and decommissioning phases of a project;
10. "environmental management" includes the protection, conservation and sustainable use of the various elements or components of the environment;

11. "environmental monitoring" means the continuous or periodic determination of actual and potential effects of any activity or phenomenon of the environment whether short-term or long-term;
12. "mitigation measures" include engineering works, technological improvements, management and ways and means of minimizing negative aspects, which may include socio-economic and cultural losses suffered by communities and individuals, whilst enhancing positive aspects of the project;
13. "project" includes any proposed activities that leads to may have an impact on the environment;
14. "proponent" means a person proposing or executing a project, Project or an undertaking specified in the Third Schedule of the Act;
15. "public" means individual, civil society organizations and institutions, community based organizations, public and private institutions;
16. "review" means a process of checking the adequacy of an environmental impact statement or environmental audit report with a view to ensuring that it meets the legal requirement and ensure wide acceptance of the environmental impact study findings;

Annex 2: Checklist 1- Identification Stage and Pre-evaluation of Environmental and Social Preliminary Risks

This Checklist 1- Identification of Environmental and Social Preliminary Risks has been designed to assist in the early identification of potential risks associated with the construction of the schools in proposed sites by the community, following the requirements of the ESF of the World Bank.

CHECKLIST 1- IDENTIFICATION STAGE - ENVIRONMENTAL AND SOCIAL PRELIMINARY RISKS

SEQUIP PROJECT

GOVERNMENT OF TANZANIA

Request School Number:		
Location of the proposed school		
REGION		
DISTRICT		
COMMUNITY		
WARD		
SCHOOL CHARACTERISTICS		
Estimated number of students		
Estimated number of classrooms		
Estimated number of teachers needed		
Will the school have	Hostel Yes □ No □	Science Lab Yes □ No □
	Teacher accommodation Yes □ No □	(Need) Road access Yes □ No □
ENVIRONMENTAL CHARACTERISTICS		
Water	IS their WATER for the school? Yes □ No □	HOW FAR FROM THE LOCATION proposed for the school? _____ meters

	Source Spring □ River □ Well □ City □ Other (state) □_____	
Vegetation	Are trees in the plot proposed to be used to build the school? Yes □ No □	
Terrain	What is the terrain in the plot proposed for use to build the school?	Flat □ Hilly □ In a valley □ On the top of hill □
Fauna	Is their wildlife fauna in the area? Yes □ No □	
SOCIAL CHARACTERISTICS		
Land Tenure	Who is the 'owner' of the land? Individual/Private: Village: City: Community: Customary:	
Registry information on the plot of land		
Land Use	What are the current (social) land uses Clear □ Agriculture □ Pasture □ Housing □ Natural Resource □ Other (state)□_____	
Area of the plot of land	_____meters	
Who are the neighbours of this plot of land?	Name: Use:	Name: Use:
	Name: Use:	Name: Use:
Vulnerable Groups	Are Vulnerable Groups present in the District? Yes □ No □ If yes name: _____	
Information of the person filling this Checklist		
My name is:		
I worked in the District as:		

I have received training on the Environmental and Social Standards of the World Bank: Yes ☐ No ☐		
Date that I prepared this Checklist: Day:	**Month:**	**Year:**
SIGNATURE		
Comments:		

Annex 3- Checklist 2 - Pre-evaluation Stage- Environmental and Social Impacts

The Checklist 2- will help to determine the characteristics of the prevailing local biophysical and social environment with the aim of assessing the potential impacts of the project activities on the environment and social communities.

The Checklist 2 will assist the project to:

- identify on site the potential environmental and social impacts
- propose the mitigation and prevention measures including those already presented in the ESMF -which will be considered in the ESMP for the subproject (school) to be build
- propose the risk rating based on the Tanzania EIA Legislation
- recommend the subprojects which will need to comply with the EIA national framework
- identify if a RAP is needed
- identify if a Vulnerable Groups Plan is needed

Requirements for the person filling the form

- professional in environmental or social profession
- experience in the EIA process of Tanzania
- need to be filled out during a field visit to the proposed site
- Need to have been trained in the ESF of the World Bank
- recollect baseline information of the area;
- be familiar with the requesting community and the proposed site of the school
- review the proposal, Checklist 1 and review the budget proposed for project activities
- been trained in the ESF and the ESS of the World Bank
- read the ESMF and all other ESF documents approved by the project

CHECKLIST 2- PRELIMINARY EVALUATION STAGE- ENVIRONMENTAL AND SOCIAL IMPACTS SEQUIP

GOVERNMENT OF TANZANIA

Request School Number:	
Name of the District Officer filling this checklist:	
Job Position:	
Have completed training in the Environmental and Social Standards of the World Bank: Yes /No	
Region:	
District	
Date:	
Information about the school requested	
REGION	
DISTRICT	
WARD	
Hamlet	
Name of community	
Type of community	Urban ☐ Outside the city ☐ Rural ☐
Will vulnerable groups as defined by ESS7 be impacted / are they present in or have collective attachment to the proposed project area.	Yes ☐ -→ you need to follow the procedures of the VGPF. No ☐
Characteristics of the requested school	
School name	
Type of investment	New school Yes ☐ No ☐ Rehabilitation or upgrade existing schools Yes ☐ No ☐
Budget requested	$
Number of classrooms	

Number of students targeted	Number of Girls: Number of Boys: More than 360 students Yes __ No __	
Number of potential students with disabilities	Number of Girls: Number of Boys:	
Physical information on the proposed area to be used to build the school		
How far is this land from the community	☐ Less than 1 kilometer ☐ Between 1- 5 kilometer (5 km walk represent about 1 hour walk. The target of the project is 45 minutes. Going back from school to their home daily require another 5km, so total will be 2 hours of time for each student to walk. ☐ Between 5-10 kilometers: only selected cases will be considered and review by the Bank.	
What is the Terrain	Flat ☐ is the area affected by flooding Yes ☐ No ☐ Hill ☐ are issues of landslides /erosion Yes ☐ No ☐ Valley ☐ are issues of landslides /erosion Yes ☐ No ☐ Near a river ☐ Downstream of a dam Yes ☐ No ☐	
Geographical location	**Coordinate East**	**Coordinate North**
Altitude of the proposed school location	**Meter above sea level:** **This information can be found in the map by Google Earth**	

REQUIRED- Attach one image of the proposed school location – Use Google Earth.
See example:

Delete this picture and place the image from the proposed site for building the school

Characteristics of the Construction Proposed

Number of months estimated for the construction:	Months:		
Number of Latrines	Girls	Boys	
Number of science labs requested			
Proposed water supply	Source:		Demand of water per total estimated number of students: (l/s/day)
What is the water quality of the proposed water source for the school	Good □ Regular □ Bad □	Has water analysis been done?	Yes □ Attached report / No
You must visit the water source and indicate the following	Who owns the land of the water source	Does the project have a permit to use this water for the school	
Proposed sanitation solution	Type:		
Are excavations needed	Yes □ → you need to ensure that the cultural heritage protection measures are applied	No □	
Materials Use and Need			
Does the project need a mining permit for the mined materials			
Indicate potential sources to buy or extract the construction materials:			
Roof Beams:	Rock		
Sand:	Cement		
Wood: Indicate species/common names:	Diesel		
Other materials:			

Indicate the Water source for the construction of school				
Indicate the Water source for the builders				
Indicate how the construction materials will be transported				
Please ensure these documentation is requested to the contractor to ensure safe transport of materials to schools	Environmental and Social Clauses – transit speed in communities – no more 25km/h Driver license Vehicle circulation permit Quarry permits if needed			
Contractors/builders				
Estimated Number of builders needed	Number:	Who will supervise the construction? Indicate name:		
Who will hire the builders?				
Insurance provided to the builders	Yes ☐ No ☐			
Environmental Risks				
Biodiversity				
The site is located within a protected area, designated by government (national park, natural reserve, world heritage site etc.)?	Yes ☐ No ☐	Name of the protected area:		
Is the project site inside or close of a KBA, or other IBAT location? Please use the IBAT tool	Yes ☐ No ☐	Name of the KBAs:		
Are rivers, streams, springs going to be used by the project	Yes ☐ No ☐	Names:		
Is there forest or natural vegetation in the project site	Yes ☐ No ☐	Explain:		
Does the construction need to cut trees	Yes ☐ No ☐	Name some of the species:		
Indicate if a permit to cut trees is needed	Yes ☐ No ☐	How many trees does the project needs to cut? Number:		

If the project needs to cut trees – the project will need to plant 3 trees per 1 tree cut	The species must be local native species and fruit species to provide food for students and birds.	
Is there wildlife living in the project area or around?	Yes ☐ No ☐	Name some of the species:
Are aquatic species that can be affected by the project	Yes ☐ No ☐	Name some of the species:
Can the project site cause interference with the migration routes of mammals or birds?	Yes ☐ No ☐	Name some of the species:
Cultural Resources		
Are evidence of cultural resources as described in the ESS8?	Yes ☐ No ☐	Explain:
Based on and local knowledge, literature and after consultation with local authorities and/or observations, could the sub-project alter any historical, archaeological or cultural heritage sites or require excavation near these sites?	Yes ☐ No ☐	Explain:
Are graves or spiritual important areas present in the project site (including areas for obtaining mined materials)	Yes ☐ No ☐	Explain:
Are there graves near the project site?	Yes ☐ No ☐	How far: _____meters
How deep will be the excavations for **Latrines: ____ meters** **Classrooms: _____meters**	Who will do the excavations?	
Threats and Vulnerabilities		
Potential risks due to natural hazards	**Mark below** (x)	**Indicate safety measures recommended for the design**
○**Flooding**		
○**Earthquakes**		
○**Temblors**		
○**Erosion**		
○**Subsidence**		
○**Drought**		

○**Fires**		
Other		
Land Information		
Size of the plot of land: _____ hectares	Title Number (if relevant)	
Who owns the land proposed to use to build the school	**City** **Village** **School** **Private (lease)** **Customary Land**	
Does land need to be purchased or provided through voluntary donation? **Yes _____ No _____**	If Yes, you need to follow the Resettlement Framework and the ESS5.	
Physical Displacement **Will the sub-project result in the loss of permanent or temporary housing or associated structures?** **Yes……No……**		
Economic Displacement **Will the subproject result in the temporary or permanent loss of any of the following:** **Grazing Land: Yes_____ No_____** **Agricultural Land: Yes _____ No_____** **Crops: Yes_____ No_____** **Economic Trees: Yes _____ No_____** **Business Structures: Yes _____ NO_____**		
Will the Project result in the loss of or loss of access to: **Natural Resources: Yes_____ No_____** **Graves: Yes_____ No_____** **Community Infrastructure (markets, halls, wells etc) Yes_____ No_____**		
Resettlement and/or Land Acquisition **Will involuntary resettlement, land acquisition, or loss of access to land as defined by World Bank ESS 5 be caused by sub-project implementation?** **Yes……No……**		
Vulnerable Groups		
Are any of the following groups present in the community/ utilise the land on either a permanent, temporary or seasonal basis: Hadzabe Maasai		

Barabaig
Akie
Sandawe

Describe their usage of the land:

Screening Criteria according to EMA 2004-	**Please mark Yes if the condition indicated is present in the construction area. Mark No is this condition is not prenset in the construction area**

Second Schedule - Project Screening Criteria	**YES**	**NO**
The project will not substantially use a natural resources in a way that pre-empts the use, or potential use, of that resource for any other purpose.		
Potential residual impacts on the environment are likely to be minor, of little significance and easily mitigated.		
The type of project, its environmental impacts and measures for managing them are well understood in Tanzania.		
Reliable means exist for ensuring that impact management measures can and will be adequately planned and implemented.		
The project will not displace significant numbers of people, families or communities.		
The project is not located in, and will not affect, any environmentally sensitive areas such as: (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.		
The project type will not result in: (a) policy initiatives which may affect the environment such as changes in agricultural pricing subsidies or the tobacco liberation; (b) major changes in land tenure; or (c) changes in water use though irrigation, drainage promotion or dams, changes in fishing practices.		
The project will not cause: (a) adverse socio economic impact; (b) land degradation water pollution; (c) water pollution; (d) air pollution; (e) damage to wildlife and habitat; (f) adverse impact on climate and hydrological cycle; (g) air pollution; and (h) creation of by-products, residual or waste materials which require handling and disposal in a manner that is not regulated by existing authorities.		
The project will not cause significant public concern because of potential environmental changes. The following are guiding principles: (a) is the impact positive, mainly begin or harmful; (b) what is the scale of the impact in terms of area affected numbers of people or wildlife; (c) what is the intensity of the impact; (d) what will be the duration of the impact; (e) will there be cumulative effects from the impact;		

(f) are the effects politically controversial; (g) have the main economic, ecological and social costs been quantified; (h) will the impact vary by social group or gender; and (i) is there any international impact due to the proposal projects.		
The project will not necessitate further development which is likely to have a significant impact on the environment.		

Notes:

Based on the Environmental Act of Tanzania and this preliminary information that is requested by the World Bank	**This project is classified as** **A □ B1 □ B2 □ C □**
Based on the project area and the risk and potential impacts that you have identified – you recommend for the following actions for the project:	**EIA □** **You will send this Checklist 2- and project information to the National E/S Coordination team. They will coordinate with NEMC** **ESMP □ with the mitigation and prevention measures above describe - you will prepare the ESMP for the school** **RAP** □ you need to complete and additional form which responds to the Form in Annex 3 **Vulnerable Groups Plan** □

Evaluation of impacts and mitigation measures (you can use additional paper)	
Main environmental impacts: describe	**Possible mitigation measures**
Main social impacts: describe	**Possible mitigation measures**

Local meeting 1 month before construction begins. Have you informed the community? Yes □ No □ **In this meeting you will need to:** -Present the subproject and consult the community about the work program and explain the environmental and social agreements for the civil work. -Provide training to the contractor on the ESF, Health and Safety. -Review with the community the subproject intervention area -Agreed in the location of all subproject environmental areas (location for sanitation, resting, eating areas). -Areas of more danger to place risks signs (school entrance, excavation areas, etc) -Others are required in the ESTC and ESCP	
Recommendation of Project	
Name	**Date:**
Signature	
Comments:	
Field visits registration	
Photo ‘	Photo ‘
Photo	Photo

LIST OF PEOPLE THAT YOU MET IN THE COMMUNITY AND PROJECT SITE	
Are they happy with the project? **Yes □ No □**	
Which are the Comments or recommendations from the community:	
Name	COMMUNITY

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

Type	YES	NO	Number
Women			
Elderly			
Widows/widowers			
Orphans			
Disable			
Other, please describe			

Will these groups have access to and benefit from this sub-project?

Yes……No…….....

Annex 4. Resettlement Screening Form to be completed with Checklist -2

Inclusion list of activities for preparation of RAP

If in the resettlement screening form one of the following criteria are ticked YES the RAP will have to be prepared for the proposed subproject

A RAP needs to be prepared when any of the following apply to land needed for the Project:

- Permanent or temporary loss of/ expropriation of land where people have formal, traditional or customary tenure or without formal land rights but who were using the land prior to the project.
- Physical displacement of household structures.
- Economic displacement of households including loss of grazing land, loss of business structures and businesses and loss of access to natural resources.
- Loss of assets on the land including crops, trees and structures.
- Loss of social services and infrastructure.
- Restrictions on access to natural resources, grazing land, etc used to support livelihoods.
- Physical and/or economic displacement of tenants on the land.

Land required for the Project includes land needed for the school, access roads or any other activities regardless of it is temporary (eg borrow pits, quarries) or permanent (schools and roads).

Any activities that could affect vulnerable groups whose have traditional customarily use of land or who have a collective attachment to land will need to develop a RAP that aligns with the requirements of ESS7.

No.	The possible impact factor	Indicate yes/no
1	Do structures of roads/building fall under the project for private land?	
2	Is there a necessity for physical and/or economic resettlement of residents or displacement of business entities?	
3	Are the social impacts potentially significant on livelihoods?	
4	Is there a necessity for assessment of an institutional level resources required for protection measures?	
5	Are there assets belonging to third parties (eg tenants) on the	

	project site?	
6	Are there any buildings owned by private individuals or commercial entities? If yes, specify the type of buildings and their number.	
7	Does the construction lead to temporary or permanent restriction of access, including houses, driveways, commercial structures?	
8	Will be there any temporary or permanent land acquisition for the construction in realization of the project?	
9	Will construction lead to changes in social environment or reduction in income of business entities and the population?	
10	Will the subproject give rise to protests and concerns of the residents?	
12	Will be there any adverse impact on living conditions of the population, its values and lifestyle?	
13	Will the subproject lead to inequality among the groups of the population?	
14	Is the level of public interest to the subproject high?	
15	Are there any hidden potential impacts and risks expected?	
16	Are there any records of previous impact on involuntary resettlement in the given area, which require corrective actions for previous unmitigated resettlement?	

Annex 5. Checklist 3- Supervision and Monitoring Form to use During Supervision visits to the Construction/ Rehabilitation sites

CHECKLIST 3 – CONSTRUCTION STAGE –
SUPERVISION OF THE ENVIRONMENTAL AND SOCIAL MANAGEMENT IN THE CONSTRUCTION- REHABILITATION AREA
SEQUIP
GOVERNMENT OF TANZANIA

SUBPROJECT –SCHOOL NUMBER AND/ OR NAME:			
Date:	Day:	Month:	Year:
Name of Person Filling in this Form: **Job Title:**			
Note: the only person who can fill this form are the Engineer, Environmental or Community Officers who have received the SEQUIP Environmental and Social Standards Training. **Date and place of the ESS training:** **Person who gave the training:**			
REGION:			
DISTRICT:			
WARD:			
Village:			
Exact location of the School:			
SCHOOL CHARACTERISTICS			
Is this a New construction or Rehabilitation work? Please mark with an X	New Construction: ☐ Rehabilitation: ☐		
Approved date for the school	Day:	Month:	Year:
Approved school budget	$ Dollars		
Budget for the environmental and social measures	$ Dollars		
Name of the Committee chair and members who approved the school			
Name of the Community Development Officer responsible for supervision:			
Name of the builder/contractor/subcontractor		**Telephone numbers**	

Number of workers working on the construction site at the time of the visit:		
Name of the Engineer from SEQUIP and District in charge of supervising the construction/rehabilitation		
SUPERVISION OF ENVIRONMENTAL MANAGEMENT		
Water Resources for Drinking for Workers and Later for Students/Teachers		
Indicate source of water for drinking **Spring □ River □ Well □ Lake□ City □**	Describe source: How far is the water source from the school: ___ meters Explain:	Notes:
Water analysis has been done? **Yes □ No □**	Results indicate the water is safe to drink: Yes □ No □	Notes:
Contractor is buying bottled water? **Yes □ No □**	Indicate how many litres are been purchased: ____ Is this amount ok for the number of workers working in the site? Yes □ No □	Indicate if bottles are been collected and retrieved from the construction site: Yes □ No □
Water pollution - Schools in construction		
-Is the contractor polluting any source of water from the community? Yes □ No □ **Explain:**		
Are waste water coming out of the toilets /urinals discharge in septic tanks, ground or soil? Please mark and explain		
Rehabilitation of schools—visit the urinals area. Is any discharge coming out to the ground or soil? Any issue?	Visit the toilet and shower area: Is there any issue with contamination of groundwater? Yes □ No □	

Is there any contamination because of water pollution in the project area? Explain

VEGETATION

Size of the area where the vegetation was been cut: _____ hectares

How many trees were cut?

_____

Write the scientific names

Genera	Species	Common Name

Which species are recommended to be used for the vegetation restoration plan? Please read the ESTC.

SOIL PROTECTION

Is the layer of organic soil been protected and covered? **Yes □ No □**	Insert photo of the soil management	Explain:
Is the soil been contaminated with cement, diesel, oil or other pollutant. Yes □ No □		Explain:

FAUNA

Have there been issues with **wildlife in the construction area:** indicate species and issues	Have there been issues with **domestic animals in the construction area**: indicate type and issues	Explain:

WASTE MANAGEMENT

Are there rubbish and construction waste issues? **Yes □ No □** **Insert photos**	Is the trash (rubbish) being burnt? Yes □ No □ Insert Photo of the situation	Is domestic rubbish being collected? Yes □ No □
Is the waste management	Explain any issue with waste in the construction area	

<table>
<tr><td>plan been implemented?
Yes □ No □</td><td></td><td></td></tr>
<tr><td>Rehabilitation – check the science labs and verify the use of waste chemicals and final disposition</td><td colspan="2">Explain any issue with waste in the school</td></tr>
<tr><td colspan="3">CONSTRUCTION MATERIALS</td></tr>
<tr><td colspan="2">Which is the source (quarries, forest) of the following materials:
Sand:
Gravel:
Rock:
Wood:
Beams:</td><td>Does the project need to do an environmental restoration of the quarries or forest affected by this construction?
Yes □ No □
Explain</td></tr>
<tr><td colspan="3">SUPERVISION OF OCCUPATIONAL HEALTH AND SAFETY (OHS)</td></tr>
<tr><td>Personal Protection Equipment (PPE):</td><td>Workers are using the PPE:<table><tr><th>PPE</th><th>Yes</th><th>No</th></tr><tr><td>Gloves</td><td></td><td></td></tr><tr><td>Boots</td><td></td><td></td></tr><tr><td>Safety Glasses</td><td></td><td></td></tr><tr><td>Reflective Vests</td><td></td><td></td></tr></table></td><td>First Aid Kit was provided to contractor and workers know its location?
Yes □ No □
Explain:</td></tr>
<tr><td>Number of accidents:</td><td>Since construction began:</td><td></td></tr>
<tr><td>Type of injuries:</td><td></td><td></td></tr>
<tr><td>Accidents have been reported to the National E&S Team</td><td>Yes □ No □
When:
By whom:</td><td></td></tr>
<tr><td>Are Preventive Signs located as indicated in the ESTC</td><td>Yes □ No □
Are any issues in quality, number, of signs?

Are any locations of risk without proper signs?
Yes No
Where:</td><td>Explain:</td></tr>
</table>

Is the construction/ rehabilitation area demarcated?	Yes ☐ No ☐ Material used to demarcate construction/rehabilitation area: Insert photo.	Explain:
Ask workers if they have had any accident in the project area	Yes ☐ No ☐ Which accidents (cuts, broken limbs, other) Explain:	
Do workers have health insurance and a nearby health services?	Yes ☐ No ☐ Are any issues	Explain:
Do workers have the sanitation, resting, eating areas as required in the ESTC?	Yes ☐ No ☐ Are any issues	Explain:
Do workers have water to drink?	Yes ☐ No ☐ Name the source of water if it is a natural source (groundwater, river, stream, lake):	Has water quality analysis been done: Yes ☐ No ☐ When: Request a copy.

PERMITS AND DOCUMENTATION		
Does the contractor have the following permits and documentation?	**Please mark with an X**	
Water for drinking during construction and implementation (for students)	Yes ☐ Explain:	No ☐
Mining materials	Yes ☐ Explain:	No ☐
Cutting of vegetation	Yes ☐ Explain:	No ☐
Insurance for workers safety	Yes ☐ Explain:	No ☐
Driver license, circulation permit and insurance	Yes ☐ Explain:	No ☐
Construction permits	Yes ☐ Explain:	No ☐
Other:		

SUPERVISION OF SOCIAL MANAGEMENT		
LABOUR AND WORKING CONDITIONS		
Does the main contractor have a written contract in line with national law?	Yes ☐ No ☐	Notes:
Do any sub-contractors (labourers) have written contracts?	Yes ☐ No ☐	Notes:
Have all the workers signed a code of conduct?	Yes ☐ No ☐	Notes:
Gender: Number of men and women employed at site	Men_____ Women_____	Notes:
Do workers understand the main measures included in the code of conduct?	Yes ☐ No ☐	Notes:
Have all workers been educated on social issues including interaction with the community, GBV/SEA, disease transmission etc?	Yes ☐ No ☐	**Outline when training / education took place and who administered it:**
Use of Forced Labour?	Yes ☐ No ☐	**Outline when training / education took place and who administered it:**
Use of child labour?	Yes ☐ No ☐	**Outline use and remedial measures:**
AT REHABILITATION SCHOOLS: Are students participating in the construction activities eg collecting water etc?		
COMMUNITY HEALTH AND SAFETY		
WHERE REHABILITATION IS BEING DONE:		
Is there a clearly demarcated area for construction that students do not access?	Yes ☐ No ☐	**Describe measures in place and if they are sufficient:**
Are students interacting with the construction workforce? This should be discussed with the headmaster or similar.	Yes ☐ No ☐	If yes, How:

Is the construction workforce using any student facilities (toilets, cooking areas etc)?	Yes □ No □	If yes, How:
IN ALL SCHOOLS		
Have education campaigns been undertaken on the following topics for workers and the community	HIV/AIDS: Yes □ No □ GBV/SEA Yes □ No □ Road Safety Yes □ No □	
Is there evidence of breeding grounds being created on site	Small pools of water Yes □ No □ Waste piles Yes □ No □ Mosquitos Yes □ No □ Rodents Yes □ No □	Describe and photograph
Have there been any incidents reported affecting community health and safety	Yes □ No □	If yes, please describe
Has there been any reported conflict between workers/ the school and the community	Yes □ No □	If yes, please describe
CULTURAL HERITAGE		
Are the contractors aware of the chance finds procedure and implementing it	Yes □ No □	Notes
Has there been a Chance Find?	Yes □ No □	**Describe actions taken:**
GRIEVANCE MECHANISM		
Number of complaints from stakeholders submitted to Grievance Committee: Number of cases related to GBV:		
Number of Complaints Resolved:		
Average time to resolve complaint:		
Are all complaints	Yes □ No □	If no, Why Not?

recorded?		
Communication Box	Where is the box(es) placed?	Open the box and indicate any message.
Phone Calls, text messages, etc	Please indicate any issue communicated	
Photographs	(insert photos of the construction site/ Issues identified)	
NOTIFICATION TO THE CONTRACTOR **Please indicate all the questions answered NO. These represent a Non-Conformity by the contractor and the SEQUIP PCT with the support of the District Engineer and the DEO request immediate solution to these issues.**		
NON-COMPLIANCE	**ACTIONS TO BE TAKEN**	**TIME TO BE RESOLVED (in hours and days)**
1-		
2-		
3-		
4-		
5-		
6-		

Note: If it is not possible to make a copy of this checklist and attached to the subproject folder, the findings of the supervision visit must be described in detail in the environmental and social subproject log book found in the construction site. All notes must be signed by the contractor and the officer signing this checklist.		
SIGNATURE OF CONTRACTOR		
SIGNATURE OF THE DISTRICT OFFICER		
DATE OF NOTIFICATION GIVEN:		
Reviewed and stored in the project monitoring system		
Name		
Date		
Folder name:		

Annex 6. Checklist 4 - Final verification – Environmental and Social Aspects at the Project Site Before Acceptance of School Construction/Rehabilitation

Checklist 4 - Final verification – Environmental and Social aspects in project site before acceptance of School construction/rehabilitation - Application of World Bank Standards.			
SUBPROJECT –SCHOOL NUMBER AND/ OR NAME:			
Date:	Day:	Month:	Year:
Name of Person Filling in this Form: **Job Title:**			
REGION:			
DISTRICT:			
WARD:			
Village:			
Exact location of the School:			
SCHOOL CHARACTERISTICS			
Is this a New construction or Rehabilitation work?	New Construction: ☐ Rehabilitation: ☐	Please mark with an X	
Approved school budget	$ Dollars		
Budget for the environmental and social measures	$ Dollars		
Budget spent on environmental and social measures	$ Dollars		
Name of the School Construction Committee member/ chairperson			

responsible for supervision (and telephone number):			
Name of the builder/contractor/subcontractor (and telephone number):			
Name of the District team from SEQUIP in charge of supervising the construction/rehabilitation			
Engineer			
Environmental Officer			
Community Development Officer			
ENVIRONMENTAL MANAGEMENT		**NOTES**	
Is the construction area clean of construction debris, demolition, waste?	Yes	NO	Explain
Are new trees planted around the school as requested to the contractor	Yes	NO	Explain
Are oil, batteries in the ground	Yes	NO	Explain
Are residues of chemicals, paints, in the ground	Yes	NO	Explain
Are water pits left open by the contractor	Yes	NO	Explain
Is there any open ditch, hole in the ground	Yes	NO	Explain
The school has water as agreed in the ESMP	Yes	NO	Explain
Are cracks visible in the walls?	Yes	NO	Explain

Is there anything broken that the contractor needs to fix	Yes NO	Explain
Are toilets and outflows built as the agreed drawings?	Yes NO	Explain
Is there any issue pending, informed by the community members?	Yes NO	Explain
HEALTH AND SAFETY		
Total number of accidents occurred in the construction		
Total number and type of injuries:		
Number of people that received treatment	Location	Paid for / cost
Number of workers still receiving treatment for injuries in the construction site		How will this be managed going forward:
PERMITS AND DOCUMENTATION		
If there any pending issue with permits or the Certificate, according to ESMP	Yes Explain:	No
SUPERVISION OF SOCIAL MANAGEMENT		
LABOUR AND WORKING CONDITIONS		
Have all workers been fully paid and received all other entitlements?	Yes □ No □	If no, why not and what is the plan to do so?
Have all worker grievances been resolved?	Yes □ No □	**If no, what is the plan for resolving these grievances? (actions, timelines and monitoring)**

Have all/ any cases that were sent to the labour courts been resolved?	Yes ☐ No ☐	**If no, what is the plan for resolving these grievances?**
COMMUNITY HEALTH AND SAFETY		
Have all sites been restored to remove hazards to community health and safety? This could include removal of all waste/ leftover construction materials; excavations, borrow pits and water holes being filled etc	Yes ☐ No ☐	**If no what hazards remain?** **What is the plan for addressing these hazards?**
Number of incidents reported affecting community health and safety		Notes:
Are all incidents resolved?	Yes ☐ No ☐	**If no, what is the action plan for resolving remaining incidents?**
Number of cases of conflict between school / construction and community		Notes:
Are all cases of conflict resolved?	Yes ☐ No ☐	**If no, what is the action plan for resolving remaining cases?**
GRIEVANCE MECHANISM		
Number of Complaints Received:		
Number of Complaints Resolved:		
Average time to resolve complaint:		
Are all grievances resolved?	Yes ☐ No ☐	If no, how many are not resolved:
What is the action plan for resolving remaining cases?		
Any additional comments or concerns		

Photographs	(insert photos of the construction site/ Issues identified)	
Final decision: **1- The school is ready to be accepted and there is not issue reported in this checklist.** **2- The school is not ready to be accepted because there are issues pending to resolve by the contractor.** **Please indicate all the issues the contractors need to resolve before receiving the site and school** **Indicate who will supervised these works and the date that was agreed with the contractor to be resolved**		
Pending problems the contractor needs to fix before accepting the school	**Responsible to monitor**	**TIME TO BE RESOLVED (in hours and days)**
1-		
2-		
3-		
4-		
SIGNATURE OF CONTRACTOR		
SIGNATURE OF THE DISTRICT OFFICER (Engineer, Environmental and		

Community Development Officers)		
DATE OF VISIT AND NOTIFICATION GIVEN:		
Reviewed and stored this checklist in the project monitoring system		
Name		
Date		**Folder name:**

Annex 7: Project Budget for Environmental and Social Management in the Implementation of the SEQUIP, Tanzania.

Budget 1- Environmental and Social Management (to provide support in the planning, screening, evaluation, supervision, monitoring and reporting) will be included as part of Component 4.

Code	Activity	General description	FY1	FY2	FY3	FY4	FY5	Total agreed budget
ESMF-1	Core E/S Staffing	-Two full time National Env and Social Experts ($1000/month) -5 E/S Coordinators ($500/month)	24,000 30,000	24,000 30,000	24,000 30,000	24,000 30,000	24,000 30,000	$120,000 $150,000
ESMF-2	Expert services	-EIAs, EMP, -Audits (semesters) -Studies -Trainings -Apps development -Guides, manuals (code of conduct, waste management)	20,000	20,000	30,000	30,000	10,000	$150,000
ESMF-3	Equipment (goods)	Log books, cameras, tablets, GPS, test kits, others	30,000	50,000	50,000	50,000	10,000	$100,000
ESMF-4	Capacity Building and Training	ESF, EIA, technical aspects, mitigation, courses, workshops, etc	30,000	30,000	40,000	30,000	20,000	$150,000
ESMF-5	Travel - transportat	Air travel Two cars	20,000	40,000	30,000	20,0000	20,0000	$130,000

	ion							
ESMF-6	Monitoring support	Monitoring program		25,000	25,000	25,000	25,000	$100,000
Other Environmental and Social Instruments prepared for SEQUIP								
SEP -1	Stakeholder engagement	Consultations, Dissemination, materials, radio, meetings, etc	20,000	30,000	30,000	20,000	10,000	$110,000
SEP -2	GRM	Dissemination, signage, boxes etc	5,000	5,000	5,000	5,000	5,000	$25,000
RF-1	Resettlement Activities	Development and Implementation of RAPs including engagement and compensation	30,000	50,000	50,000	50,000	10,000	$190,000
VGPF -1	Expert services	Development of VGPs including engagement activities	20,000	20,000	20,000	20,000	20,000	$100,000
GBV-1	Gender Action Plan	Zero tolerance Project for sexual harassment, gender and inclusion strategy and action plan, development of (IEC) materials,	10,000	20,000	20,000	20,000	10,000	$80,000

GBV-2	Survivor Services	Access to survivor services	10,000	10,000	10,000	10,000	10,000	$50,000
							Total	$1,445,000

Budget 2- For the installation of the prevention, mitigation and compensation measures and clauses in each subproject of SEQUIP.

Budget for the prevention, mitigation and compensation environmental and social measures and clauses. Estimated cost. July, 2019. This fund will be added to the total cost of the subproject and paid to the contractors for its compliance.		
Item	Activity	Estimated budget (first year)
1-	Safety training with contractor and subcontractor	$50
2-	Safety kit	$100
3-	First aid kit	$50
4-	Fire extinguisher (it will remain in the school for the emergency plan) and smoke detectors	$100
5-	Signing (prevention, road safety, information)	$150
6-	Restoration – revegetation plan	$200
7-	Waste management -containers and transportation	$150
8-	Water supply (bottled) in case there is not water source near by and the water connection for school will take more time.	$100
9-	Insurance for accidents for fundis	$300
10-	Other measures included in the environmental and social clauses of contracts	$300
	Subtotal	**$1500**
11-	Contingency additional 1% per subproject (for year 2-5)	$150

Annex 8. Grievance Reporting and Resolution Form

Sample 1- Grievance Reporting Form

Grievance Logging Form

Contact Details of Complainant	**Name:**		
	Address:		
	Tel:		
	E-mail:		
How would you prefer to be contacted?	**In Person**	**By phone**	**By email**
Details of your comments, grievance, recommendation. Please describe the problem, how it happened, when, where and how many times, as relevant			
What are the complainant's suggestions to resolve the grievance?			
Details of how Grievance Submitted	**In Person:**		
	In Writing:		

	By Phone:	
	Other	
Signature of Complainant(s)		**Date**
Name of Person Receiving Complaint		**Date Logged**

Grievance Resolution Form

Contact Details of Complainant	**Name:**
	Address:
	Tel:
	E-mail:
Grievance Number	
Summary of Grievance	
Is the Complaint Project Related?	**No** **Justification:** **Communication to Stakeholder (information, form and date):** **Acceptance by Stakeholder: Yes _____ No_____**

	Yes **Cause:** **Communication to Stakeholder (information, form and date):**	
Agreement Reached to Resolve Grievance	**Yes _____ No_____** **Form of the agreement**	
Next Steps (either to implement resolution or resolve grievances with dates and responsible parties)		
Signature of Complainant(s)		**Date**
Signature of Grievance Committee		**Date Logged**

Annex 9: Cultural Resources Chance Find Procedures

Introduction

The following procedures follow the ESS8 of the World Bank ESF. Cultural heritage refers to (i) tangible forms of cultural heritage, such as tangible moveable or immovable objects, property, sites, structures, or groups of structures, having archaeological (prehistoric), paleontological, historical, cultural, artistic, and religious values; (ii) unique natural features or tangible objects that embody cultural values, such as sacred groves, rocks, lakes, and waterfalls; and (iii) certain instances of intangible forms of culture that are proposed to be used for commercial purposes, such as cultural knowledge, innovations, and practices of communities embodying traditional lifestyles.

The client is responsible for siting and designing a project to avoid significant damage to cultural heritage. When the proposed location of a project is in areas where cultural heritage is expected to be found, either during construction or operations, the client will implement chance find procedures established through the Social and Environmental Assessment. The client will not disturb any chance finds further until an Assessment by a competent specialist is made and actions consistent with the requirements of this Performance Standard are identified.

Initial Identification and/or Exposure

Physical cultural heritage resources be identified during construction or accidently exposed. The initial procedure when such sites are found aim to avoid any further damage. The following steps and reporting structure must be observed in Both instances:

- The person or group (identifier) who identified or exposed the burial ground must

cease all activity in the immediate vicinity of the site; The find location will be recorded, and all remains will be left in place.

- The identifier must immediately inform his/her supervisor of the discovery;
- The supervisor must ensure that the site is secured and control access; and
- The supervisor must then inform the Client through the Consultant who will immediately inform relevant government authority responsible for physical cultural heritage.
- Potential significance of the remains will be assessed by the relevant government authority in collaboration with the Client, Consultant and Contractor and mitigative options will be identified.

- If the significance of the remains is judged to be sufficient to warrant further action and they cannot be avoided, then the relevant government authority will determine the appropriate course of action.
- In case the physical cultural heritage are of the nature of human remains they will be handled accordingly in accordance with the local and national laws and guidelines by the relevant government authority in collaboration with the Client and Consultant to ensure that there are no complaints at a later stage from the relatives of the deceased whose human remains were found.

Consultation

Where a project may affect cultural heritage, the client will consult with affected communities within the host country who use, or have used within living memory, the cultural heritage for long-standing cultural purposes to identify cultural heritage of importance, and to incorporate into the client's decision-making process the views of the affected communities on such cultural heritage. Consultation will also involve the relevant national or local regulatory agencies that are entrusted with the protection of cultural heritage.

Since cultural heritage is not always documented, or protected by law, consultation is an important means of identifying it, documenting its presence and significance, assessing potential impacts, and exploring mitigation options.

For cultural heritage issues, the following groups may be relevant for consultation:

- Historical or traditional users and owners of cultural heritage
- Vulnerable Groups as per ESS7
- Traditional communities embodying traditional lifestyles
- Ministries of archeology, culture or similar national or heritage institutions
- National and local museums, cultural institutes, and universities
- Civil society concerned with the cultural heritage or historical preservation, areas of environmental or scientific interest, affected indigenous peoples, and religious groups for whom the cultural heritage is traditionally sacred
- The client should make special efforts to consult with the historical or traditional users or owners of tangible cultural heritage, especially inhabitants of the area impacted by a project within the host country, since the interests of these users or owners may be different than the

Cultural Heritage desires expressed by experts or government officials

-The client should provide early notification and engage with such groups regarding possible public use, relocation of or other adverse impacts on significant cultural heritage resources

-The consultation process should actively seek to identify concerns of these users or owners of tangible cultural heritage, and, where possible, clients should take these concerns into account in the way their project deals with the cultural heritage.

Removal of Cultural Heritage

Most cultural heritage is best protected by preservation in its place, since removal is likely to result in irreparable damage or destruction of the cultural heritage. The client will not remove any cultural heritage, unless the following conditions are met: There are no technically or financially feasible alternatives to removal The overall benefits of the project outweigh the anticipated cultural heritage loss from removal Any removal of cultural heritage is conducted by the best available technique

Critical Cultural Heritage

Critical cultural heritage consists of (i) the internationally recognized heritage of communities who use or have used within living memory the cultural heritage for long-standing cultural purposes; and (ii) legally protected cultural heritage areas, including those proposed by host governments for such designation. The client will not significantly alter, damage, or remove any critical cultural heritage. In exceptional circumstances, where a project may significantly damage critical cultural heritage, and its damage or loss may endanger the cultural or economic survival of communities within the host country who use the cultural heritage for long-standing cultural purposes, the client will: (i) meet the requirements of Paragraph 6 of the performance standard No. 8; and (ii) conduct a good faith negotiation with and document the informed participation of the affected communities and the successful outcome of the negotiation. In addition, any other impacts on critical cultural heritage must be appropriately mitigated with the informed participation of the affected communities. Legally protected cultural heritage areas are important for the protection and conservation of cultural heritage, and additional measures are needed for any projects that would be permitted under the applicable national laws in these areas. In circumstances where a proposed project is located within a legally protected area or a legally defined buffer zone, the client, in addition to the requirements for critical cultural heritage cited above in Paragraph 9, will meet the following requirements: -
Comply with defined national or local cultural heritage regulations or the protected area management plans
-Consult the protected area sponsors and managers, local communities and other key stakeholders on the proposed project
-Implement additional programs, as appropriate, to promote and enhance the conservation aims of the protected area

Project's Use of Cultural Heritage

The Project will not use cultural heritage for commercial purposes.

Annex 10: The Terms of Reference for Engaging Environmental and Social Experts

10.1 Terms of Reference for the contracting of the Environmental Expert (Coordinator) for the Environmental Management and Supervision of the Project investments

1.Introduction

The Government of United Republic of Tanzania (GoT) has prepared the Secondary Education Quality Improvement Project (SEQUIP). The Project is designed to achieve the implementation of Education Sector Development Plan (ESDP 2016/17 – 2010/21) with the focus on Secondary Education Subsector. The project will be financed by a loan from the World Bank. The Project Development Objective (PDO) is to increase access to secondary education, provide responsive learning environments for girls and improve completion of quality secondary education for girls and boys. The implementing agencies of this Project are the Ministry of Education, Science and Technology (MoEST) and President's Office Regional Administration and Local Government (PO-RALG).

The Project will contribute to the ESDP priorities in secondary education and the implementation of the Government's Fee Free Basic Education Policy (FFBEP), by expanding equitable access and enhancing student retention in schools and creating a supportive teaching and learning environment. The person to be contracted or designate for this position will need to fulfil these terms of reference in compliance with the agreement with the World Bank.

2.Specific Tasks

- The specific tasks of the Environmental Coordinator/Expert will be:
- Supervise the overall environmental management of the project and its subcomponents, specifically those related to Component 3 on the construction of works and installations. Provide guidance, support and orientation to increase environmental and social good practice and improve Environmental Management in school construction and operation in Tanzania.
- Coordinate closely with the Project Coordination teams (MOEST, PO-RALG) at the national, regional and district, local levels at MOE anything related to the environmental aspects of the project, supervision, monitoring, consultations, stakeholders involvement, participation in project development in order to reduce environmental and social impacts.
- Interact and coordinate closely with the Social Specialist/Coordinator/Experts, hired or appointed by the project to co-lead the Environmental and Social Management of the Project.

- Interact and coordinate with other national agencies (NEMC, Ministry of Water, Ministry of Environment and other stakeholders to maintain a clear dialogue between the project, National institutions and the local stakeholders.
- Provide support in preparation/review of the Environmental Section of the Operations Manual based on the Project's established ESF instruments (ESMF, SEP, ESCP, and other approved instruments) and the World Bank's health and Safety guidelines.
- Prepare and review terms of reference for contracting environmental evaluations, training, capacity building activities as described in the ESMF and the ESCP to increase national, regional, district and local capacities in environmental management (ESMP, waste and pollution management, Laboratory guidelines, waste management plan and manuals, Biodiversity Center, feasibility studies, etc).
- Participate in training workshops for use of Operations Manual under the program.
- Provide support in reviewing the Project bidding Documents, Direct Contracts, etc. to ensure the proper environmental and social management of the project by contractors.
- Maintain dialogue and report about the project advances and overall development to the UG community, local stakeholders, national agencies, collaborators, etc.
- Supervise contractors during construction and rehabilitation works and monitor compliance to the EA, EMP and EMF, National Legislation and the World Bank Safeguards policies.
- Monitor timely environmental and social performance of the project, contractors and subcontracts and other parties.
- Develop capacity building activities to increase environmental management capacity of contractors and UG counterparts.

3.Qualifications

The Environmental specialist should have the following qualifications:

a) A Master degree in Environmental Management, Environmental Engineering, Biology, Ecology or related field.
b) At least five years of experience in Environmental impact assessment of civil works and working as environmental supervision, inspection, monitoring and or coordinator of environmental management plan.
c) The professional should have experience in the World Bank Safeguards Policies

d) The professional should be registered in NEMC and be active to present NEMC documentation
e) Must have knowledge and experience in the country environmental regulations and permitting processes (civil works, water, waste management, etc)
f) Demonstrated ability to work in teams and have leadership skills.
g) Fluency in English and good communication and writing skills.

h) Must be an organized person to keep track of many different project activities (it is expected the project will build 1000 schools).

4.0 Reporting

The Environmental Specialist will report to the Environmental and Social Experts (coordinators) and the SCT, but is expected to work very closely with District officials and beneficiary groups. The consultant is required to track and verify performance of the project in the application of the in achieving the PDO outcomes and the intermediate results. He/She will be required to submit the following reports.

- Monthly progress report on the overall work of the portfolio in preparation, construction and operation to Implementing Agents (MoEST/PO-RALG)
- Half year Report to Implementing Agents (MoEST/PO-RALG) and World Bank
- Annual Report to Implementing Agents (MoEST/PO-RALG) and World Bank
- Midterm Review Report to Implementing Agents (MoEST/PO-RALG) and World Bank

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

5.0 Duration.

The assignment will be for the duration of Project Implementation expected to last 5 years.

9.2 **Terms of Reference for the contracting of the Social Expert (Coordinator) for the Social Management and Supervision of the Project Investments**

1.Introduction

The Government of United Republic of Tanzania (GoT) has prepared the Secondary Education Quality Improvement Project (SEQUIP). The Project is designed to achieve the implementation of Education Sector Development Plan (ESDP 2016/17 – 2010/21) with the focus on Secondary Education Subsector. The project will be financed by a loan from the World Bank. The Project Development Objective (PDO) is to increase access to secondary education, provide responsive learning environments for girls and improve completion of quality secondary education for girls and boys. The implementing agencies of this Project are the Ministry of Education, Science and Technology (MoEST) and President's Office Regional Administration and Local Government (PO-RALG).

The Project will contribute to the ESDP priorities in secondary education and the implementation of the Government's Fee Free Basic Education Policy (FFBEP), by expanding equitable access and enhancing student retention in schools and creating a supportive teaching and learning environment. The person to be contracted or designate for this position will need to fulfil these terms of reference in compliance with the agreement with the World Bank.

2.Specific Tasks

- The specific tasks of the Social Expert will be:
- Supervise the overall social management of the project and its subcomponents, especially those related to Component 3 associated with the construction of new schools and the rehabilitation of existing schools. This will include providing guidance and support to improve social management in school construction and operation in Tanzania.
- Coordinate closely with the SEQUIP Coordination Team (MOEST and PO-RALG) in order to identify and manage social risks and impacts and ensure that these are given the required management attention.
- Interact and coordinate closely with the Environmental counterparts hired or appointed by the project to co-lead the Environmental and Social Management of the Project.
- Interact and coordinate with other national agencies (NEMC, Ministry of Land, Ministry of Labour etc) and other stakeholders to maintain a clear dialogue

between the Project, National institutions and the local stakeholders in collaboration with the environmental counterparts

- Provide support in preparation/review of the social section of the Project Operations Manual based on the Project's established ESF instruments (ESMF, SEP, ESCP, RF and VGPF) and the World Bank's Environmental, Health and Safety Guidelines as well as national legislation.
- Prepare and review terms of reference for contracting social evaluations, training, capacity building activities as described in the ESMF and the ESCP to increase national, regional, district and local capacities in social management (resettlement, labour and working conditions, community health (eg HIV/AIDS), vulnerable groups etc).
- Participate in training workshops for use of Operations Manual under the program.
- Provide support to LGAs in reviewing the Project bidding documents, direct contracts, etc. to ensure the proper environmental and social management of the project by contractors.
- Provide support to regions and LGA to undertake engagement in line with the requirements of the Stakeholder Engagement Plan (SEP).
- Provide support to regions and LGAs to supervise contractors and monitor compliance with Project and national requirements related to environmental and social management.
- Develop and implement capacity building activities to increase knowledge and awareness of social management.

3.Qualifications

The social specialist should have the following qualifications:

i) A Master degree in Sociology, Anthropology or related field.
j) At least five years of experience in managing social impacts including Resettlement planning and implementation, stakeholder engagement, information and education campaigns etc on civil works site.
k) The professional should have experience in international standards for social management ideally the World Bank Safeguards Policies (now ESF)
l) Must have knowledge and experience in Tanzanian regulations and permitting processes related to social risk management
m) Demonstrated ability to work in teams and have leadership skills.
n) Fluency in English and good communication and writing skills.

o) Must be an organized person to keep track of many different project activities (it is expected the project will build 1000 schools).

4.0 Reporting

The Social Expert/ Specialist will report to the Project Coordinator of the SCT, but is expected to work closely with LGAs who will implement the Project. The consultant is required to track and verify performance of the project in the application of the in achieving the PDO outcomes and the intermediate results. He/She will be required to submit the following reports in collaboration with the Environmental Expert.

- Monthly progress report to Implementing Agents (MoEST/PO-RALG) on the overall work of the portfolio in preparation, construction and operation
- Half year Report to Implementing Agents (MoEST/PO-RALG) and World Bank
- Annual Report to Implementing Agents (MoEST/PO-RALG) and World Bank
- Midterm Review Report to Implementing Agents (MoEST/PO-RALG) and World Bank

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

5.0 Duration.

The assignment will last for the duration of the Project (expected to be 5 years).

10.3 **Terms of Reference for Environmental and Social Specialists for the Environmental and Social Management and Supervision of the Project investments**

1.Introduction

The Government of United Republic of Tanzania (GoT) has prepared the Secondary Education Quality Improvement Project (SEQUIP). The Project is designed to achieve the implementation of Education Sector Development Plan (ESDP 2016/17 – 2010/21) with the focus on Secondary Education Subsector. The project will be financed by a loan from the World Bank. The Project Development Objective (PDO) is to increase access to secondary education, provide responsive learning environments for girls and improve completion of quality secondary education for girls and boys. The implementing agencies of this Project are the Ministry of Education, Science and Technology (MoEST) and President's Office Regional Administration and Local Government (PO-RALG).

The Project will contribute to the ESDP priorities in secondary education and the implementation of the Government's Fee Free Basic Education Policy (FFBEP), by expanding equitable access and enhancing student retention in schools and creating a supportive teaching and learning environment. The person to be contracted or designate for this position will need to fulfil these terms of reference in compliance with the agreement with the World Bank.

2. Specific Tasks

The specific tasks of the Environmental and Social Specialists will be:

a) Supervise the overall environmental management of the project and its subcomponents, especially those related to Component 3 on the construction of works and installations. Provide guidance, support and orientation to increase environmental and social good practice and improve Environmental Management in school construction and operation in Tanzania.
b) Coordinate closely with the Project Coordination Team (MoEST, PO-RALG) at the national, regional and district, local levels at MoEST and PO-RALG on anything related to the environmental and social aspects of the project, supervision, monitoring, consultations, stakeholders involvement, participation in project development in order to reduce environmental and social impacts.

c) Coordinate with the Environmental and Social Management Project Experts in the SCT for overall implementation of the ESMF, ESMPs, RF, VGPF and other measures agreed with the World Bank
d) Ensure the fulfilment of the environmental or social commitments acquired by the GoT in the implementation of SEQUIP.

e) Support the Environmental and Social experts in the application of the EIA regulations and help process the request for Environmental certificates and the preparation of Environmental Management Plan according to the national regulations of the Environmental Management Act and the mechanism established by NEMC,

f) Submit to SCT the needed project documentation (project brief, EMPs, reports) to obtain the Environmental Certificates for the subprojects. Coordinate with the EMPE to process the environmental fees, according to the Environmental Act needed to pay to NEMC. Follow up any instruction or measures define in the Certificates and approval resolutions, as well as additional ones, which may be required, by NEMC or other government agencies.

g) Coordinate with the district and ward authorities in the review of proposed sub projects, checklist and ESMP prepared for each sub project, water resources evaluation, insurance for workers, coordination of purchase of construction kits (safety and first aid)

h) Report immediately to the Environmental and Social Experts, on the breaches or irregularities in the application of this ESMF, ESMP or other relevant instruments such as the RAP agreed with the GoT (including School, School Boards, Ward and LGAs.

i) Perform field visits as many as possible to the project sites or coordinate with LGAs the Environmental Officers and Community Development Officers on the preparation of project documentation to be reviewed and final screening of the sub projects as well supervision visits of the Environmental Officer and Engineers at the LGA level.

j) Participate in supervision missions of the World Bank, SEQUIP team, and others.

k) Visit the district office and collect records, data and coordinate with the Environmental Social Monitoring Team to maintain records, certificates, reports, grievances, ESMF, ESMP, ESCP, SEP and others instruments (RAP/RF, VGPF) requested by the SEQUIP team and the World Bank.

l) Support the development of the Environmental and Social Information System and the designed/hired Monitoring specialist in order to maintain a database of all sub projects in the region on, environmental certificates, reports, drawings, etc

m) Ensure all subprojects information are included in the Project Environmental and Social Information System and maintain a Field log book and records of the supervision and monitoring activities performed in the project intervention areas. All this information will be part of the Environmental and Social Information System. Records include among others :

i. Project documentation (proposal, school board members, Construction team members, budget, timeframe, name of contractors (Mafundi)

ii. Support obtaining the Permits for construction, EIA, water, electricity, solid waste, etc;

iii. Supervision reports, checklist, inspection reports of the monitoring of the project; and

iv. The level of compliance with environmental and social commitments, according to the indicators of environmental and social compliance indicated in the ESMP of each subproject as verified on the site, and any other relevant environmental information.

n) Report on the development and implementation of the RAPs developed for the sub projects and seek clearance on the same.

o) Report on the development and implementation of the VGPF and VGMP and ensure that all meetings and agreements are clearly documented

p) Keep record of complaints regarding environment and social complaints and register resolutions (as per established grievance mechanism).

3. Qualifications

The Environmental specialist (Focal personal) should have the following qualifications:

p) A Bachelor degree in Environmental Management, Sociology, Environmental Engineering, Biology, or related field.
q) At least 3 years of experience in Environmental impact assessment of civil works and working as environmental supervision, inspection, monitoring and or coordinator of environmental management plan.

r) The professional should have experience in the World Bank Safeguards Policies
s) The professional should be registered in NEMC and be active to present NEMC documentation
t) Must have knowledge and experience in the country environmental regulations and permitting processes (civil works, water, waste management, etc)
u) Demonstrated ability to work in teams and have leadership skills.
v) Fluency in English and good communication and writing skills.

w) Must be an organized person to keep track of many different project activities (it is expected the project will build 1000 schools).

4.0 Reporting

The Environmental Specialist will report to the Environmental and Social Experts (coordinators) and the STC but is expected to work very closely with District officials and beneficiary groups. The consultant is required to track and verify performance of the project in the application of the in achieving the PDO outcomes and the intermediate results. He/She will be required to submit the following reports.

- Monthly progress report to Implementing Agents (MoEST/PO-RALG) on the supervision and monitoring support given to the region assigned
- Half year Report to Implementing Agents (MoEST/PO-RALG) and World Bank
- Annual Report to Implementing Agents (MoEST/PO-RALG) and World Bank
- Midterm Review Report to Implementing Agents (MoEST/PO-RALG) and World Bank

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

5.0 Duration.

The assignment will last for the duration of the Project (expected to be 5 years).

10.4 **Terms of Reference for Environmental and Social Monitoring Specialist**

1. Introduction

The Government of United Republic of Tanzania (GoT) has prepared the Secondary Education Quality Improvement Project (SEQUIP). The Project is designed to achieve the implementation of Education Sector Development Plan (ESDP 2016/17 – 2010/21) with the focus on Secondary Education Subsector. The project will be financed by a loan from the World Bank. The Project Development Objective (PDO) is to increase access to secondary education, provide responsive learning environments for girls and improve completion of quality secondary education for girls and boys. The implementing agencies of this Project are the Ministry of Education, Science and Technology (MoEST) and President's Office Regional Administration and Local Government (PO-RALG).

The Project will contribute to the ESDP priorities in secondary education and the implementation of the Government's Fee Free Basic Education Policy (FFBEP), by expanding equitable access and enhancing student retention in schools and creating a supportive teaching and learning environment. The person to be contracted or designated for this position will need to fulfil these terms of reference in compliance with the agreement with the World Bank.

2. Objective

The objective of this assignment is to:

- establish an effective environmental and social management monitoring and evaluation (M&E) system for the project;
- promote a culture of evidenced-based supervision and decision-making within the Project and compliance with the World Bank Environmental and Social Standards (ESS) and the instruments prepared for SEQUIP (Environmental and Social Management Framework (ESMF), Environmental and Social Commitment Plan (ESCP) Stakeholder Engagement Plans (SEP), Resettlement Framework (RF) and Vulnerable Groups Planning Framework (VGPF))
- ensure that ESMF supervision, monitoring plan, reporting, certificates by NEMC, permits etc are based on M&E system and data is stored and available during Bank missions;
- ensure environmental and social management is strengthened and leads to improved accountability at all levels within the SEQUIP Coordination Team (SCT), Regional team and beneficiaries;

- improve the oversight responsibilities and accountability within the SCT, Regional and District teams and beneficiaries through adoption of agreed supervision and monitoring procedures, protocols and checklists, and other instruments;
- Build the capacity of all beneficiaries of the project to collect, collate, analyze, and disseminate information based on results of the environmental and social management in the project.

3. Scope of Work

The Environmental and Social M&E Specialist will be responsible for data collection, collation, analysis, and reporting. S/he will work in close collaboration with regional, district and village authorities as well as beneficiaries and will support the Environmental and Social Experts (Coordinators) at the national level to develop appropriate M&E processes and reporting mechanisms for implementation of the ESMF, the Environmental and Social Monitoring Plan and other agreed instruments for SEQUIP.

Responsibilities will include the following:

- Work closely with persons responsible for M&E within each region to collect, analyze, and consolidate data as well as verify the internal consistency and validity of data (checklist, reports, accident reports, grievances, etc) submitted by the LGAs.
- Establish a performance tracking system for all LGAs and SCT staff to institute an early warning system that identifies and addresses implementation issues, non-compliance with World Bank approved instruments (ESMF, ESCP, SEP, RF and VGPF) and national legislation.
- Work with an ICT Specialist from MOEST and/or PO-RALG to design the Environmental and Social Information System (ESIS) that will store all environmental and social documentation, permits, licenses (Certificates), supervision, monitoring, grievances, reports, etc to be able to keep tracks and progress in all project investments (expected to exceed more than 1000 schools), ensuring that constructions targets are met without negative impacts or impacts to the environment and communities and data is shared with Project coordinators, the Bank and stakeholders.
- Complement the ESIS with a GIS tracking tool to record the location of schools in the pipeline, under construction, completed and functional against environmental and social factors such as communities, water sources, national parks, riverain areas, forest cover, etc.
- Coordinate the compilation of project baseline and comparison data to assess project results before, during and after the project implementation.

- Support the results monitoring reports for the mid- term evaluation and an end-of-project evaluation.
- Provide training to Regional, District (Education, Engineer, Environmental, Community, Land officers) and local governments on M&E approaches and tools to improve their capacity to implement effective M&E activities.

4.Expected Outputs

The outputs for this assignment are:

- An overall monitoring and evaluation coordination plan with manuals, systems, procedures, tools, database, flow charts for data collection and reporting with clear specification of roles and responsibilities of the SCT and beneficiary agencies.
- Project M&E performance reports mapped to construction sites (schools), compliance with the ESMF, ESCP and monitoring tracking reports to be used for decision-making.
- A project Environmental and Social M&E system in place and an ESIS updated monthly.
- Bi-annual M&E newsletter to inform SCT, the Bank and beneficiaries of progress of project implementation and achievements of works and monitoring targets.

5.Qualifications for the professional

- At least 5 years of experience in environmental and social monitoring programs
- At least a Master's degree in natural resources, health and safety, project management or environmental engineering, with strong quantitative and qualitative skills
- Ability to design templates for data collection and data analysis
- Understanding of monitoring and evaluation concepts, tools, methods, and strategies
- Proven ability to expend time in the field and able to take samples, write reports, evaluate results and provide orientation to the local and national Environmental and Social teams
- Willingness to undertake regular field visits and interact with project stakeholders/beneficiaries.
- Should be thoroughly familiar in using Microsoft office software including MS Project, Database software and GIS tools (IBAT, GFW, NASA open source databases, etc)
- Strong report writing and analytical skills in English
- Strong communication skills to communicate, train, explain to a diverse member of the SEQUIP team, technical results, maps, etc.

6. Reporting

The Environmental and Social M&E Specialist will report to the Environmental and Social Experts (coordinators) and the SCT, but is expected to work very closely with the Environmental and Social Focal points, District officials and beneficiary groups. The consultant is required to track and verify performance of the project in the application of the in achieving the PDO outcomes and the intermediate results. He will be required to submit the following reports.

- Performance of supervision and monitoring plans tracking reports to the ESMF and the SCT
- Monthly progress report to Implementing Agents (MoEST/PO-RALG) on the project monitoring plan
- Half year Report to Implementing Agents (MoEST/PO-RALG) and World Bank
- Annual Report to Implementing Agents (MoEST/PO-RALG) and World Bank
- Midterm Review Report to Implementing Agents (MoEST/PO-RALG) and World Bank

All reports will be required to highlight project status, especially the achievement of the monitoring plan approved for the project, the indicators, reporting and agreed investments.

7.Duration

The assignment will last for the duration of the Project (expected to be 5 years).

10.5 Terms of Reference for the Gender Based Violence Specialist

1.Introduction

The Government of United Republic of Tanzania (GoT) has prepared the Secondary Education Quality Improvement Project (SEQUIP). The Project is designed to achieve the implementation of Education Sector Development Plan (ESDP 2016/17 – 2010/21) with the focus on Secondary Education Subsector. The project will be financed by a loan from the World Bank. The Project Development Objective (PDO) is to increase access to secondary education, provide responsive learning environments for girls and improve completion of quality secondary education for girls and boys. The implementing agencies of this Project are the Ministry of Education, Science and Technology (MoEST) and President's Office Regional Administration and Local Government (PO-RALG).

The Project will contribute to the ESDP priorities in secondary education and the implementation of the Government's Fee Free Basic Education Policy (FFBEP), by expanding equitable access and enhancing student retention in schools and creating a supportive teaching and learning environment. The person to be contracted or designate for this position will need to fulfil these terms of reference in compliance with the agreement with the World Bank.

2.Specific Tasks

The specific tasks of the Gender Based Violence Specialist will be:

- Supervise and monitor the implementation of the Gender Based Violence (GBV) Action Plan at the national and district level including GBV/SEA/SH awareness raising of workers and affected communities associated with construction activities, GBV Grievance Redress Mechanisms (GRM) for construction of new schools and associated with operational schools/alternative education pathways including the safe school's program.
- Support to implement the GBV elements of the Safe Schools Program.
- Support the develop of protocols and associated guidance for implementing safe, ethical and effective SEA/SH Grievance Redress Mechanism (GRM) for workers and affected communities.
- Support to identify and maintain functional referral pathways (psychosocial, health and legal) within each district for survivors of GBV (both adults and girls)

to facilitate safe, ethical and confidential referrals in collaboration with the Gender Committees at the LGA level.

- Training and capacity building of school guidance counsellors, school management, project management and GRM operators in relation to GBV/SEA, GRM, confidentiality and mandatory reporting in line with national and international standards for survivor care and support.
- Coordinate closely with the SEQUIP Coordination Team (MOEST and PO-RALG) in order to identify and manage GBV risks and impacts and ensure that these are given the required management attention.
- Interact and coordinate closely with the Environmental and Social Project Management Specialists counterparts hired or appointed by the project to incorporate GBV into the Environmental and Social Management of the Project.
- Interact and coordinate with other national agencies and stakeholders to maintain a clear dialogue between the Project, national institutions and local stakeholders on GBV issues in collaboration with the environmental and social counterparts
- Provide support in preparation/review of the Project Operations Manual based on the Project's established ESF instruments (ESMF, SEP, ESCP, RF and VGPF) and the World Bank's Environmental, Health and Safety Guidelines as well as national legislation with a focus on GBV issues.
- Prepare and review terms of reference for contracting evaluations, training, capacity building activities as described in the ESMF and the ESCP to increase national, regional, district and local capacities in GBV risk management.
- Participate in training workshops for use of Operations Manual under the program including developing GBV material and speaking on GBV issues including the code of conduct, sensitization tools etc.
- Provide support to regions and LGA to undertake engagement on GBV issues in line with the requirements of the Stakeholder Engagement Plan (SEP) and VGPF.
- Provide support to regions and LGAs to supervise contractors and monitor compliance with Project and national requirements related to GBV management.

3.Qualifications

The GBV specialist should have the following qualifications:

a) A Masters degree in Sociology, Social Work, Gender Studies or related discipline.
b) At least five years of experience in working on GBV issues either in a development setting, for an NGO/CSO, Government of Tanzania or relation to civil work or education.

c) Demonstrated knowledge of GBV/SEA drivers and risk factors in the project area targeting vulnerable groups and development of programming to respond to those drivers and risk factors.
d) The professional should have experience in international standards for social management ideally on an IFI funded project.
e) Must have knowledge and experience in Tanzanian policies regulations, systems and resources related to child protection, gender issues and GBV/SEA.
f) Demonstrated ability to work in teams and have leadership skills.
g) Fluency in English, Swahili and good communication and writing skills.
h) Must be an organized person to keep track of many different project activities(school construction 1000 schools, Safe Schools Program 700 schools in phase 1, AEP activities etc).

4.0 Reporting

The GBV Specialist will report to the Project Coordinator of the SCT, but is expected to work closely with LGAs who will implement the Project. The Specialist is required to track and verify performance of the project in the application of the in achieving the PDO outcomes and the intermediate results. He/She will be required to submit the following reports in collaboration with the Social and Environmental Experts.

- Monthly progress report to Implementing Agents (MoEST/PO-RALG) on the overall work of the portfolio in preparation, construction and operation
- Half year Report to Implementing Agents (MoEST/PO-RALG) and World Bank
- Annual Report to Implementing Agents (MoEST/PO-RALG) and World Bank
- Midterm Review Report to Implementing Agents (MoEST/PO-RALG) and World Bank

All reports will be required to highlight project application of GBV elements of the ESMF, SEP, ESCP, RF and VGPF and other instruments approved for the Project by the World Bank as well as the Project Design and the application of national regulations. Reports will be share with the Bank.

5.0 Duration.

The assignment will last for the duration of the Project (expected to be 5 years).

Annex 11. Environmental and Social Measures and Clauses for Contractors.

(under preparation)

Introduction

1. **LEGAL RESPONSIBILITIES FOR THE ENVIRONMENTAL AND SOCIAL ASPECTS OF THE SEQUIP PROJECT.** The legal agreement between the Government of Tanzania and the World Bank to support the development of the SEQUIP project agrees in the application of the ESF and the instruments prepared for this project. The government entities responsible of this implementation of this loan and therefor of the application of the World Bank Environmental and Social Standards are the Ministry of Education, Science and Technology (MoEST) and the President of Office- Regional Administrative Local Government (PO-RALG) and all other institutions at the local and regional agencies who will be responsible in the management of the project funds, hiring of contractors, and the environmental and social management and supervision of civil works. By other agencies is meant: regional governments, district officers, school boards, wards, villages, and other local representatives fully approved by the project coordination team.

SECTION 1- General provisions

2. **APPLICATIONS OF THESE ENVIRONMENTAL AND SOCIAL TECHNICAL CLAUSES (ESTC).** These clauses are effective for all contractors (builders, fundies, firms, consultants) hired by the SEQUIP project (school board, community, ministry of Education, District, or any other agency) to be responsible to hired and execute civil works to be financed under the SEQUIP Project. These clauses summarized the prevention, mitigation and compensation measures derived from the Environmental and Social Management Framework and the other instruments prepared to comply with the Environmental and Social Framework of the World Bank (ESF). The ESF requires that all measures and actions agreed for the development of a project be included in the tender documents and contracts of financed projects and its subprojects (schools to be build and rehabilitate and other investments).

3. **MANDATORY INSTRUMENTS APPLICABLE FOR THE CONSTRUCTION AND REHABILITATION AND OTHER CONTRACTED ACTIVITIES UNDER SEQUIP.** All Contractors are responsible to apply national applicable legislation/regulations and the Environmental and Social instruments prepared for the SEQUIP project. These instruments include:

ESMF: Environmental and Social Management Framework	VGPF: Vulnerable Group Planning Framework
ESCP: Environmental and Social Commitment Plan	RF: Resettlement Framework
SEP: Stakeholder engagement plan	

ENVIRONMENTAL AND SOCIAL TEAM OF SEQUIP PROJECT. Hired contractors (builders, fundies, firms) will be supervised and monitored by the SEQUIP Environmental and Social team formed by: i) the national environmental and social Experts (coordinators) and environmental and social specialists hired or designed for the project to coordinate with at the national, regional and local authorities from MOEST, PO-RALG, NEMC, Ministry of Land, Ministry of OSHA, Ministry of water, others the safeguard of Environment and Social; ii) regional, district and ward environmental, engineer and community development officers; iii) school boards and other assigned community members to supervise environmental and social aspects of the project. Iv) short term consultants/auditors engaged to perform supervision, monitoring or audits to the civil works.

4. **ENVIRONMENTAL AND SOCIAL MANAGEMENT AND SUPERVISION.** Contractors will be supervised by the Environmental and Social team of the project at the local and national level. At the local level will be the environmental management and community development officer from the district, ward or village responsible to provide training to the contractors on environmental and social requirements of the SEQUIP project, supervise the contractor and report on any issues. The ESMF includes the checklists to be used to evaluate the proposed site for new constructions/ and the rehabilitation of existing schools, supervise and monitor the subprojects. The following instruments are designed to report performance of the contractor in the managing environmental and social aspects of the project or any environmental/social issue occurring during the construction, before or as result of this works,
    1- An official special/ specific folder will be maintained at the construction site together with the approved drawings, permits, environmental and social management plan or EIA (if prepared) and the construction/rehabilitation location map (see below)
    2- An official special/ specific subproject log book will be maintained at the construction site to record all decision, supervision visits from the engineer, environmental, community development officer, national team or World Bank missions on the application of all measures describes in these ESTC. All pages of the log book will be numbered.
    3- Supervision checklists included in the ESMF to be applied during visits to the construction of new schools or rehabilitation of existing schools and associated civils works.

5. The contractors will be responsible to acknowledges these reports by signing (or fingerprinting) and agreeing in the prevention, mitigation or compensations measures discussed and agreed with the environmental and social supervision local or national team.

6. **Meeting 1 month before construction begins.** The Engineer and the Environmental and Social District officers will hold a meeting with the hired contractor and subcontractors on site, members of the beneficiary community, surrounding communities and the School board construction hiring committee. All the parts will review the proposed construction/rehabilitation plan; the potential impacts and agreed prevention and mitigation measures to be taken by the contractor. The results of this meeting will be recorded in the subproject log book with participants signature (name or fingerprint) and pictures of the meeting. Communities will be welcomed to indicate any unconformity, claim, recommendation before the civil works begins. The SEQUIP team will attend

or resolve any grievance before construction begin, following the agreed GRM described in the SEP and the ESMF.

7.1 Map or drawing for the delineation of the construction/rehabilitation area to be intervened. In this meeting, the Engineer, the Environmental and community development officers together with representatives of the school board and community will prepare a map/drawing indicating the agreed location for various purposes and share it with the contractor/subcontractor/fundies. This prepared map or drawings will indicate the following:

- Construction area for new school or Rehabilitation area including areas for toilets (excavation areas), dormitories; sources of water (groundwater or superficial);
- Routes for transporting construction materials
- Area where trees or vegetation (grasslands for example) will need to be cut
- Areas where sand, rock, wood materials will be obtained
- For storage of construction materials, safety gear, hazardous materials (diesel, generators, paintings, termite control chemicals, etc.
- Basic services for workers including: sanitation, resting, eating areas.
- Areas for storing organic soil and vegetation material to be cut.
- Locations for placing the signs to prevent accidents and ensure safety
- Other actions as needed

7. **DISCLOSURE OF ENVIRONMENTAL AND SOCIAL INFORMATION.** The Environmental and Social team of SEQUIP project will disclose in the project website, the environmental and social evaluations of subprojects, supervision and monitoring reports on the works financed, this include the performance of contractors, builders on the application of the ESTC and the other measures described in the project mandatory instruments (described in numeral 2).
8. **Additional measures.** Any changes to this ESTC can only be made by the Government, through the Ministry of Education, Science and Technology (MoEST) and the President of Office-Regional Administrative Local Government (PO-RALG), in agreement with the World Bank. The changes may include additional measures resulting from specific environmental and social evaluations or ESMP documentation or NEMC requirements.

Section 2- Contractor obligations

9. **RESPONSABILITIES OF CONTRACTORS (builders, fundies, firms) with the protection of the environmental and people**. The contractors are responsible of:

a. Ensuring to have all required permits are obtained before any excavation, vegetation cutting or land acquisition process is performed for construction or rehabilitation of schools.
b. Protecting the environment (soil, water, vegetation, air) and not mitigating impacts to the local communities around the construction area, along the route of transportation of materials, quarry areas, and any other related site.

c. Apply all relevant national legislation described in the ESMF and other relevant regulations applicable to the project.
d. Apply these ESTC, the ESMF, the ESCP and other measures described in the instruments approved for the project.

10. **REQUIRED Environmental/Social/health/safety management TRAINING.** Contractors for the SEQUIP construction and rehabilitation of schools agreed to spend one to more for training sessions before starting construction with the environmental and social team to clarify contractors' responsibilities, roles, management and expected behavior during project implementation to comply with national regulations and the World Bank Environmental and Social Standards. In this session the environmental and social project team will also provide the OSH training and will provide the PPE equipment to the contractor.

11. **OBLIGATIONS OF THE CONTRACTOR TO READ THE ENVIRONMENTAL AND SOCIAL Project Instruments and comply with supervision orders.** The contractors hired by the SEQUIP project or its delegation in the School Boards or construction committees have full responsibility on the compliance with the national regulations and the World Bank Environmental and Social Standards and the clauses included in this ESTC document.

13. Omission. The contractor will use water resources which are scarce in some regions of Tanzania with care and will be responsible on any omissions of these clauses and retentions fines that will be applicable if these ESTC are not followed.

SECTION 3- Environmental protection

Contamination

Prevention, mitigation and restoration. The contractor will be responsible to prevent, reduce and mitigate contamination in the project intervention and avoid discharge, release, deposition or seepage of any contaminant or pollutant in the air, soil, water and the environment in general.

1-Protection of soil

-During excavations, the top layer of organic soil will be placed separated from other materials and covered with plastic to avoid runoff or wind dispersal.

-Mixing of cement will be done in flat areas with a ring of sand around to reduce cement-water runoff and contamination of the soil, vegetation and water sources.

-Hazardous materials. Hazardous materials such as diesel, gasoline, car oils, paintings, diluents, termite control chemicals, lab chemicals discarded containers (with acid, bases, etc) and other toxic, corrosive and explosive materials need to be well managed to prevent accidents, contamination of the environment and unwanted effects on the local communities or workers.

Handling: workers will use gloves when handling containers of diesel, oils, diluents, chemical for insect control and chemicals found in science labs (when doing rehabilitation works).

Storage: any hazardous materials will be stored in a ventilated area with impermeable floor (cement) with a fence and a preventing sign indicating the dangers in the area (please see signs rules for the project in section 4).

Prevention: in the construction areas the contractor will have fire extinguisher to prevent small fires.

2-Protection and management of water resources

Water for construction. SEQUIP is responsible to obtain permits and amount of water needed for the construction activities. The contractor is responsible for transportation of water from the source, storage and usage without polluting the source for downstream users.

In any circumstances, students, children, parents will be responsible to carry water for the construction from their homes or the designed and agreed water source for the construction.

Water source protection. The contractor will not contaminate or pollute the designed water sources with cement residues or any toxic material from the construction or by washing mixing machines, construction tools, trucks, or any activity that can affect water conditions for other local users.

Restoration of water sources used. The contractor will implement the restoration plan as compensation to the environmental impacts. The number of trees and species to be used will be defined by the Environmental Officer of the LGA. See section x and numeral for recommendations in the species to be used.

3-Protection of air.

Vehicles emissions. The contractor will use vehicles that have circulation permits according to country regulations. In the case that contractors bring generators to the construction/rehabilitation site the contractor will inform the Environmental officer at the district/ward/village who will define the best location for it. Generators spilling diesel and oil will not be tolerated as fires and explosions can occur.

Pre-existing contaminated conditions. In case the area is contaminated in any form by domestic, toxic, hazardous waste, old construction debris, demolished debris, chemicals residues (in existing science labs for instance) and other environmental liability found at the project intervention area; the contractor will be responsible to clean up the area and remediate following the measures described in the waste management plan (see below). In any circumstance the debris/rubbish will be burned.

PROTECTION OF BIODIVERSITY

The contractor will be responsible to protect and avoid unnecessary impacts to natural resources in the project area. Tanzania has a rich flora and fauna. Many new species of flora are recorded from this

country[30]; flora is been eliminated due to many deforestation issues. The contractor will implement the following actions to protect biodiversity are project areas:

Vegetation. The contractor will mark the area (in the Land agreed to be used for the new construction) where vegetation will need to be cut for construction of new schools/boarding residence/any other new construction in agreement with the environmental, community and engineer district officers and the location will be mark in: i) the official construction drawing and in ii) the environmental and social Log Book; the environmental officer will indicate in the Checklist #2 the number of trees agreed to be cut, their common names, height and width (to the chest) and the environmental officer will sign confirming the number of trees and species and indicating that no endanger species will be cut.

The contractor will manage the cut vegetation in the following manner:

1) Woody material will be cut in useful sizes for the construction or use in the community
2) Wood material will be given to school, workers or community if requested or useful as firewood or any other use
3) The unwanted trunks, branches will be placed in a place in the area agreed with the Environmental District Officer and far from the construction site or local communities walking areas, so vegetation can decompose freely, and the project can avoid the attraction of fauna (snakes) to hide in the vegetation
4) Cut Vegetation will not be burned. Unless such vegetation is used for heating needs.

Vegetation Restoration. A month before handing over the completed construction, the contractor will restore/green up the construction/rehabilitation areas to compensate impacts, increase shade and windbreaks. The contractor will plant required number of tree or plants (as indicated by the environmental officer) that will include native species or fruit species. The environmental officer will indicate the species to be used for restoration and greening the school area in compliance with EMA act and can also be used by the teachers in science classes. The Environmental officer will recommend the species based in species present in the project area or recommendation from NEMC. During the construction period, the contractor will be responsible to buy the trees, transport, planting, watering and care of the planted species, at the end of the construction period the School board and community will be the responsible to take care of the seedlings. Some species recommended to be use in vegetation restoration plan includes:

- Native common tree species: Acacia sp., Kigelia africana, Cordia, Ocotea, Albizia, Lonchocarpus, Trichilia, Cornmiphora,
- Endangered, endemic and rare species, depending of the region: *Karomia gigas, Platypterocarpus tanganyikensis, Vangueria schliebenii*, *Afrocanthium shabanii,*

[30] Marshall AR, Couvreur TLP, Summers AL, Deere NJ, Luke WRQ, Ndangalasi HJ, Sparrow S, Johnson DM (2016) A new species in the tree genus *Polyceratocarpus* (Annonaceae) from the Udzungwa Mountains of Tanzania. *PhytoKeys* 63: 63-76. doi: 10.3897/phytokeys.63.6262

- Fruit species: mango, orange, citrus, papaya, tamarindus, others as recommended by the environmental officer
- Other plant species: that produce flowers so bees and insects can be attracted to the area, for example: *Rauvolfia caffra, Commiphora ugogoensis, Albizia gummttera, Parinari excelsa, Syzygium guineense, Ficus sycomorus*, among others.

No exotic species will be planted by the contractor including for example, and others that will indicate the environmental officer. Since Native trees are under threat from invasive tree species like the umbrella tree (*Maesopsis eminii*), eucalyptus, pinus, among others.

The environmental officer will seek support to define the species to be planted and nursed if needed- from flora experts at universities. Environmental and community development officer can coordinate with the community and nearby schools the collection of seeds and nursery of trees species for the restoration actions to be done by the contractor in coordination with the school and community.

FAUNA. Contractors will be responsible to ensure that workers will no hunt, kill, capture wildlife in the community area or construction area. Omission of this clause can lead to retentions, penalties or cancelation of contract.

Section 4- SAFETY

1-In the roads to the project area.

Driving to and out of project area. The project will prevent roads management issues[31] and accidents to occur as result of drivers not having driving license. Contractor will present a copy of driving license of those who will be transporting materials to the construction /rehabilitation side. Contractors will be responsible of any injuries caused as result of this contract to vehicles, bicycles, pedestrians, domestic animals[32]. The contractor will provide copies of driving licenses and relevant permits to the environmental/community development officer. These copies will be kept in the project folder. These licenses can also request at any supervision mission. Contractors are obligated to apply all traffic and road regulations of Tanzania, including THE ROAD TRAFFIC ACT[33] and other transport regulations[34]

Accidents. In case of a road accident related to this project, the contractor/subcontractor will not leave the accident site leaving injured people (including students, teachers) alone otherwise the contract might be canceled. The contractor must call the police and inform immediately to the engineer/environmental/community development officer at the ward, village or council office or the school board who will prepare a cause-root report to the SCT which will be sent to the World Bank.

[31] http://open_jicareport.jica.go.jp/pdf/11897576_03.pdf
[32] https://pdfs.semanticscholar.org/7577/ed80aea3b822f8a98f8f6947e52aaefe247a.pdf
[33] https://www.sumatra.go.tz/index.php/upload-documents/doc_download/247-the-road-traffic-act-cap-168

[34] https://www.sumatra.go.tz/index.php/legislation/regulations

Insurances. Contractors will present proof (copies) of the insurance of the vehicles to be use for transportation of materials, workers, or themselves. Insures with a comprehensive to cover for claims made by Third Party or parties for deaths, bodily injuries and property damage caused by the contractors' vehicles. Contractor will have to consult on insurances required by this contract with the Tanzania Insurance Regulatory Authority

2-In the project area- construction site or the school under rehabilitation

OSHA and personal health and safety

Even though Tanzania has ample OSHA regulations, construction workers especially rural fundies do not wear PPE. SEQUIP coordination team and contractors are responsible to provide safe working environment for all the workers/employees hired to build/rehabilitate the schools facilities. Potential injuries might be related to heavy lifting (like cement blocks), electric chock, cuts, broken arms, fingers, feet; head injuries from slips, trips and falls from roofs, walls, etc. A construction site can have numerous fall hazards. Workers may tumble off high places like ladders, roofs, and steel beams. They can fall into or over equipment or located in the ground. Workers or students can also fall into underground holes or toilet excavations areas.

Contractor are responsible to use PPE to prevent injuries and comply with national legislations and the World Bank Environmental and Social Standard 2. Contractors/subcontractors must use shirt, pants and the minimum the PPE that will be given to the workers at all times during construction/rehabilitation of schools facilities.

Image for illustrative purpose[35]

Short awareness and training course before construction begins. All workers and contractors will participate in an Occupational and Health and safety training that will be given before construction begins by the Environmental officer from the district on the regulations governing the SEQUIP project and the application of the World Bank ESSs. All project contractors and workers will be requested to fill out a form of attendance and understanding of the ESS requirements to ensure health and safety.

[35] https://www.mintragroup.com/the-importance-of-personal-protective-equipment

PEP. All contractors/subcontractors must wear at all times the personal safety gears that the project will be provide. The basic PEP will include:

-googles: to protect works eyes during welding, sawing wood and sanding walls, etc.

-boots: to protect feet from nails, sprints, etc.

-construction reflective vest: to increase visibility and respect. (only for info to government: Reflective Safety Vest, Bright Neon Color with 2 Inch Reflective Strips - Orange Trim - Zipper Front, approximately cost $10 dollars [36]).

-gloves: to increase protection of hands, construction gloves of leather/cotton. Gloves will not be of plastic, latex, Polyurethane Coated Gloves, or Polyester material. (only for info to the government: Heavy Duty Work Gloves with Leather Palm; cost less than 15 dollars[37])

-First aid kit: to attend minor cuts and injuries during the works.

Accidents. In case of an accident of a worker during the construction/rehabilitation work in SEQUIP project, the contractor will provide first aid to the worker and he cannot leave the injured worker alone or drop alone in a clinic, because this contract might be canceled. The contractor must take the injured worker to the closest clinic, stay with the worker and must call inform immediately to the engineer/environmental/community officer at the ward, village or district office or the school board.

Insurances. Contractors will present proof (copies) of the insurance that will cover workers accidents occurs in the construction/rehabilitation site. Contractor will have to consult on insurances required by this contract with the Tanzania Insurance Regulatory Authority.

BASIC SERVICES NEEDS FOR WORKERS

The location of this basic services needs will be mapped in the official construction site map – describe in Section 1.

Water for drinking- the contractor will ensure the provision of water to the workers from a natural source -water quality must have been measured before construction begins and agreed to be acceptable for human drinking or authorized by the District and local communities or by purchasing bottled water. This source of water will be registered in the construction environmental and social log book. Water will be available at the eating area.

Rest area- the contractor will identify a resting area with shade for the workers which will be signed within the construction site.

Eating area- the contractor will identify an eating area with shade within 30 meter around the construction area if no area is found suitable, the contractor will build a rustic sun/rain shed (shelter) for the workers for resting and eating, following the below specifications:

Dimension	3 meters x 3 meters
material	Wood and galvanized roof panels
Details	Four beams, no walls if preferred.

[36] https://www.amazon.com/GripGlo-Reflective-Safety-Bright-Strips/dp/B00N39FA96

[37] https://www.amazon.com/dp/B000CZ4JJG/ref=psdc_553608_t3_B0799C35V2

	gravel ¼ will place in the ground and around the shelter (20 cm wide). Include seating benches inside Include a trash bin with cover to collect food residues

Example:

Sanitation area- the contractor will build a temporary sanitation toilets for the workers (materials will need to be included in the school material costing) or rent a mobile sanitation cabin. By any reasons the workers will use existing toilets in the schools used by students, teachers or community members or use the free open space as a toilet.

Section 5- Preventive SIGNs

The Environmental Officer will be responsible to supervise the installation of the following minimum signs required for the project and he/she will be responsible to coordinate any country requirement with the Ministry of Transport and the application of country regulations[38]; other signs might be required as needed depending of the construction area, locality and surroundings to increase safety of the project area, reduce contamination and prevent accidents. Road signs in Tanzania suffers of many issues[39], therefore the project will request the installation of the following signs to prevent and reduce accidents related to construction/rehabilitation of schools:

Characteristics	SIGN -1- Entrance
Objective	Information of the project and GRM mechanism
Dimension	1 or 2 meters wide x 1 or 1.5-meter height (2x1.5 or 1x1)
Material	Sign plate and post: Metal (aluminum alloys or galvanized steel) Paints will be acceptable since the construction is not expected to last more than 6 months. Thermoplastic, preformed plastic and epoxy are more durable materials than paint.
Number	1
Color	Background white; Letters black
Location	At the entrance of the construction area/ school/ community
Text	The construction is been developed by the SEQUIP Project under the MOEST and the PO- RALG. If you have a question, recommendation or a claim you can reach us at:

[38] Traffic Control Devices Regulations, 2006-Road Act No. 30

[39] https://www.researchgate.net/publication/325386291_Study_on_Performance_of_Road_Signs_and_Markings_along_TANZAM_Highway_in_Mbeya_Region_Tanzania

	Telephone of the Environmental/Social Unit team: NUMBER Email: EMAIL Website- project website where relevant environmental and Social documents are disclosed: WWW. XXXX Community member leader name: NAME
Logos	Project, country and World Bank (optional)
Language	

Characteristics	**SIGN -2- Safety in construction area**
Objective	Prevent accidents and prevent people from walking in areas of risks
Dimension	50 cm x 50 cm
Material	Metal
Number	4
Color	Background red; Letters white
Locations to be placed	In each corner of the construction area/ school/ community and any other place that the contractor or the environmental officer considers of risk.
Text	Danger do not pass – Hatari
Language in	English and Swahili

Characteristics	**SIGN -3- road Safety**
Objective	Prevent road accidents
Dimension	50 cm x 50 cm
Material	Metal
Number	10 (five signs in the right side of the road and 5 signs in the left side)
Color	Background red; Letters white
Locations to be placed	In the roads accessing the construction/ rehabilitation area. At these distance: 10 m, 25 m, 50, m and 100 meters
Text	Reduce velocity / kupunguza kasi ya gari
Language in	English and Swahili

Characteristics	**SIGN -4- road crossing Safety**
Objective	Prevent road accidents
Dimension	50 cm x 50 cm
Material	Metal
Number	3 or more as needed
Shape	Triangle 
Color	Background white; symbols black; border red
Locations to be placed	Specially in urban areas where students might be crossing. Environmental and Community officers will indicate locations to contractor where to place these signs.

SECTION 5- SOCIAL Compliance

Social Clauses for Contractors

The Project will need to establish social clauses which will be include in the 'forced account' contracts. This section includes details on the issues that will need to be covered in line with the requirements of the Environmental and Social Framework.

Labour and Working Conditions

Contractors will ensure that they do not utilise forced labour ie any work or services not voluntarily performed.

Contractors will ensure that they do not utilise child labour defined under national law or ESS2 (14 years) whichever is stricter. This includes in the form of community contributions.

The contractor will be responsible to plant and water trees during the construction. Only if agreed with the school and the students, the students could in voluntary matter carry water for the trees.

Contractors will not make decisions related to employment or treatment of workers based on personal characteristics (age, gender, religion etc)

Intimidation and harassment of workers on site will not be accepted.

All workers and contractors will have appropriate health insurance in place (Community Health Insurance Fund) in case of injury.

All contractors and workers will have an employment contract detailing their terms and conditions of employment including hours of work, wages, overtime, compensation, benefits etc.

Workers will have access to a worker grievance mechanism and all grievances will be documented. Where resolution is not achieved, workers can access the Project Grievance Mechanism and / or the labour courts as needed.

Local workers will be hired where possible especially for unskilled and semi skilled activities.

Contractors/ Workers will be educated on the role of the school construction committees.

Code of Conduct

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

- Interactions between contractors/workers and the community including students.
- Adhere to a zero alcohol and drug policy during work activities, and refrain from the use of illegal substances at all times.
- Treat women, children (persons under the age of 18), and men with respect regardless of race, colour, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

- Not use language or behaviour towards women, children or men that is inappropriate, harassing, abusive, sexually provocative, demeaning or culturally inappropriate.
- Not participate in sexual contact or activity with children.
- Not engage in sexual harassment—for instance, making unwelcome sexual advances, requests for sexual favours, and other verbal or physical conduct, of a sexual nature, including subtle acts of such behaviour.
- Not engage in sexual favours—for instance, making promises or favoruable treatment dependent on sexual acts—or other forms of humiliating, degrading or exploitative behaviour.
- Unless there is the full consent[40] by all parties involved, not have sexual interactions with members of the surrounding communities. This includes relationships involving the withholding or promise of actual provision of benefit (monetary or non-monetary) to community members in exchange for sex—such sexual activity is considered "non-consensual".
- Not interact with children (students) who are attending schools where rehabilitation activities are being undertaken.
- Contractors/Workers will not utilise student or teacher sanitation facilities at schools where rehabilitation activities are ongoing.
- Reporting through the GRM any suspected or actual GBV by a fellow worker, whether employed by my company or not, or any breaches of the Code of Conduct.
- Sanctions for any breaches in the code of conduct in line with national labour laws.

Community Health and Safety

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

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

Contractors will be provided with signage on issues such as HIV/AIDS, GBV etc which will be posted at worksites.

Contractors/workers will attend education sessions on disease transmission notably HIV/AIDS, malaria and will implement the control measures needed to protect public health.

Contractors / workers will ensure good housekeeping arrangements on site to avoid creating breeding grounds for rodents and insects which can spread diseases.

Contractors will ensure access to potable water for all workers.

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

Contractors will be required to abide by national law in relation to vehicle conditions and movements and behaviour of drivers.

Signage will be erected at construction sites to advise the community of the dangers of entering the site and appropriate barricades (fencing, tape etc) will be put in place especially around quarries, trenches etc.

SECTION 6- Additional measures

SECTION 7- Penalties on omission or non-compliance

SECTION 8- Monitoring

SECTION 9-FINAL clean up and completion of works

Annex 12. Sample of a Proposed Training Workshop on the ESMF

The overall objective of the training is to mainstream environmental and social consideration into participatory processes of sub-project identification, planning, implementation and mitigation, as well as monitoring of the mitigation activities in the sub-projects and main projects activities. The specific objectives of the training include:

- To ensure that key stakeholders understand the ESMF, how to apply it to sub-projects and other activities of the project;
- To actively involve key stakeholders in the screening of environmental and social aspects of sub-projects from design, planning, monitoring and implementation;
- Domesticating the ESMF to fast track the implementation of the associated subprojects.
- Manage environmental and social risk during project implementation.

Day 1

1. **Introduction to Environmental and Social Management Plans** This section will introduce participants to the theory and application of ESMF as a decision-making tool. It will outline the principles of ESMF and provide clear definitions on EMP practice terminology (e.g. screening and scoping, impacts [negative, positive, cumulative, strategic] natural resource base (water, soil, land, biodiversity, air, etc., mitigation and monitoring) and social baseline (employment, social, health, literacy etc)).

2. **Country Environmental and Social Laws and Legislation & International Financial Institutions Management Policies and** This section will discuss the relevant environmental and social (including labor) laws and policies which apply to activities under the Project under the respective constitution. The section will also discuss WB Environmental and Social Standards and their application to the project.

3. **Screening of investment projects**. A list of potential activities to be financed under the projects will be discussed. Application of the screening checklist will be explained using case studies.

Impact Identification. Potential impacts related to various types of activities will be discussed, in terms of their significance (adverse or minimal, positive or negative), magnitude (long term versus short term), and impact category (localized or cumulative).

Occupational health and safety (OHS) management protects the safety, health, and welfare of people at the workplace will be discussed

4. **Introduction to WB ESF and its practical** implementation in the project

5. **Labor Conditions:** management practices to ensure fair working conditions will be discussed

6. **Labour Influx, Gender, Child Protection, HIV Prevention strategies**

7. **Stakeholder consultation and engagement** approaches with emphasis on how to build a common vision, enhance conflict management and resolution, and responsibility sharing among others

Day 2

8. Development of a practical **environmental and social management plan (ESMP)** – based on the detailed analysis, the project implementers at the site level may be required to development a comprehensive management plan on how to address each of the identified impacts

9. **Mitigation and Monitoring Mitigation measures** as they apply to various types of investment activities will be discussed, in terms of their application, cost and feasibility. Monitoring measures will also be recommended to measure the effectiveness of mitigation plans and to monitor performance.

10. **Responsibilities for Planning and Reporting** For each target audience, responsibilities for environmental and social management will be discussed as they relate to the Project implementation. This will include responsibilities for planning, management of impact identification and mitigation/monitoring, partnerships with local NGOs and technical service providers, community members, and reporting.

11. **Interaction with other plans:** Relationship between the ESMF and other potentially relevant plans including the SEP, RPF/RAP and VGPF/VGMP.

12. **Grievance Handling Redress Mechanisms –** collection, reporting and resolving grievances will be discussed for the projects

Annex 13- Consultation Protocol, Records and Meeting Summaries

Annex 14. Main requirements for construction in compliance with the ESF and agreed with MoEST to developed in detail later in the POM.