

THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION AND VOCATIONAL TRAINING



PROPOSED SECONDARY EDUCATION DEVELOPMENT PROGRAM II (SEDP II) 2010 - 2014

ENVIRONMENTAL AND SOCIAL MANAGEMENT FRAMEWORK (ESMF)

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EXECUTIVE SUMMARY

1. Education is one of the priority sectors specified in the Tanzania Development Vision 2025 and the PRS. Furthermore, cluster two goal of the National Strategy for Growth and Poverty Reduction (NSGRP or MKUKUTA in its Kiswahili acronym) is to ensure equitable access to quality secondary education for boys and girls, and expansion of higher, technical and vocational education. Within this context, the government is deepening a comprehensive Education Sector Development Program (ESDP). The ESDP has defined the following general priorities:
 - Priority in spending on basic education;
 - Improvement in equitable access to quality secondary education;
 - Demand-driven and market-oriented post-secondary and higher education; and
 - Institutional development to improve sector management and strengthen implementation capacity.
2. As part of the ESDP, the Government of Tanzania implemented the Secondary Education Development Program I (SEDP I) in the period between 2004 and 2009 to promote economic and social development and reduce poverty through human resource development at the secondary level, especially for disadvantaged groups.
3. SEDP I succeeded in expanding secondary education access to rural students, but there are serious shortcomings that it has left in its wake that require urgent and sustained attention over the medium to long term.
4. In particular, five shortcomings have been identified as critical: (i) teacher availability, and capitation grants; (ii) low quality of teaching and learning (iii) inadequate empowerment (iv) accountability measures at the school level (v) fluctuating intra-sector financing. These will require a careful, strategic, phased program of implementation to tackle effectively and sustainably.
5. In order to sustain such success and address post SEDP 1 challenges, the Government of Tanzania is preparing a 5 year (2010-2014) program, the Secondary Education Development Program II (SEDP II) that builds on the outcomes, institutional structures, and lessons learned from SEDP I. Specific objectives of SEDP II are (1) to increase the proportion of the relative age group completing secondary education, especially under served groups. (2) To improve learning outcomes of secondary students especially at a lower level. (3) To enable the public, including local authorities and private sectors to manage secondary education effectively.
6. To achieve these objectives, the program is structured into four components as summarized below:

Component 1 – Upgrading existing schools in alignment with improved standards (US\$100 million)

7. The specific objective of this component is to (i) improve infrastructure standards of secondary schools and alleviate the pressure on overcrowded schools, most rural schools and (ii) to provide cost-effective teacher residences in order to improve teacher placement and retention at remote rural schools that exhibit maximum need.

Component 2 improving the equitable provision of teachers and quality of teaching, with a focus on science mathematics and languages (US \$ 22 million)

8. The specific objective of this component is to help increase teacher numbers, especially in science and mathematics; improve equitable deployment of teachers in rural areas; and raise the quality of teaching delivery.

Component 3 Ensuring adequate capitation grants to secondary schools and improving utilization (US\$ 25 million)

9. This component will ensure that Government financing of capitation grants to public secondary schools for the purchase of learning materials is provided satisfactory and disbursed effectively.

Component 4: Providing capacity building and technical assistance to implement current and future reforms (US \$ 3million)

10. The objective of this component is to strengthen institutional capacity for educational management. Sustained inputs to strengthen capacity for planning, management, delivery, and monitoring and supervision of education are critical to improve the quality and efficiency of education service delivery.
11. The World Bank is one of the Program financiers and in a high execution scenario; the Bank financing will give us \$ 300M in 7 years. The program needs 1.8 tri Tsh in 5 years which is equal to 22%. And as a prerequisite, World Bank-financed projects or programs require an environmental and social impact assessment to identify potential impacts that might be associated with the proposed project.
12. Under Component 1 (Objective 1), financing will be made available for the expansion, rehabilitation, refurbishment and completion of unfinished secondary schools during SEDP I.
13. To address the potential negative environmental and social impacts consistent with the requirements of the triggered World Bank safeguard policy, the Ministry of Education and Vocational Training (MoEVT) has prepared this Environmental and Social Management Framework (ESMF), consistent with Tanzanian national environmental laws as well as the Bank's safeguard policy, OP 4.01 Environmental Assessment.
14. This will help to set out mitigation, monitoring and institutional measures to be taken during implementation and operation of the program activities to eliminate adverse environmental and social impacts, offset them, or reduce them to acceptable levels.
15. The key highlights in this ESMF are as follows:
 - Detailed and comprehensive environmental and social baseline data which will provide the environmental and social management process with key baseline information when identifying adverse impacts. The information contains data on Tanzania's bio-physical environmental features such as its ecosystems, geology, hydrology in terms of ground and surface water resources, major and sensitive wetlands, flora and fauna. On social baselines the report discusses the main features of Tanzania's demographics, public health features and poverty.
 - Chapter 4.0 presents the description of the World Bank safeguard policies and a summary of the requirements of the triggered OP 4.01 Environmental Assessment.
 - The administrative, policy, legislative and regulatory framework in Tanzania for Education in particular and for environmental management in general is presented in chapter 6.0.
 - Generic potential adverse environmental and social concerns and anticipated impacts from proposed SEDP II activities with root and immediate causes is presented in detail in Chapter 7.0

- The roles and responsibilities of key institutions and players for the purposes of this ESMF are discussed in chapter 8.0.
16. Implementation of the SEDP II will be coordinated by MoEVT in accordance with the ESDP structure.

THE NATIONAL ENVIRONMENT MANAGEMENT COUNCIL (NEMC)

17. The NEMC is responsible for ensuring that all development projects and programs in Tanzania comply with all relevant environmental laws. This ESMF recognizes that the NEMC has a significant role to play in the SEDP II. This role would be to provide on the ground ESMF performance reviews/audits both for enforcement purposes, but more importantly to reinforce capacity for the ESMF implementation at all levels. The NEMC would also provide periodic monitoring to ensure no adverse cumulative impacts from the school construction program at the national level and will provide oversight and technical assistance to the Local Government Authorities when required.

The Regions

18. The main role of the Regions in this ESMF would be limited to coordinating the planning activities of their Local Government Authorities (LGAs) by consolidating the District Secondary School Development Plans (DSSDP's) into Regional ones (RSSDP) before they are submitted to the MOEVT for approval for funding.

THE DISTRICTS

19. The LGAs would be required to review and clear the environmental and social management process, required of the School Boards, prior to funding the construction program.
20. The Local Government Authorities would be responsible for carrying out the following: (i) ensuring the districts school construction program comply with Tanzania's environmental laws and requirements, (ii) receiving, reviewing and commenting, where necessary and clearing of School Boards completed environmental and social screening forms and checklists (iii) carrying out a regular and intrusive monitoring regime during the planning, implementation, construction, operations and maintenance stages of the schools (iv) for preparing periodic monitoring reports on the school construction program at all stages of operations and to send these reports on a regular basis to PMO RALG and the MOEVT as part of other SEDP reports (v) to comply with (consistent with national laws) the directives of the government (vi) to issue directives to the School Boards consistent with national laws on environmental requirements.

THE SCHOOL BOARDS

21. The School Boards will be responsible (i) for complying with all national laws regarding the environment and with all social/poverty guidelines, parameters and targets set by the program, (ii) to implement their school construction program consistent with the provisions of this ESMF, implementing, inter alia, all appropriate mitigation measures identified in their completed environmental and social screening form and checklist into the construction planning cycle, technical and engineering designs and drawings, and civil works contracts, etc. (iv) to ensure that these mitigation measures are complied with during construction and post construction (i.e. operations) stages of their activities, by self monitoring of their activities and by periodically reporting to the LGAs (v) to maintain a budget to implement the appropriate maintenance procedures and practices for the operation of their school, to ensure relevant mitigation measures identified in the environmental and social screening form and checklist are implemented and

sustained in the sub school construction program and (vi) to comply with any directives that may be issued from time to time from the government .

22. The Environmental and Social Management Process contains the following key steps;
 - Step 1: School Boards (SB's) will screen their own development activities to identify adverse environmental and social impacts using the screening form in Annex 2 and the checklist in Annex 3.
 - Step 2: Then the SB's will introduce into the sub project design the required measures to mitigate impacts identified from use of the screening form and checklist before submission of the sub project design to their respective LGAs for review and subsequent environmental and social clearance.
 - Step 3: The LGAs will review and clear the sub projects by ensuring sub project designs have identified environmental and social impacts, mitigated these impacts and have monitoring plans and institutional measures to be taken during implementation and operation.
23. ESMF implementation will be integrated into SEDP II activities to be financed by the Program and capacities built for monitoring, supervision at regional and central levels. Monitoring of the implementation of the ESMF will be the responsibility of the MoEVT. Progress on the implementation of the ESMF will be included in the overall periodic progress reports, midterm review and monitoring and evaluation reports.
24. An estimated budget of USD 230,000 will be required to implement the recommendations (capacity assessment, training and monitoring) of this ESMF.

LIST OF ABBREVIATIONS AND ACRONOMS

ADEM	Agency for Development of Education Management
ALAT	Association of Local Authorities in Tanzania
DSSDP's	District Secondary School Development Plans
EA	Environmental Assessment
EIA	Environmental Impact Assessment
EMIS	Education Management Information System
ESDP	Education Sector Development Program
ESDP	Education Sector Development Program
ESMF	Environment and Social Management Framework
ESMF	Environment and Social Management Framework
GDP	Gross Domestic Product
JICA	Japan International Cooperation Agency
LGAs	The Local Government Authorities
MOEVT	Ministry of Education and Vocational Training
MOEVT	Ministry of Education and Vocational Training
NEAP	The National Environmental Action Plan
NECTA	The National Examination Council of Tanzania
NEMC	National Environment Management Council
NEP	National Environmental Policy
NGOs	Non Governmental Organizations
NSGRP	National Strategy for Growth and Reduction of Poverty
PEDP	Primary Education Development Plan
PMO-RALG	Prime Minister's Office – Regional and Local Government
RAPs	Resettlement and Compensation Plans
RPF	Resettlement Policy Framework
SBs	School Boards
SEDP	Secondary Education Development Program
SEDP	Secondary Education Development Program
TIE	Tanzania Institute of Education
URT	The United Republic of Tanzania
VPO	The Vice President's Office

1. INTRODUCTION

- 1.1 The Government of Tanzania implemented the Secondary Education Development Program I (SEDP I) to promote economic and social development and reduce poverty through human resource development at the secondary level. Equity was observed in SEDP-I but the program was not specially for the underserved.
- 1.2 The specific objectives of the SEDP were (1) to increase the proportion of the relevant age group completing secondary education. (2) To improve learning outcomes of secondary students, especially at the lower level; and (3) to enable the public, including local authorities and private sectors to manage secondary education effectively.
- 1.3 SEDP I succeeded in expanding secondary education access to rural students, but there are serious shortcomings that it has left in its wake that require urgent and sustained attention over the medium to long term. SEDP I provided access to secondary education through rapid increase in the number of school units, thereby achieving higher enrolment numbers. While the enrollment increase helped meet public demand for secondary spaces, the new school units and student enrolment targets were overshot and have impinged on the ability to deliver other necessary inputs for an effectively functioning secondary education system.
- 1.4 In particular, five shortcomings have been identified as critical: (i) teacher availability, and capitation grants; (ii) low quality of teaching and learning (iii) inadequate empowerment (iv) accountability measures at the school level (v) fluctuating intra-sector financing. These will require a careful, strategic, phased program of implementation to tackle effectively and sustainably.
- 1.5 In order to sustain such success and address post SEDP I challenges, the Government of Tanzania is preparing a 5 year (2010-2014) program, the Secondary Education Development Program II (SEDP II) that builds on the outcomes, institutional structures, and lessons learned from SEDP I. Specific objectives of SEDP II are (1) to increase the proportion of the relative age group completing secondary education, especially under served groups. (2) To improve learning outcomes of secondary students especially at a lower level. (3) To enable the public, including local authorities and private sectors to manage secondary education effectively. The World Bank is one of the Program financiers and in a high execution scenario; the Bank financing will meet only 22% of Program needs.
- 1.6 As a prerequisite, World Bank-financed projects or programs require an environmental and social impact assessment to identify potential impacts that might be associated with the proposed project. Given the level of construction envisaged in SEDP II (rehabilitation, refurbishment, and completing already existing school buildings, with no new land acquisition; new construction limited to existing 'old' school premises) the program triggers only one of the Bank's ten safeguard policies, Environmental Assessment (OP/BP 4.01).
- 1.7 This policy requires environmental assessment (EA) of projects proposed for Bank financing to help ensure that they are environmentally sound and sustainable, and thus to improve decision making.
- 1.8 To address the potential negative environmental and social impacts consistent with the requirements of the triggered safeguard policy, this Environmental and Social Management Framework (ESMF), consistent with Tanzanian national environmental laws as well as the Bank's safeguard policy, OPBP 4.01.

1. This ESMF describes Tanzania's general environmental policies and laws, the Bank's safeguard policies, outlines an environmental and social screening process which includes an environmental and social checklist, codes of practice and procedures, and implementation and monitoring and evaluation arrangements to be observed during the implementation of SEDP II. This will help to set out mitigation, monitoring and institutional measures to be taken during implementation and operation of the program activities to eliminate adverse environmental and social impacts, offset them, or reduce them to acceptable levels.
- 1.9 This ESMF give details on the capacity gaps and the required capacity building at different stakeholders responsible for the implementation of SEDP II including at the MoEVT (with the overall responsibility for overseeing the implementation of the final ESMF recommendations) and regional and LGAs levels where secondary schools are located.
- 1.10 This framework has been prepared as a reference document for use by key stakeholders who will be involved in the implementation, management and operation of the proposed SEDP II. As a reference material, the framework would be useful to the following SEDP II key stakeholders:
 - The World Bank and other funders of the proposed SEDP II;
 - MoEVT, PMO RALG and other key ministries in the implementation of SEDP II;
 - Senior central government officials responsible for policymaking and project planning;
 - Central government officials responsible for environmental planning and management including NEMC;
 - Politicians, NGO's and the private sector;
 - Sector Environmental management Coordinators
 - District and regional Environmental Management Officers and Committees;
 - Planners and engineers for the preparation of plans and designs of the sub-project activities; and
 - Engineers and contractors to be involved in implementation of the sub-project activities.

2. DESCRIPTION OF THE PROGRAM

- 2.1 The Secondary Education Development Program (SEDP II) builds on the outcomes, institutional structures, and lessons learned from SEDP I. The proposed Program Development Objective (PDO) will be to assist the Government of Tanzania in building a high quality, productive, and adaptive labor force for the economy and the whole education system in general that will contribute to the realization of the National Strategy for Growth and Reduction of Poverty (NSGRP) goals (SEDP II draft document, under development). The PDO is proposed to be achieved through interventions targeted at improving the quality of secondary education.
- 2.2 The specific objectives of the SEDP II are:
- (1) To increase the proportion of the relative age group completing secondary education
 - (2) To improve learning outcomes of secondary students especially at a lower level.
 - (3) To enable the public, including local authorities and private sectors to manage secondary education effectively.
- 2.3 To achieve these objectives, the program is structured into four components as summarized below:

Component 1 – Upgrading existing schools in alignment with improved standards (US\$100 million)

2.4 The specific objective of this component is to (i) improve infrastructure standards of secondary schools and alleviate the pressure on overcrowded schools, especially in rural areas; and (b) (as an objective of component 2) provide cost-effective teacher residences in order to improve teacher placement and retention at remote rural schools that exhibit maximum need. The component will help provide support for rehabilitation and completion of existing school structures, with a minimum infrastructure package (MIP). Given resource constraints, as a first priority, the Program will finance, based on assessed need, construction of (i) classrooms, (ii) science laboratories, (iii) multi-unit teachers residences, (iv) latrines, and (v) water supply. On average, such a package is expected to cost about \$248,000 per school. If funds remain, as a second priority, the project could finance some girls' hostels (at A level schools), libraries and administration blocks.

2.5 Beneficiaries: Up to 2000 schools (including through both Government and WB financing) could be improved through this Program, reaching some 640,000 secondary students in rural areas, or about 50% of the total number of secondary students.

Component 2 improving the equitable provision of teachers and quality of teaching, with a focus on science and mathematics (US \$ 22 million)

2.6 The specific objective of this component is to help increase teacher numbers, especially in science and mathematics; improve equitable deployment of teachers in rural areas; and raise the quality of teaching delivery.

2.7 The rapid expansion of secondary enrolment has resulted in teacher shortages, and the average student-teacher ratio has risen to 43:1, leading to average class sizes of over 70. Expansion is expected to

continue, although at a slower pace, as enrolment continues to increase. The available teachers are unevenly distributed, with the greatest shortages in remote rural schools serving some of the poorest populations. There is a specific shortage of science teachers, and while mathematics and science account for 46% of the curriculum, only 28% of teachers are qualified in these subjects. Many schools have no teachers for some science subjects, and failure rates in these subjects are high. Further, the recent PETS has indicated that 13% of teachers are absent, for a variety of reasons.

2.8 The Program will assist the government to address these challenges by: (a) enhancing teacher supply particularly for mathematics and science teachers through monitoring and regulation of teacher supply, enhancing science teaching facilities at teacher education institutions, teacher-training, and building capacity at the TTCs; (b) improving the distribution of teachers through a settling-in allowance for new teachers taking up posts in remote locations, and provision of teacher housing at remote schools; (c) supporting delivery of quality teaching and learning through attendance management; in-service teacher training (CPD), building on the already available JICA model; and in-service training of school head-teachers.

2.9 On the issue of incentives, all newly qualified teachers taking up a post in a designated “hard to staff” school will receive a one-off settling-in allowance, intended to defray the cost of settling in a remote area, including transport costs, and purchase of basic furniture and cooking equipment. The allowance is a grant of TSh. 500,000, or approximately 20% of annual basic salary, paid from the district office on the teacher’s arrival at the post. Teachers who receive this allowance will commit to remaining in the school for at least three years. Confirmation of the appropriateness of this size and type of allowance as incentive will be validated through focus group discussions with teachers which will be conducted prior to appraisal.

Component 3 Ensuring adequate capitation grants to secondary schools and improving utilization (US\$ 25 million)

2.10 This component will ensure that Government financing of capitation grants to public secondary schools for the purchase of learning materials is provided adequately and disbursed effectively. The 2009 shortfall in budgetary provision for capitation grants is about TSh. 38 billion (US\$30 million). The part of the capitation grants designated for teaching and learning, initially designed at TSh 25,000/student (TSh 25,000), including US\$4.00/student for textbooks (TSh 5,000), has been reduced over the years. The current level is US\$10.20/student (TSh 13,700) for the teaching and learning part and the day student fee subsidy. Even at this funding level, schools will find it difficult to purchase textbooks at the current average price of US\$5.54 (TSh 7,417) per textbook and still attend to other school expenditures the capitation grant is designed to cover.

2.11 The Program will support the GoT in achieving the above-mentioned objectives through the provision of financing of capitation grants, technical assistance to identify options for sustainable financing of teaching and learning materials, and capacity building support. The successful achievement of the objectives will be indicated by the following: (i) in grant financing, measurable improvements in the budget allocation and execution of capitation grants relative to the level of financing required; and (ii) in grant administration and management, measured frequency, timeliness and consistency of financing for teaching and learning materials for secondary education provision and the application of financing to priority inputs.

Component 4: Providing capacity building and technical assistance to implement current and future reforms (US \$ 3million)

2.12 The objective of this component is to strengthen institutional capacity for educational management. Sustained inputs to strengthen capacity for planning, management, delivery, and monitoring and supervision of education are critical to improve the quality and efficiency of education service delivery.

The APL modality provides the opportunity to envision long term capacity needs and provide support over a period of time to make the interventions sustainable. The following have been identified as priority areas to be supported by the APL 1 to build longer term, system wide capacity:

2.13 Expansion of the Education Management Information System (EMIS) currently under development to capture data relevant to the secondary education sub sector that is accurate, easy to retrieve and process , and readily available to all is essential for the decision making chain and to promote transparency and efficiency. Currently, there is plenty of information available for analysis that might guide targeting interventions in the sub –sector or to facilitate planning, management and supervision of service delivery. The APL I will provide support for the expansion of the EMIS in all 133 councils of the country, phased over four years and covering the cost of system expansion, computers, supporting training and orientation, and technical support.

2.14 Strengthening capacity of the Tanzania Institute of Education (TIE), the Agency for Development of Education Management (ADEM) and the National Examination Council of Tanzania (NECTA) to deliver quality education. The APL I will also provide support for (i) a phased plan for capacity development to enable these institutions/agencies to deliver on their mandates more effectively; and (ii) implementing activities identified under phase 1 of the institutional capacity building plan. Support will also be provided for institutional development of NECTA to develop a national assessment system that will enable it to provide feedback to agencies responsible for curriculum reform, teacher training, and school management for possible remedial interventions in those areas.

Implementation Arrangements

2.15 The Ministry of Education and Vocational Training (MoEVT) will be responsible for the overall coordination of the implementation of the SEDP II Program, in close collaboration with the PMO-RALG. The basic principle of the overall implementation structure proposed for the program is that it will not constitute a parallel structure within the Ministry, but will use the already existing structures and mechanisms. The oversight of SEDP II and its progress reporting will follow the existing ESDC dialogue structure, which is co-chaired by the Permanent Secretaries, MoEVT and PMO-RALG.

3. BASELINE DATA

THE BIO-PHYSICAL ENVIRONMENTAL FEATURES

- 3.1 The United Republic of Tanzania lies between 29°30'E and 40°30'E, and 1°00'S and 11°48'S. It is a land of contrasts, being the home of Africa's highest mountain (Kilimanjaro, at 5,895 m and its lowest point (the floor of Lake Tanganyika, which is 1,470 m deep). Located on the east coast of Africa, it covers an area of approximately 945,000 km², of which the Zanzibar Islands cover 2,400 km². The islands of Mafia, Pemba and Zanzibar are included in this area. Of this area 61,495 km² is covered by the inland waters of the Great Lakes (Victoria, Nyasa and Tanganyika). The country is bordered by Uganda to the north for 396km, Rwanda and Burundi to the north-west for 217km and 451km respectively, the Democratic Republic of Congo (DRC) to the west (a water border on lake Tanganyika), Zambia and Malawi to the south-west for about 338km and 475km respectively, Mozambique to the south for 756km, and Kenya to the northeast for 769km. The Indian Ocean, whose shores are characterized by coral reefs and small islands, lies to the east. The continental shelf within the 200-m depth contour varies from 4–60 km from the shore.
- 3.2 Tanzania experiences a variety of climatic conditions, ranging from the alpine deserts on the top slopes of Mount Kilimanjaro that are permanently covered by snow, to the tropical coastal areas that are under the influence of two monsoon winds. The north-east monsoon wind which blows southwards from December to March brings the hottest weather, while the southeast monsoon winds which blow northwards from March to September bring intermittent rains. The main rainy season on the coast is from March to May (the 'long rains') with a second season between October and December (the 'short rains'). Mean annual rainfall varies from 400 mm in the central regions to over 2,500 mm in the highlands and the western side of Lake Victoria. Mean annual temperatures are influenced by altitude, ranging from 21 °C in high mountain areas to 29 °C at sea level.
- 3.3 Except for the coastal belt and islands, most of the country is part of the Central African Plateau (1,000–1,500 m above sea level) characterized by gently sloping plains and plateaus, broken by scattered hills and low-lying wetlands. The Central African Plateau is deeply incised by two arms of the Rift Valley: the eastern arm, which includes Lakes Natron and Manyara, and the deeper western arm, which contains Lake Tanganyika. Both arms of the Rift converge in the south of the country near the northern end of Lake Nyasa (Malawi).
- 3.4 There are seven agro-ecological zones of Tanzania based on climate, physical geography, soils, vegetation, land use and tsetse fly occurrence, which are the main physical factors that influence opportunities and constraints for crop and livestock production.
- 3.5 Tanzania shares three major lakes (Nyasa, Tanganyika and Victoria) with other countries in the region. Other lakes in the country include Eyasi, Magadi, Masoko, Manyara, Natron and Rukwa.
- 3.6 Tanzania also has many permanent and seasonal rivers. Main rivers include the Pangani, Rufiji, Ruvu, Ruaha and Ruvuma.
- 3.7 Tanzania's wetlands cover about 10% of the country. They are classified as marine and coastal wetlands, inland wetland systems, rivers and inland flood plains, and artificial wetlands. The marine and coastal wetlands include the mangrove estuary swamps, coral reefs, seaweed and grasses, and intertidal mudflats. The inland wetlands include the Rift Valley lakes (Balangida, Eyasi, Manyara, Natron, Nyasa, Rukwa, and Tanganyika), some depression swamps (Bahi and Wambere) and Lake Victoria. The shores of the Rift Valley lakes provide a habitat for birds, while Lake Natron serves as the largest flamingo breeding ground in Africa. The soda lakes (Eyasi,

Manyara, Natron and Ngorongoro) are their feeding grounds. The waters of these lakes and the adjacent land are often inhabited by wildlife, which is a major tourist attraction in Tanzania.

- 3.8 Some swamps are important breeding sites for fish. Lake Tanganyika is home to about 217 endemic fish species, while Lake Nyasa has the most diverse fish species population (over 600 species). Both lakes are world-famous for their diversity of aquarium fish. Lake Tanganyika is important nationally for sardine, while Lake Victoria has a naturally rich and diverse indigenous fish fauna (178–208 species). However, the introduction of Nile perch has led to the disappearance of several indigenous species.
- 3.9 The flora of Tanzania is extremely diverse, with over 12,700 plant species – a figure comprising more than one-third of the total plant species in Africa (UNEP 1998). This high diversity of plants is not evenly distributed throughout the country, they are found in six specific ecological zones, namely –
- Moist Forest Mosaic;
 - Coastal Forests and Thickets;
 - Afromontane;
 - *Acacia*–Savannah Grassland;
 - *Acacia*–*Commiphora* Thornbush, and
 - *Brachystegia*–*Julbernardia*–*Savannah* Woodland.
- 3.10 Proportionately, Tanzania has a much bigger land surface area devoted to resource conservation (29%) than most countries. The hierarchical protected-area system consists of national parks (15), game reserves (28), the Ngorongoro Conservation Area (1), and game-controlled areas (38), comprising a total of 240,000 km². In addition to the wildlife-protected areas, there are 540 forest reserves covering 132,000 km², equivalent to 15% of the total woodland and forest area in Tanzania. There is also the Mafia Island Marine Park.
- 3.11 Amphibians show high diversity and wide distribution, with high endemism in coastal forests and in the mountain forests of the Eastern Arc Mountains. Tanzania has 293 reptile species, which have a wide distribution range and are not greatly threatened by habitat change. The number of bird species found in Tanzania is 1,065. Of these, 25 are endemic, and all but 3 species are limited to forest habitats. Some 302 species of terrestrial mammals occur in Tanzania. The keystone species of critical importance include chimpanzee, colobus and mangabey monkeys, elephant, and a dwindling population of black rhinoceros. The larger carnivores include lion, leopard, cheetah and the African wild dog. There are over 30 antelope species, and the giraffe populations are the most numerous in Africa. Tanzania also has a rich menagerie of small mammal species, including bats (97species), shrews (32 species) and rodents (100 species).
- 3.12 Of the 302 species of terrestrial mammals, 13 species (4%) and 5 subspecies are endemic to Tanzania and Kenya, and one subspecies is endemic to Tanzania and Uganda. Tanzania also has high numbers and a great species diversity of millipedes, terrestrial molluscs and butterflies. The marine environment has more than 7,805 invertebrate species, while about 789 species of freshwater invertebrates (mostly aquatic insects) are known in Tanzania.

THE KEY SOCIAL ECONOMIC FEATURES

- 3.13 The population of Tanzania is estimated about 40 million people with a 1.72% growth rate and is made up of mostly around 130 Bantu tribes.
- 3.14 Tanzania has sustained robust economic growth of around 7 percent per year since 2000, becoming one of the best performers in Sub-Saharan Africa (SSA). Notwithstanding the worsening international environment in the second half of 2008, favorable domestic factors –better rains and continued economic momentum- contributed to the GDP growth of 7.4 percent in 2008.

However, the global financial crisis has been leaving its mark on Tanzania since the beginning of 2009. Growth has declined, in particular in sectors such as textiles, tourism and cash crops (cotton and coffee) that support exports and the rural population. Notwithstanding these developments, growth is estimated to reach 5.5 percent by the end of 2009.

- 3.15 One of the country's main challenges is to translate these successes into significant improvements in employment and poverty reduction and poverty reduction has been slow. The 2007 Household Budget Survey shows that the incidence of poverty fell slightly in the last 6 years, from 35.7 percent in 2001 to 33.3 percent in 2007, implying an increase in the total number of the poor, given the high population growth rate. Furthermore, the slight decline in poverty is more explained by progress in Dar es Salaam while in rural areas and other urban areas, the decline in poverty is too small to give confidence that poverty has actually fallen.
- 3.16 Agriculture is the primary economic activity for the 90% of the population living in the rural areas. The severe degradation of land, forests and water resources that support agriculture has become an obstacle to the revival of the rural economy.
- 3.17 The health status in Tanzania needs to be improved. Life expectancy at birth is 47 years (decline due to AIDS) compared to 50 years average in SSA, and infant mortality of 85 per 1000 live births compared to 92 for SSA. The incidence of HIV/AIDS is high, with 10.0% of the population aged between 15-49, seropositive. In the 1990's HIV infection rates increased significantly among this group and were higher among women. Infection rates are four times higher among young girls compared to boys. Water and sanitation services are deficient, with access to improved water source estimated to be about 49% of population. Communicable diseases (HIV/AIDS, persistent malaria, ARI¹ and diarrhea), malnutrition and poor quality health care have been major factors in poor survival indicators.
- 3.18 The illiteracy rate (% of population age 15+) is 25%. The Gross primary enrollment (% of school-age population) is 67% for men and 66% for women.
- 3.19 The age structure is as follows:
- 0-14 years: 44.3% (male 7,988,898; female 7,938,979)
 - 15-64 years: 53.1% (male 9,429,959; female 9,634,102)
 - 65 years and over; 2.6% (male 405,803, female 524,713)

Median age: total: 17.5 years, male: 17.2 years and female: 17.7 years
In Tanzania, there are two official languages, Swahili and English.

CHARACTERISTICS OF POVERTY

- 3.20 Based on the results of the in-country consultations with local communities, local and central governments and civil society members, during the preparation of this ESMF, the following characteristics of poverty were derived:

Who are the Poor?

- Rural households.
- Female headed households, other households with less than two adult-members, elderly and handicapped persons.
- Large households.
- Urban households.

¹ ARI – Acute Respiratory Infection

The groups are not mutually exclusive.

Why are they poor?

- **Rural Households**
 - Low agricultural productivity, declining soil fertility and environmental degradation.
 - Lack of access to land, land fragmentation, insecurity of land tenure.
 - Lack of access to markets, absence of rural commercial activity and alternative income earning opportunities.
 - Poor quality education, lack of access to education, high cost of education.
 - Poor health services and health standards and rise in HIV/AIDS incidence, impacting negatively on productivity.
 - Poor nutritional intake.
 - Lack of access to low cost capital or micro-credit or micro-grants.
 - Lack of access to affordable and sustainable household energy sources.
 - Vulnerability.
- **Female-headed households**
 - Shortage of household labor.
 - Declining soil fertility.
 - Many women have to take care of unemployed/unemployable husbands, dependant parents, and dependent orphans.
 - Low education attainment, poor access to land, paid employment and credit.
 - Poor social services, e.g. Water, health, education etc.
- **Urban Poor**
 - Rapid increase in urban population.
 - No employment opportunities particularly among poorly educated young people.
 - Poor basic social services and infrastructure.
 - Lack of housing.
 - Lack of land.
 - High food prices due to low agricultural productivity, high transport costs and restrictions on petty trade.
- **Where are the poor?**
 - Poverty continues to be essentially a rural phenomenon.

4. DESCRIPTION OF THE WORLD BANK'S SAFEGUARD POLICIES

- 4.1 This ESMF has been designed so that all investments under the SEDP II will comply with all the Environmental laws of the United Republic of Tanzania and the Environmental and Social Safeguard Policies of the World Bank. In this chapter, the Bank's safeguards policies and their applicability are discussed and in the subsequent chapter those of the URT are presented.
- 4.2 The World Bank Safeguard Policies are;
- Environmental Assessment (OP4.01, BP 4.01, GP 4.01)
 - Natural Habitats (OP 4.04, BP 4.04, GP 4.04)
 - Forestry (OP 4.36, GP 4.36)
 - Pest Management (OP 4.09)
 - Cultural Property (OPN 11.03)
 - Indigenous Peoples (OD 4.20)
 - Involuntary Resettlement (OP/BP 4.12)
 - Safety of Dams (OP 4.37, BP 4.37)
 - Projects on International Waters (OP 7.50, BP 7.50, GP 7.50)
 - Projects in Disputed Areas (OP 7.60, BP 7.60, GP 7.60)
- 4.3 In preparing this ESMF, a consideration of the type of future investments planned vis-à-vis the baseline data presented in Chapter 4 against the requirements of the Bank Safeguard policies, has led to the determination that only one of the Bank's safeguard policies, OP 4.01 Environmental Assessment will apply.
- 4.4 Unlike SEDP I, SEDP II will not trigger OP 4.12 Involuntary Resettlement because there will be no adverse social impacts due to land acquisition and loss of livelihoods, because all construction/rehabilitation activities will take place within existing educational facilities. Therefore, a separate Resettlement Policy Framework (RPF) will not be prepared.
- 4.5 Notwithstanding, since the geographic coverage is expected to be country wide, other bank policies may apply. Therefore, a complete description of the bank safeguards and their triggers for applicability can be found on the World Bank's official web site www.worldbank.org and summarized in Annex 2.0, to be used as part of the Environmental and Social Management process presented in chapter 9. of this ESMF.
- 4.6 The provisions of OP 4.01 apply to component 1 under the program, whether or not it is directly funded in whole or in part by the World Bank.
- 4.7 This policy requires environmental assessment (EA) of projects proposed for Bank financing to help ensure that they are environmentally sound and sustainable, and thus to improve decision making. The EA is a process whose breadth, depth, and type of analysis depend on the nature, scale, and potential environmental impact of the program investments/activities under the SEDP II. The EA process takes into account the natural environment (air, water, and land); human health and safety; social aspects (involuntary resettlement, indigenous peoples, and cultural property) and trans-boundary and global environmental aspects.
- 4.8 The environmental and social impacts of the SEDP II will come from the secondary school construction program/activities of the schools and any other construction/rehabilitation type activities that the SEDP II will be financing. However, since the location of these schools will not be identified before appraisal of the project, the EA process calls for the GoT to prepare an

Environmental and Social Management Framework (ESMF) report which will establish a mechanism to determine and assess future potential environmental and social impacts of the construction activities under the proposed SEDP II, and then to set out mitigation, monitoring and institutional measures to be taken during implementation and operation of the school construction program, to eliminate adverse environmental and social impacts, offset them, or reduce them to acceptable levels.

- 4.9 OP 4.01 further requires that the ESMF report must be disclosed as a separate and stand alone document by the Government of Tanzania and the World Bank as a condition for bank Appraisal of the SEDP II. The disclosure should be both in Tanzania where it can be accessed by the general public and local communities and at the Infoshop of the World Bank and the date for disclosure must precede the date for appraisal of the program.
- 4.10 The policy further calls for the SEDP II as a whole to be environmentally screened to determine the extent and type of the EA process. The SEDP II has thus been screened and assigned an EA Category B. This category of projects is defined as follows.
- Category B projects are likely to have potential adverse environmental impacts on human populations or environmentally important areas – including wetlands, forests, grasslands, and other natural habitats – and are less adverse than those of category A projects. These impacts are site specific, few if any of them are irreversible, and in most cases mitigation measures can be designed more readily than for category A projects. The EA process for category B projects examines the potential negative and positive environmental impacts and recommends any measures needed to prevent, minimize, mitigate, or compensate for adverse impacts and improve environmental performance.
- 4.11 Therefore, this ESMF sets out to establish the EA process to be undertaken for implementation of project activities in the proposed SEDP II when they are being identified and implemented.
- 4.12 This process requires the School Management Board to use the screening form and checklist contained in Annexes 3.0 and 4.0 respectively, to identify potential adverse impacts of their school construction program and thereby determine the corresponding mitigation measures to incorporate into their planned activities. Section 9.0 sets the relevant process and requirements for environmental and social management.

5. DESCRIPTION OF THE ADMINISTRATIVE, POLICY, LEGISLATIVE AND REGULATORY FRAMEWORK

ADMINISTRATIVE STRUCTURE FOR THE EDUCATION AND TRAINING SECTOR

- 5.1 The United Republic of Tanzania is made of mainland Tanzania and the Indian Ocean islands of Zanzibar. Under the constitution Zanzibar enjoys a certain degree of autonomy under the union, for governance of certain sectors, such as education.
- The SEDP II will only operate in mainland Tanzania.
 - Administratively, the URT is divided into Regions, Districts, Divisions, Wards and Villages. The Village being the smallest administrative area and is closest to the communities.
 - The Ministry of Education and Vocational Training (MOEVT) has overall responsibility for the Management and Administration of Education and Training in mainland Tanzania.
 - In pursuance of its mandate, the MOEVT has divided the 21 regions in mainland Tanzania into eleven zones (zones 1 to 11).
 - The Permanent Secretary is the executive responsible for overall management of education in the MOEVT. The Commissioner of Education is the Technical Head.
 - The Technical Head specifically for Secondary Education is the Director of Secondary Education (DSE) who is assisted by 2 Assistant Director of Secondary Education.
 - The administrative head in the regions is the Regional Education Officer (REO) and for the Districts, it is the District Education Officer (DEO).

THE SCHOOL CALENDAR

- **1st Term:** 3rd Week January to 1st Week June
- **2nd Term:** 1st Week July to 1st Week December for O-level schools.

THE POLICY FRAMEWORK FOR THE EDUCATION AND TRAINING SECTOR

- 5.2 In 1995, the Ministry of Education and Culture prepared an *Education and Training Policy* that emphasized liberalizing the education sector in step with the rest of the economy and increasing the accountability of service providers to clients. The Education Sector Country Status Report, Education Sector PER and MTEF have identified the critical constraints on the provision and further development of education as well as the broader education sector issues. Furthermore, with the overall objective of producing more and better qualified graduates to support the development efforts of Tanzania with much strengthened labor force, the Government's sector policies are being refined and finalized based on extensive consultations with technical working groups comprising all stakeholders.
- 5.3 Education is one of the priority sectors specified in the Government of Tanzania's Vision 2025, TAS, and PRSP. Within this context, the government is deepening a comprehensive Education Sector Development Program (ESDP). Close collaboration with all stakeholders characterizes the process. The ESDP has defined the following general priorities:
- Priority in spending on basic education;
 - Improvement in equitable access to quality secondary education;
 - Demand-driven and market-oriented post-secondary and higher education; and

- Institutional development to improve sector management and strengthen implementation capacity.
- 5.4 The primary education sub-sector has been the focus of the development plan for the first phase of the ESDP not only because of its essential role in providing a solid foundation for the development of other sub-sectors, but also because it absorbs nearly two-thirds of the public resources allocated to the education sector. The government of Tanzania started the implementation of a comprehensive Primary Education Development Plan (PEDP) in school year 2002. PEDP is a program with the objectives of improving education quality, expanding school access, and increasing school retention at the primary level.
- 5.5 During processing of the PEDP the government deferred work on a Secondary Education Master Plan (SEMP) and an earlier rationalization project for post primary education and training. With the PEDP now underway, the Government has committed to put more effort and resources into the further development of post-primary education and training. The second stage of the comprehensive ESDP therefore centers on general secondary education, and hence the SEDP.

THE POLICY FRAMEWORK FOR DECENTRALIZATION BY DEVOLUTION

- 5.6 In 1998, the Prime Ministers office decided to make changes in the legislation which will enable the government to: (a) proceed with the implementation of the local government reform according to the government's visions and objectives for a strengthened local government system; (b) coordinate and give direction to the work on sector reforms so that they are consistent with objectives for the civil service and local government reform; and (c) to fulfill government commitments.
- 5.7 This policy paper on Local Government Reform is based on recommendations from the National Conference on a shared vision for local government in Tanzania, May 1996; the local Government Reform Agenda of November 1996; discussions and recommendations with the Association of Local Authorities in Tanzania (ALAT), representatives from local authorities, sector ministries and other central government organs in various fora.
- 5.8 The Tanzania local government system is based on political devolution and decentralization of functions and finances within the framework of a unitary state. Local governments will be holistic, i.e. multi-sectoral, government units with a legal status (body corporate) operating on the basis of discretionary, but general powers under the legal framework constituted by the national legislation. Local governments have the responsibility for social development and public provision within their jurisdiction, facilitation of maintenance of law and order and issues of national importance such as education, health, water, roads and agriculture. Local governments have constituted unitary governance systems all over the country based on elected councils and committees and a professional administration.
- 5.9 Decentralization of government thus includes four main policy areas;
- A. Political decentralization is devolution of powers and the setting of the rules for councils and committees, etc.
 - B. Financial decentralization is based on a definition of the principles of financial discretionary powers of local councils, i.e. powers to levy local taxes and the obligation of central government to supply local governments with adequate unconditional grants and other forms of grants.
 - C. Administrative decentralization involves de-linking local authority staff from their respective ministries and procedures for establishment of a local payroll. Local governments will thus have and recruit their own personnel, making them accountable to their local councils.
 - D. Changed central-local relations: The role of central government vis-a- vis local councils will be changed into a system of inter-governmental relations with central government having the over-riding powers within the framework of the constitution. Line ministries will change their role and functions into becoming, (i) policy making bodies, (ii) supportive and capacity building bodies, (iii) monitoring and quality assurance bodies within the local government legislation framework, and (iv) regulatory bodies (legal control and audit).

- 5.10 The Minister responsible for local government will co-ordinate central-local relations and in particular all initiatives from sectoral ministries on matters relating to local government.

THE LEGISLATIVE AND REGULATORY FRAMEWORK FOR EDUCATION AND TRAINING

- 5.11 The principal legislation is the National Education Act No. 25, 1978. An amendment act, Education (Amendment) Act, 1995 also exists. The National Education Act, 1978 makes provision for the following:
- Central Administration of National Schools
 - Local Administration of National Schools
 - Duties and Powers of the Minister
 - Establishment and Registration of Schools
 - Management and Control of Schools
 - Provisions relating to Teachers
 - Appeals
 - General Provisions

THE LEGISLATIVE AND REGULATORY FRAMEWORK FOR DECENTRALIZATION

- 5.12 The principal legislation for decentralization by devolution are the following;
- The Local Government (District Authorities) Act, No. 7 of 1982
 - The Local Government (Urban Authorities) Act, No. 8 of 1982
 - The Local Government Finances Act, No. 9 of 1982
 - The Local Government Negotiating Machinery Act, No. 11 of 1982
 - The Local Government Services Act, No. 10 of 1982
 - The Urban Authorities (Rating) Act, No. 2 of 1983
 - The Local Authorities Elections Act, No. 4 of 1979
 - The Local Government Authorities (Decoration of Building) Act, No. 9 of 1968
 - The Regional Administration Act, No. 19 of 1997

MANAGEMENT AND ADMINISTRATION FRAMEWORK FOR THE ENVIRONMENT

- 5.13 With regards to the management of the bio-physical environment throughout Tanzania, the overall responsibility lies with the Vice President's Office (VPO). There is also a cross-sectoral technical committee composed of members from various sectors. The members of the Technical Review Committee (TRC) are:
- The Ministry responsible for Environment (VPO)
 - Ministry responsible for forestry, fisheries, wildlife and tourism
 - Ministry responsible for Urban and Rural Planning
 - Ministry responsible for Agriculture
 - Ministry responsible for Water
 - Ministry responsible for Works and Communication
 - Ministry responsible for Industry and Trade

- Institute of Resource Assessment – University of Dar es Salaam
- National Environment Management Council (NEMC)
- NEMC is the secretariat to the TRC.

The Office of the Vice President

- 5.14 The vision of the Ministry of Environment of the VPO is “ to attain sustainable human development, eradication of poverty, security and equitable use of resources on a sustainable basis to meet the basic needs of the present and future generations without degrading the environment or risking health or safety and also maintain the union between the mainland Tanzania and Zanzibar”.
- 5.15 The mission of the VPO is “to formulate policies and strategies on poverty eradication, protection of environment and non-governmental organizations as well as co-ordinate all issues pertaining to the mainland Tanzania and Zanzibar”.
- 5.16 VPO is the ministry responsible for policy, planning and implementation oversight on issues relating to the Environment in Tanzania. The VPO is therefore responsible for overall policy guidance and advice on the development of strategic environmental vision, including formulation, analysis and appraisal of broad environmental policy, as well as formulation and review of broad environmental goals, in conformity with such vision. The VPO provides a basis for a broad political legitimacy for the administration of strategic policy decisions on a routine and continuous basis for coordinated environmental management.

The National Environment Management Council (NEMC)

- 5.17 The National Environment Management Council (NEMC) is a semi autonomous body answerably to the Minister in-charge of environment in the Vice President’s Office.
- 5.18 NEMC has an advisory role in the VPO and is responsible for enforcing pollution control and performs the technical arbitration role in the undertaking of Environmental Impact Assessment.
- 5.19 NEMC has prepared a comprehensive EIA procedure and guidelines dated March 2002. As operationalization of the Environmental Management Act, 2004(Act No. 20 of 2004), NEMC prepared the Environmental (Impact Assessment) Regulations, 2005.

Environmental Units

- 5.20 Environmental units at sectoral and district level are the collaborating partners in the EIA process. The linkages between NEMC and the sectoral and district environmental units are legally binding to ensure clear lines of command to facilitate effective implementation. The roles and responsibilities of these units shall be the following:
- 5.21 Sectoral Environmental Units
- with assistance from NEMC to develop sectoral guidelines within the framework of the national EIA guidelines;
 - to issues EIA registration forms to proponents and provide relevant information on policies and other administrative requirements; and
 - to assist the general EIA process administration at sectoral level.

District Environment Unit

- To issue EIA registration forms to proponents and provide relevant information on policy, legal and other administrative requirements at the district level;
- To co-ordinate EIA process at district level; and
- To link and liaise with the ENMC on all undertakings within the district.

- 5.22 The composition of the District Environmental Unit:
- District Planning Officer - as coordinator of the planning process.
 - District Natural Resources Officer – manages the development of natural resources/forestry, wildlife, bee keeping, fisheries etc).
 - District Agricultural and Livestock Development Officer – responsible for land-use and management.
 - District Water Engineer.
 - District Health Officer.
 - Co-opted members (depending on nature of project).

THE EIA PROCESS IN TANZANIA

5.23 The EIA process in Tanzania is presented in the “Environmental Impact Assessment and Auditing Regulations”, prepared by NEMC (2005).

5.24 The EIA process involves the following:

- Registering a project: The proponent is required to register the project with the NEMC.
- Screening: The project is classified to determine the level at which the environmental assessment should be carried out.
- Conducting an EIA: This involves the three main stages of the EIA process (scoping, preparing terms of reference and preparing an environmental impact statement). It is at this stage that the decision is made whether to conduct the EIA or not.
- Reviewing the EIA: A Technical Review Committee established by the NEMC reviews the EIA and decides whether the EIA is acceptable or not.
- Issuing the relevant permits: If the EIA is approved, the NEMC issues the necessary environmental permit that confirms the EIA has been satisfactorily completed and the project may proceed.
- Decision-making: A decision is made as to whether a proposal is approved or not; a record of decision explains how environmental issues were taken into consideration.
- Monitoring project implementation: The proponent prepares and executes an appropriate monitoring program (i.e. an environmental management program).
- **Auditing the completed project:** The NEMC undertakes periodic and independent audits of the project. Depending on its findings, it will issue an Environmental Auditing Report.
- **Decommissioning the project upon its completion:** A decommissioning report is prepared at the end of the project life. This report outlines the restoration/rehabilitation activities to be carried out by the proponent and is lodged with the NEMC.

EXTENT OF PUBLIC PARTICIPATION

5.25 Public participation is required during the scoping stages and while fulfilling the terms of reference for the impact assessment of the EIA process. The proponent is responsible for identifying interested and affected parties and ensuring that all parties concerned are given adequate opportunity to participate in the process. A public information program is initiated, and public notices are issued during the scoping and EIA stages.

5.26 Whenever a strong public concern over the proposed project is indicated and impacts are extensive and far-reaching, the NEMC is required to organize a public hearing. The results of the public

hearing should be taken into account when a decision is taken whether or not a permit is to be issued.

POLICY FRAMEWORK FOR THE MANAGEMENT OF THE ENVIRONMENT

- 5.27 Tanzania published its National Environmental Policy (NEP) in December 1997 and the National Conservation Strategy for Sustainable Development, the National Environmental Action Plan (NEAP) and specific sectoral policies such as those on land, mining, energy, water, agriculture, population and fisheries. The NEP recognizes the EIA process as a means of ensuring that natural resources are soundly managed, and of avoiding exploitation in ways that would cause irreparable damage and social costs.
- 5.28 The NEP seeks to provide the framework for making the fundamental changes that are needed in order to incorporate environmental considerations into the mainstream of decision making. The NEP seeks to provide guidance and planning strategies in determining how actions should be prioritized, and provides for the monitoring and regular review of policies, plans and programs. It further provides for sectoral and cross-sectoral policy analysis, so that compatibility among sectors and interest groups can be achieved and the synergies between them exploited. The overall objectives of the NEP are, therefore, the following:
- To ensure the sustainability, security and equitable use of resources in meeting the basic needs of present and future generations without degrading the environment or risking health and safety.
 - To prevent and control the degradation of land, water, vegetation, and air, which constitute our life support systems.
 - To conserve and enhance our natural and man-made heritage, including the biological diversity of Tanzania's unique ecosystems.
 - To improve the condition and productivity of degraded areas, as well as rural and urban settlements, in order that all Tanzanians may live in safe, healthy, productive and aesthetically pleasing surroundings.
 - To raise public awareness and understanding of the essential links between the environment and development, and to promote individual and community participation in environmental action.
 - To promote international cooperation on the environment agenda, and expand participation and contribution to relevant bilateral, sub regional, regional, and global organizations and programs, including the implementation of treaties.

LEGISLATIVE FRAMEWORK FOR THE MANAGEMENT OF THE ENVIRONMENT

- 5.29 Under Article 27 of the Constitution, the public is called upon to ensure that the natural resources of the country are managed properly:
- (1) Every person is obliged to safeguard and protect the natural resources of the United Republic, State property and all property jointly owned by the people*
- (2) All persons shall by law be required to safeguard State and communal property, to combat all forms of misappropriation and wastage and to run the economy of the nation assiduously, with the attitude of people who are masters of the fate of their nation.*
- 5.30 In July 2005, Tanzania enacted the National Environmental Management Act, 2004 (Act No. 20 of 2004). The Environmental Management Act (EMA) (Act No. 20 of 2004) provides the legal and institutional framework for the management of the environment and implementation of the nation's environmental policy. Institutionally it provides for the continuation of NEMC and creates the National Environmental Advisory Committee. The Act outlines projects that require a full EIA or those that may be subjected to full EIA, after NEMC determination.
- 5.31 Table 5.1 shows the various Acts relating to environmental management, their key elements and implementing authority.

Table 5.1: Existing Acts Relating to Environmental Management

Act	Key Elements	Implementing Authority
The Environmental Management Act, 2004 (Act No. 20 of 2004)	<p>The Act provide for legal and institutional framework for sustainable management of environment; principles for management, impact and risk assessments, prevention and control of pollution, waste management, environmental quality standards, public participation, compliance and enforcement; and implementation of international instruments on environment.</p> <p>Under the EMA 2004, the Regional Secretariat is responsible for coordination for all advice on environmental management in their respective region and in liaison with the Director of Environment.</p>	VPO/NEMC
National Environmental Management Council Act (Act, No. 19 of 1983)	The Act provides for the establishment of the NEMC, as well as all functions and other matters related and incidental to its establishment.	NEMC
Wildlife Conservation Act, No. 12 of 1974, as amended	The Act protects wildlife and vegetation by restricting the utilization of wildlife to license-holders. The use of sensitive wildlife habitats is restricted during certain times of the year or for specified periods.	Ministry of Tourism Natural Resources and Tourism
Fisheries Act, No. 6 of 1970 Fisheries Act No. 22 of 2003	The Act limits annual catches. Specific regulations were introduced in 1973 and 1982, putting limitations on methods of fish harvesting, including outlawing of dynamiting and poisoning.	Division of Fisheries, Ministry of Natural Resources and Tourism
The Water Resources Management Act, 2009	The Water Resources Management Act provides the legal framework for sustainable management and development of water resources. The Act prescribes principles for water resources management, provisions for the prevention and control of water pollution, and participation of stakeholders and the general public in the implementation of water policy.	Ministry of Water and Irrigation
The Water Supply and Sanitation Act No. 12 of 2009	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	Ministry of Water and Irrigation

Act	Key Elements	Implementing Authority
	sanitation services for all purposes by taking into account among others protection and conservation of water resources and development and promotion of public health and sanitation; and protection of the interest of customers.	
Water Utilization and Control Act, No. 42 of 1974	The Act establishes temporary standards for public use, as well as effluent discharge standards.	Ministry of Water and Irrigation
Urban Water Supply Act, No. 7 of 1981	The Act gives the National Urban Water Authority powers to monitor and control surface water and groundwater pollution and specifies punitive measures for violators of this act.	National Urban Water Authority, Ministry of Water Irrigation
Mining Act, No. 17 of 1980, as amended	The Act sets out government policy on all forms of mining and is supported by various regulations covering claims, prospecting rights, mining rights and royalties. Mining license applicants are required to submit plans for environmental protection. Each industry is required to establish realistic resource recovery standards and to adhere to them. Mining plans are required to be presented before operations begin.	Ministry of Energy and Minerals
Forestry Policy of 1998	The revised Policy continues to recognize the important role of forests in the maintenance of the environment, the provision of forestry products and the protection of watersheds and biodiversity.	Forestry and Beekeeping Division, Ministry of Natural Resources and Tourism
Land Act, No. 4 of 1999	Private Group Property is given either through Granted Rights in General and Reserved Land (Land Act, Section 19) or through Customary Rights in Village Lands (Village Land Act, Section 22). Provision is also made for holding land by joint occupancy or occupancy in common (Land Act, Part XIII).	Ministry of Lands and Human Settlement
Village Land Act, No. 5 of 1999	The Act requires each village to identify and register all communal land, and obtain the approval of all members of the village for identification and registration (Village Assembly, Section 13). A Register of Communal Land (Section 13(6)) is to be maintained by each Village Land Council, and land	Ministry of Lands and Human Settlement

Act	Key Elements	Implementing Authority
	cannot be allocated to individuals, families, or groups for private ownership (Section 12(1)(a)).	
Local (District and Urban) Authorities Act, No. 7 of 1982	Local Authorities are empowered to make by-laws regarding the protection of soil, agriculture, water supplies and other natural resources. The Act contains provisions to protect human health and regulate pollution problems.	Local Authorities
Regional and District Act No 9, 1997	The Act provides for Regional Commissioners to oversee Regional Secretariats, with District Commissioners directly supervising the District Councils. Local authorities oversee the local planning processes, including establishing local environmental policies. The National Environmental Policy establishes a policy committee on Environment at Regional level chaired by the Regional Commissioner, mirrored by environmental committee at all lower levels, i.e. at the District, Division, Ward and Village or Mtaa Councils.	Prime Minister's Office - Regional Administration and Local Government
Merchant Shipping Act of 1967	Atmospheric pollution is addressed only minimally in Tanzanian legislation. The Act prohibits the emission of dark smoke from ships for more than five minutes in any hour within the limits of a port.	Ministry of Infrastructure Development, NEMC
Town and Country Planning Ordinance,	The Ordinance was intended to establish a land-use planning scheme for designated areas. The National Land Use Planning Commission was established to advise Government on land conservation and development.	National Land Use Planning Commission
Public Health, Sewerage and Drainage Ordinance, Chapter 336	The Ordinance prohibits the discharge of certain substances into sewers. Violation of the Ordinance is an offence, and penalties may be imposed on offenders.	Ministry of Health and Social Welfare

5.32 International Conventions

5.33 Tanzania is a party to many international agreements on Biodiversity, Climate Change, Desertification, Endangered Species, Ozone layer protection, Marine Life Conservation, etc. Examples are:

- Basel Convention on the Control of Transboundary Movements of Hazardous Wastes and their Disposal (1989)
- Convention Concerning the Protection of the World Cultural and Natural Heritage, Paris (1972)
- Development, Production and Stockpiling of Bacteriological (Biological) and Toxin Weapons, and their Destruction, London (1972)
- Convention on Biological Diversity (1992)
- Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES) (1973)
- Convention on the Ban of the Import into Africa and the Control of Transboundary Movement and Management of Hazardous Wastes Within Africa, Bamako, Mali (1991)
- UN Convention to Combat Desertification in Countries Experiencing Serious Drought and/or Desertification particularly in Africa (1994)
- Lusaka Agreement on Co-operative Enforcement Operations Directed at illegal Trade in Wild Fauna and Flora (1994)
- Montreal Protocol on Substances that Deplete the Ozone Layer (1987)
- Phyto-sanitary Convention for Africa, Kinshasa (1967)
- UN Convention on the Law of the Sea (1982)
- UN Framework Convention on Climate Change (1992)
- Vienna Convention for the Protection of the Ozone Layer.

MEMBERSHIP OF INTERNATIONAL RIVER BASIN COMMISSIONS

Tanzania is a member of the Nile Basin Commission

6. DETERMINATION OF POTENTIAL ENVIRONMENTAL AND SOCIAL IMPACTS

POTENTIAL ENVIRONMENTAL CONCERNS AND IMPACTS

Generic Environmental Concerns

- 6.1 The National Environment Policy (NEP) identifies the following as the critical environmental problems facing Tanzania today:
- Land Degradation
 - Lack of accessible, good quality water for both urban and rural inhabitants
 - Environmental Pollution, e.g Water Contamination
 - Loss of Biodiversity, Habitat and Wetlands
 - Deterioration of Aquatic Systems
 - Deforestation
- 6.2 The Tables 6.1 to 6.7 presents the root and immediate causes for these environmental problems and discusses the impacts and their severity, providing the background against which any potential adverse impacts on the environment from the activities of the SEDP can be determined and analyzed.

Table 6.1

Land Degradation: From soil erosion, soil exhaustion and overgrazing. A problem throughout Tanzania. Particularly around the steep hills in Mwanza, Mara, and Kagera region; lakeshores			
Immediate Causes	Root Causes	Impacts	Severity
<ul style="list-style-type: none"> • Massive continued loss of vegetative cover due to deforestation and loss of other land cover, deterioration of catchment buffer zones. • Inappropriate agricultural practices leading to decreased soil quality and erosion, such as use of marginal lands, overgrazing and free grazing. • Lack of soil and water conservation measures and/or abandonment and poor maintenance of anti-erosion works. • Bush fires and slash and burn practices. 	<ul style="list-style-type: none"> • Population pressure and poverty leading to unsustainable land use practices. • Topography (uneven relief, high stream flow velocities) and rainfall patterns (floods, droughts, climate variability) • Lack of land use policies and improper land use management; weak extension service on soil conservation often connected with prevalent land tenure system. • High livestock density • Lack of awareness of land-water interaction • Lack of systematic implementation of EIA for infrastructure projects due to lack of financial and human resources. 	<ul style="list-style-type: none"> • Loss of top soil and reduction of soil fertility leading to decrease in agricultural production and food security. • Reduction of vegetative cover and loss of habitats and biodiversity. • Water quality degradation from high sediment loads, siltation of shallow lakes, wetlands, reservoirs, and valley bottoms and other low lying lands downstream. • Degradation of river beds and river bank erosion; desertification and wind erosion (northern arid regions), sheet and rill erosion and gully formation (after heavy rainfall) in highlands. • Landslides and flooding leading to destruction of infrastructure (houses, means of communication, communal facilities, etc.) 	HIGH

Table 6.2

River Bank and Lakeshore Degradation. For e.g. at River estuaries into lakes.			
<ul style="list-style-type: none"> Poor land use and agricultural practices such as dry season cultivation near banks and destruction of vegetative cover to increase arable land area; high animal density. Drop in water levels and drying up of waterways. Increased urban development and construction and industrial activities near river banks; poorly planned tourism centers. 	<ul style="list-style-type: none"> Lack of or insufficient national land use plans, laws and regulations, and/or enforcement of existing laws. Population pressure and rapid growth of urban centers. Expansion of farm lands and inadequate agricultural practices near river banks and shores, including overgrazing. Land subsistence; relief and morphological structure of soil. Climatic variability and conditions; seasonal floods and intermittent increase in lake levels. 	<ul style="list-style-type: none"> Destruction of vegetative cover especially lake shore buffer zones. Erosion, landslides, and downstream sedimentation leading to change in river course. Adverse effects on riverine aquatic life and lake ecosystems. 	MODERATE

Table 6.3

Mining: For instance, Mara, Mwanza, parts of Shinyanga, and Kagera regions

Immediate Causes	Root Causes	Impacts	Severity
<ul style="list-style-type: none"> Use of toxic chemicals and lack of containment and treatment facilities (esp. mercury use in gold mining). Lack of adequate site rehabilitation. Inadequate mining practices. High demand for construction materials and indiscriminate clearing of vegetation. 	<ul style="list-style-type: none"> Inadequate policy guidance, lack of or insufficient safeguards (EIA, anti-pollution/environmental legislation. No regulation/enforcement of private mining entrepreneurs. Lack of (government) planning and oversight 	<ul style="list-style-type: none"> Water and air pollution. Soil degradation and erosion of sites and adjacent river banks; deforestation and landslides leading to river siltation. Adverse impact on flora and fauna. 	HIGH in certain locations

Table 6.4

Water Contamination: Pollution. Point source pollution localized around urban/growth centers. Non point sources generally are a regional problem mostly from agricultural sources.

Immediate Causes	Root Causes	Impacts	Severity
<ul style="list-style-type: none"> • Discharge of run-off of untreated water from urban and industrial sources containing dissolved nutrients, industrial pollutants, agricultural chemicals/fertilizers; lack of recycling of waste matter; uncontrolled dumping of waste. • Non-point source pollution from agriculture due to improper and high application rates of agro-chemicals. • Degradation of vegetative cover especially wetlands, in basins which could act as filters. 	<ul style="list-style-type: none"> • Weak policies, laws and regulations for environmental protections (e.g. EIA); insufficient enforcement and monitoring especially in respect to industrial facilities; low budgetary provision for enforcement of existing regulations, lack of sufficient human resources. • Point Sources: Inadequate funding of investments, high capital costs, high operation and maintenance costs, inadequate containment and treatment of wastes and lack of sanitary facilities. • Non-point sources: Unsustainable land use practices in combination with lack of security of land tenure. • Inadequate zoning regulations and/or enforcement; inadequate environmental and land use planning. • Low environmental awareness and sense of value or environmental protection. 	<ul style="list-style-type: none"> • Degradation of water quality, rendering water unsuitable for domestic, agricultural, industrial and other uses. • Adverse impacts on water dependent flora and fauna, loss of habitats and bio-diversity, nutrient discharges leading to increased eutrophication. . • Pollution of lakes and tributaries, resulting in contamination of drinking water. • Lack of adequate liquid and solid waste disposal systems and accumulation of refuse. • Decrease in environmental quality, disappearance of natural habitats and proliferation of water hyacinth. 	<p>MODERATE</p>

Table 6.5

Deforestation:			
Immediate Causes	Root Causes	Impacts	Severity
<ul style="list-style-type: none"> • Land use conversion due to increasing need for arable land and grazing areas; burning practices for land clearing and shifting cultivation. • Uncontrolled logging for fuelwood and charcoal production for domestic/household energy consumption, construction material and local industry fuel needs. • Unsustainable and inefficient resource use (e.g. overgrazing, extensive cultivation on steep hill slopes and uncontrolled logging). • Lack of local planting/replanting. • Human migration and resettlement due to increasing numbers of returnees and other war affected groups, encroaching into forested areas. 	<ul style="list-style-type: none"> • Poverty and population pressure leading to unsustainable pressure on resources; absence of alternative livelihoods and weak capacity to increase unit agricultural production. • Insufficient energy alternatives to fuelwood. • Insufficient awareness and knowledge of sustainable land use practices and effects of deforestation. • Land tenure system leading to allocation and use of marginal lands and lack of incentives for sustainable land use practices. • Drought and overall arid climate and topography. 	<ul style="list-style-type: none"> • Decreasing vegetation/forest cover; loss of density and diversity. • Deterioration of watershed: high run-off associated with increased erosion leading to loss of fertile soils and sedimentation and siltation downstream. • Energy crisis associated with price increases due to decreased availability of fuelwood and charcoal. • Large scale habitat destruction and loss of wildlife in terms of numbers and biodiversity; progressive disappearance of National Parks. • Variability in climate and rainfall patterns. 	HIGH

Table 6.7

Water Contamination: Sanitation Aspects			
<ul style="list-style-type: none"> • Lack of water supply systems and/or other reliable drinking water source; drinking water contamination with fecal matter leading to spread of pathogens. • Lack of or insufficient sewerage or alternative sanitation systems ;leaks and insufficient maintenance of existing facilities; lack of urban storm water sewers and solid waste disposal facilities. • Insufficient sanitation and hygiene training in conjunction with widespread poor sanitary conditions. • Increased breeding ground for mosquitoes in water weed infested areas and irrigation canals. 	<ul style="list-style-type: none"> • Lack of environmental regulations and laws, monitoring and enforcement and general waste management strategies. • Rapid growth of urban centers and lack of financial resource base to build needed water supply and sanitation infrastructure, combined with lack of planning for urban expansion and required infrastructure. • High capital costs for investments; high operation and maintenance costs. • Previous low priority given to sanitation by government and agencies, lack of awareness of connection between sanitation and safe drinking water; need for better hygiene education. • Poverty and poor health condition of large parts of the population. 	<ul style="list-style-type: none"> • Pollution of drinking water sources (ground and surface water) and high dissolved nutrient loads resulting in increasing eutrophication and spread of infectious diseases (diarrhea, bilharzias, dysentery, and intestinal worms). • Risks to public health due to poor sanitation conditions, especially during rainy season and floods. • Increased absence from work due to sickness; increase in malnutrition and death rates especially among vulnerable groups such as small children, the displaced and the elderly. 	<p>SEVERE</p>

able 6.7

Loss of Biodiversity and Habitats.

Immediate Causes	Root Causes	Impacts	Severity
<p><i>Species loss and decline of ecosystems and unique habitats.</i></p> <ul style="list-style-type: none"> • Poaching and illegal trade in valuable species as well as intensive and unsustainable resource use and land management, such as deforestation, wetlands conversion, expansion of agriculture (crops and livestock farming, overfishing, uncontrolled burning and forest fires). • Lack of alternative income sources especially in areas or resettlement. <p><i>Loss of agrodiversity.</i></p> <ul style="list-style-type: none"> • Expansion of hybrid/high yielding crop and livestock varieties leading to decrease of genetic diversity of domestic/national species. • Introduction of exotic species. 	<ul style="list-style-type: none"> • Population pressure and poverty combined with high reliance on primary natural resources and income from agriculture. • Low financial and staff capacity in management of protected areas and associated lack of control and monitoring; poor enforcement of laws protecting gazetted forests and game sanctuaries; lack of financial resources for development and implementation of effective and relevant programs. • Weak agricultural extension services. • Lack of awareness of biodiversity concerns and benefits from conservation. • Lack of regulations to prevent introduction of exotic species. • Inadequate and unregulated land use practices; insufficient integrated programs for people living in protected areas. 	<p><i>Species loss and decline of ecosystems and unique habitats.</i></p> <ul style="list-style-type: none"> • Disappearance of unique animal and plant species, especially endemic ones; decline of species diversity. • Decrease in numbers of large mammals with negative impact on tourism and associated decrease in revenue. • Decrease in forest cover constituting decrease in food, fuel timber and shelter. <p><i>Loss of agrodiversity.</i></p> <ul style="list-style-type: none"> • Loss of genetic base (cattle breeds, crops, vegetables/fruits); loss of benefits from local variety qualities (tolerance productivity, resilience); dependency on exotic seeds and breeds/imported varieties. 	<p>SEVERE</p>

Wetlands Degradation; e.g. Simiyu River, Lake Victoria Shores, banks of Kagera River/swamps

<ul style="list-style-type: none"> • Reclamation of wetlands to expand agricultural production. • Deforestation, erosion and sedimentation. • Overuse of natural resources (overfishing/hunting/over-grazing, farming practices) • Pollution from industrial, agricultural and domestic sources. 	<ul style="list-style-type: none"> • Lack of wetland protection and management regulations and measures and/or lack of implementation . • Poverty and population pressures; shortage of land; inadequate land use policies • Lack of awareness of wetlands function and value, cultural habits. 	<ul style="list-style-type: none"> • Decrease and degradation of wetland areas (reclamation, siltation, flood damage; water weed infestation) • Decreased benefits from functioning wetlands, e.g. less groundwater re-charge, decreased buffering of floods, loss of filter function to absorb and degrade pollutants and associated decrease in water quality; decreasing ability to act as sediment trap; destruction of habitats and loss of biodiversity 	<p>SEVERE</p>
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Positive Environmental Impacts of the SEDP II

- 6.3 Overall, the SEDP II is likely to have a positive impact on the environment in Tanzania, in the short, medium and long term, for the following reasons;
- The implementation of this ESMF will increase in Tanzania the practice of subjecting development projects (especially education projects) to an environmental management process, in the prevailing situation where a national environmental policy and regulatory framework are weakly enforced. The ESMF offers the opportunity to identify potential program impacts, mitigate them verifiably through monitoring while building capacity for environmental management within institutions, local governments and local communities.
 - The ESMF offers the opportunity to mainstream into the secondary education school curriculum, Environmental Education. To support this initiative, the SIDA (Sweden International Development Agency) has developed an Environmental Education Handbook for the Education Sector. This handbook is available from the office of the Senior Program Officer for the Education and Social Sector, in Embassy of Sweden in Tanzania. Contact details are www.swedem-dar.com or hans.person@sida.se
 - The SEDP II will significantly increase the enrolment rate at the secondary education level by increasing the number of classroom/places in the public, private, and community/religious/NGO schools system throughout the country, thereby significantly meeting the overwhelming demand for secondary education in Tanzania.
 - The SEDP II will pose no direct risks to biodiversity, natural habitats and wetlands, as it will not fund activities in protected areas, national parks or wetlands.

Potential Adverse Environmental Impacts from the SEDP II

- Potential adverse environmental impacts that could arise before construction include minor loss of vegetation during site clearing; pollution of land and nearby water resources arising from construction/rehabilitation wastes under sub-component 1, soil erosion may also result from inadequacies in backfilling construction works and improper drainage of storm water. These are expected to be short term, site specific, confined and reversible and can be managed through a well defined mitigation and monitoring measures.

Potential Social Concerns and Impacts

6.4 The main social issues in Tanzania today are:

- **Acute Poverty** – poverty is wide spread in Tanzania. Despite the fact that in the last two decades the Tanzanian economy went through a period of successful transition in which economic liberalization and institutional reform led to a recovery of GDP growth to more than 7% per year since 2000, poverty reduction is still very slow. Recent official surveys show that poverty incidence for Tanzania Mainland declined from 38.6 in 1991 to 33.6 in 2007. This change is more visible in Dar es Salaam than in rural areas.
- **The Tragedy of HIV/AIDS** – Life expectancy in Tanzania has declined to 48years as result of the aids epidemic. HIV/AIDS affects both education coverage and quality. It dampens the demand for education as affected households have fewer resources to spend on education either because of reduced income due to morbidity of income earners or diversion of scarce resources for health care. Children in these households are often taken out of school to care for ill parents or have to work to make up for lost household income, and an increasing number are becoming orphans. At the same time, the epidemic affects the supply of educational services at all levels through increased mortality, morbidity and absenteeism among teachers and education personnel.
- **The Crisis in Education** – An exceedingly small proportion of the Tanzanian age group completes secondary education. At most 5% of the age group completes lower secondary and 1.5% completes upper secondary. As a result, less than 5% of the labor force has obtained secondary education. The main cause is

restricted initial access and low retention. Only about five primary school completers proceed to lower secondary education in Tanzania. The transition rate is about 50%.

Low coverage of secondary education reflects constraints on supply and demand for secondary school places.

The pressure to expand secondary school places is likely to rise rapidly in the coming years as an increasing number of students complete their primary school education, especially with the introduction of free primary education that has raised the gross enrollment rate in primary education to 100% in 2002 compared to 77% in 2000.

- **Gender Issues** – Women are often poorer than men, own less land and livestock and have fewer years of schooling. There is roughly gender equality in access to primary schools, though imbalances exist in completion rates and access to secondary schools. Gender imbalances are rooted and sustained by traditional and cultural values. In 1990, the Government established the Ministry of Women Affairs and Children with a view to promote gender equality. A gender committee has been created to ensure that sectoral investments respond to the priority needs of both men and women. The new land legislation has represented an encouraging step towards securing the right of women to own, dispose of and inherit land.

Positive Social Impacts from the SEDP

- 6.5 Overall, the SEDP II is likely to have a positive impact on the social issues in Tanzania, in the short, medium and long term. The overall PDO is to improve the quality of secondary education as a way to 'build a high quality, productive and adaptive labor force for a dynamic economy that is moving towards a middle income status.

Potential Adverse Social Impacts from the SEDP II

- 6.6 There will be no adverse social impacts due to land acquisition and loss of livelihoods, because all construction/ rehabilitation activities will take place within existing educational facilities. However, negative effects on health due to air pollution and noise during construction/ rehabilitation are possible short-lived and localized social impacts.
- 6.7 The environmental and social screening form and checklist contained in Annex 2.0 and Annex 3.0 are specifically designed to ensure that adverse social impacts from SEDP activities are identified and captured in the planning stages and there-in effectively mitigated.
- 6.8 Both environmental and social mitigation measures would be verifiable monitored during the various stages of the program cycle.

7. INSTITUTIONAL ASSESSMENT AND FRAMEWORK FOR ENVIRONMENTAL AND SOCIAL MANAGEMENT

INSTITUTIONAL ROLES AND RESPONSIBILITIES

7.1 The main institutions with key responsibilities for environmental and social management are:

The Ministry of Education and the Presidents Office - Regional Administration and Local Government

7.2 The VPO is in charge of environmental policy formulation and monitoring of implementation. The VPO will provide instructions and guidance on environmental management and implementation to Local Government Authorities regarding all aspects of the SEDP.

The National Environment Management Council (NEMC)

7.3 The NEMC is responsible for ensuring that development programs comply with all relevant environmental laws and regulations.

7.4 This ESMF recognizes that the NEMC have a significant role to play in the SEDP. This role would be to provide (i) on the ground ESMF performance reviews/audits both for enforcement purposes, but more importantly to reinforce capacity building and to keep the SB's and the Local Government Authorities cognizant of their ESMF responsibilities. The NEMC would also provide periodic monitoring to ensure no adverse cumulative impacts from the school construction program at the national level. NEMC will also provide oversight and technical assistance to the Local Government Authorities when required.

Local Government Authorities

7.5 Local Government Authorities will be required to review and clear the environmental and social management process, required of the School t Boards (SB), prior to funding the construction program.

7.6 The Local Government Authorities would be responsible for carrying out the following: (i) ensuring the school construction program comply with Tanzania's environmental laws and requirements, and that of the World Bank's triggered Safeguards Policies, (ii) for receiving, reviewing and commenting, requiring revisions where necessary and clearing of School Boards completed environmental and social screening forms and checklists (iii) carrying out a regular and intrusive monitoring regime during the planning, implementation, construction, operations and maintenance stages of the schools (iii) for preparing periodic monitoring reports on the District school construction program at all stages of operations and to send these reports on a regular basis to the MOEVT. (v) to comply with (consistent with national laws) the directives of NEMC and MOEVT, (vi) to issue directives to the School Boards consistent with national laws on environmental requirements.

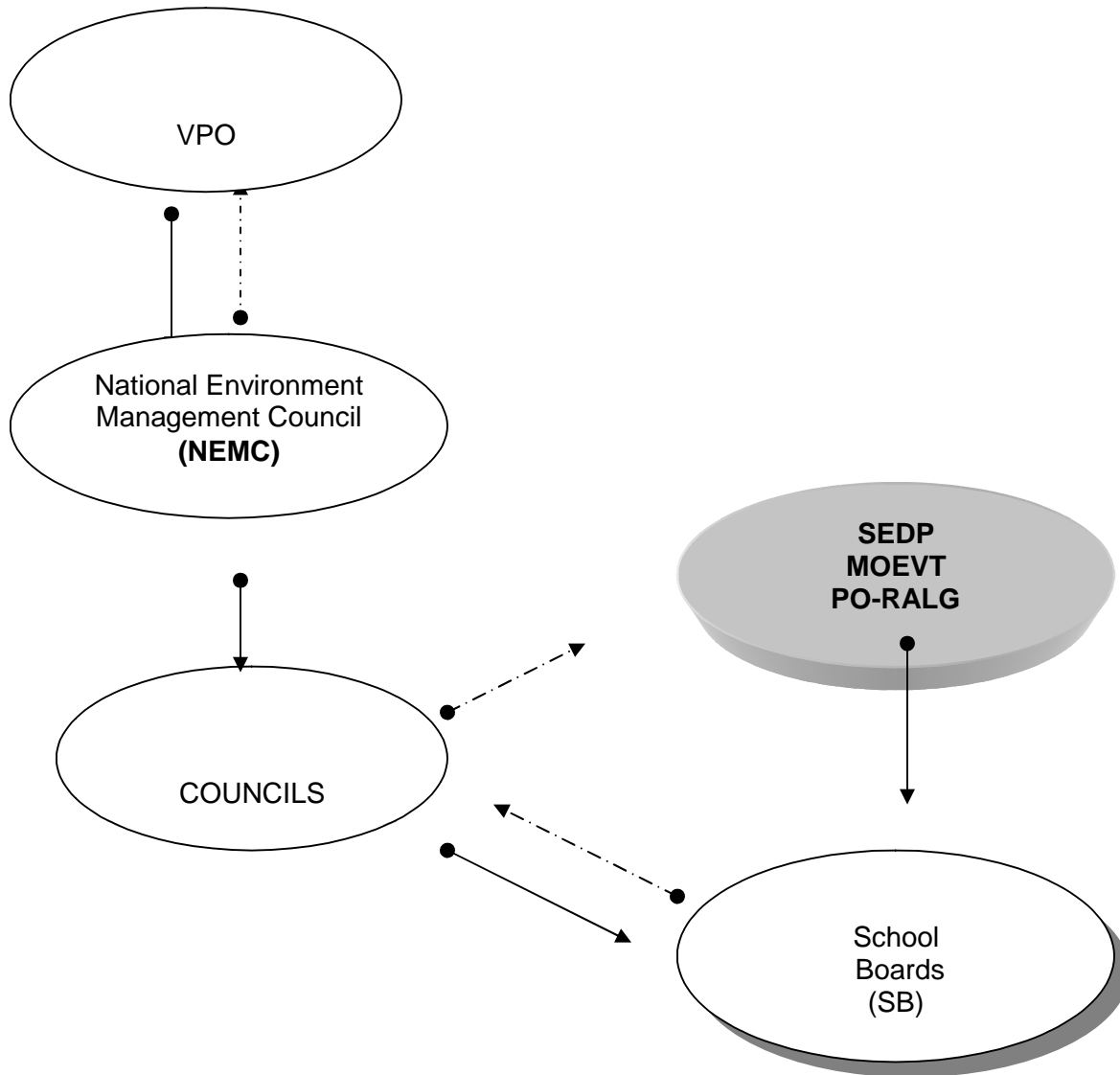
The School Boards

- 7.7 The School Boards will be responsible; (i) for complying with all national laws regarding the environment and with all social/poverty guidelines, parameters and targets set by the project, and of all triggered World Bank Safeguards policies, (ii) to implement their school construction program according to/consistent with the provisions of this ESMF, implementing, inter alia, all appropriate mitigation measures identified in their completed environmental and social screening form and checklist into the construction planning cycle, technical and engineering designs and drawings, and civil works contracts, etc. (iv) to ensure that these mitigation measures are complied with during construction and post construction (i.e. operations) stages of their activities, by self monitoring of their activities and by periodically reporting to Local Government Authorities and, (v) to maintain an adequate budget to implement the appropriate maintenance procedures and practices for the operation of their school, to ensure relevant mitigation measures identified in the environmental and social screening form and checklist are implemented and sustained in the school sub projects and (vi) to comply with any directives that may be issued from time to time from the MOEVT, NEMC and the Local Government Authorities .

Capacity Assessment to Perform these Roles

- 7.8 The SEDP II will finance all necessary capacity building activities at various levels for the ESMF implementation and monitoring in collaboration with the NEMC.
- 7.9 Local Government Authorities will provide technical assistance to the School Boards, to enable them to perform the duties assigned to them in this ESMF. The Local Government Authorities and School Boards will also be assisted by service providers in situations where there is no in-house capacity to perform these roles.

Fig 8.1: Flow Chart of Institutional Roles and Responsibilities



TRAINING NEEDS

Proposed Training Program

	Duration
Environmental and Social Management process	3 days
<ul style="list-style-type: none">• Review of Environmental and Social Management Process.• Review of Standard school designs.• Use of Screening form and Checklist to determine adverse impacts• From sub project activities.• How to measure cumulative adverse impacts.• Design of appropriate mitigation measures.• How to review and clear the school design packages.• The importance of public consultations in the ESMF process.• How to monitor mitigation measures.• How to embed the Environmental and Social Management process into the civil works.• Contract.	
Environmental and Social policies, procedures and guidelines	2 days
<ul style="list-style-type: none">• Review and discussion of Tanzania's national environmental policies, procedures, and legislation.• Review and discussion of the Bank's safeguards policies.• Strategies for consultation, participation and social inclusion.	
Selected topics on environmental protection	1day
<ul style="list-style-type: none">• Land use, land degradation and soil erosion in the local community area.• Air, water, and soil pollution in the local community area.• Safe management of waste disposal and implications on public health.• Environmental protection of Water resources.	

- Environmental Impact Assessment and Mitigation procedures.
- Disaster Preparedness for floods and Droughts.

8. ENVIRONMENTAL AND SOCIAL PLANNING, REVIEW AND CLEARING PROCESS FOR THE SECONDARY SCHOOLS CONSTRUCTION PROGRAM FUNDED UNDER THE SEDP II

ENVIRONMENTAL AND SOCIAL MANAGEMENT PROCESS
(Summarized in Figs 9.1 and 9.2)

- 8.1 The sections below will illustrate specific steps involved in the environmental and social assessment process leading towards clearance and approval of the EA process for the program activities anticipated to have adverse environmental and social impacts. The steps incorporate guidelines from both the National Environment Management Council (NEMC) and the World Bank OP 4.01.
- 8.2 The construction of schools will be based on existing/new standard architectural school designs that are presently being used/or newly prepared by the MOEVT. The Construction of Schools will be managed by the School Boards of the secondary schools. The construction of the schools will be done by certified contractors appointed by the School Boards
- (a) This process can only start after approval² for funding under the SEDP II has been given by the MOEVT to build a secondary school in a particular area.
 - (b) For a new school, the SB will be established/elected/appointed as required by Local Government Authorities bye-laws and MOEVT guidelines.
 - (c) The SB will work with district engineers who will assist them with carrying out their responsibilities under this ESMF.
 - (d) Since no new land acquisition is expected and new construction will be limited to existing old school premises unfinished during SEDP I implementation, the School Board must be able to secure legal title to the land where not yet secured.
 - (e) The SBs will be assisted by District Environmental Officers or any designated Environmental Experts to screen the standard school designs to identify adverse environmental and social impacts of the proposed rehabilitation and/or new construction within the existing school premises by using the screening form in Annex 3.0 and the environmental and social checklist in Annex 4.0.

² The decision on where a secondary school is to be built will be made by the Regions and Districts.

- (f) Once these impacts are identified the various mitigation measures would also be identified from use of the completed screening form and checklist. The SB assisted by District Environmental Officers or any designated Environmental Experts will modify various aspects of the standard design to incorporate the required mitigation measures.
- (g) The SB assisted by District Environmental Officers or any designated Environmental Experts will re-screen the modified designs using the previously completed screening form and checklist to ensure that all impacts have been adequately identified and mitigated.
- (h) Once the SB is satisfied that the modified designs are now environmentally and socially compliant, they would now submit their modified designs which must be accompanied by the site location plan, completed screening form, checklist, and environment management plan (EMP) to the Council for review and clearance.
- (i) The LGAs using the appraisal form in Annex 7.0 will review the submitted modified design to ensure that all environmental and social impacts have been identified and successfully mitigated based on use of the screening form and checklist. If the screening form has any “Yes” entries, or evidently unjustified “No” entries, the application would need to be adequately explained and demonstrate from the modified design that the issue has been managed to avoid unacceptable adverse effects/impacts. If this is the case then the Local Government Authorities will give a conditional approval for funds to be released to the SB for construction to begin based on the following conditions;
- Compliance with the requirements of the Environment Act, NEMC requirements and the World Bank Policy OP4.01.
 - The Construction Contract Documents (i.e. the works and materials specifications, drawings, bills of quantities, contract conditions, etc.) are made consistent with the modified designs. This ensures that the environmental and social management process is embedded into the civil works contracts/processes.
 - Application for approval includes a Maintenance Plan.
 - That District Environmental Officers or any designated Environmental Experts assists the SB to supervise the construction process.
 - SB design proposals must contain as part of their application an Environmental Management Plan (EMP): that will consist of a set of monitoring measures to be taken during the construction and operation of the school to ensure that mitigation measures identified in the modified standard designs are built as designed and remain functional in the post rehabilitation and construction stages (i.e. when the school is being used). The EMP should also include the actions needed to implement these measures, including the following features: (i) Monitoring: environmental and social monitoring during the construction and operational phase of the school, in order to measure the success of the mitigation measures. Specifically: (a) The need for on site construction supervision, (b) periodic inspection of facilities post construction stage (i.e. when the school is operational) to ensure that schools maintenance plan is being implemented, e.g. the site has regular, uninterrupted water supply, toilets are working, waste material is disposed of as required, etc. and that regular maintenance (malfunctions/faults are repaired in a timely manner) is occurring.
- (j) If the LGAs find that the submitted modified design is not consistent with the requirements of the screening form and checklist, then the SB would be requested to make additional modifications and/or chose other sites until it is consistent whereby clearance would then be given as per (i) above.
- (k) Any proposed design that does not comply with the requirements of the Environment regulations, NEMC requirements and the World Bank Policy OP 4.01 on Environmental Assessment will not be cleared for approval/ construction.

8.3 The process is designed to ensure that the environmental and social assessment process is part of and conducted during the planning stages with full participation of the local community, thereby ensuring that project activities are environmentally and socially sustainable.

Figure 8.1: Summary of Key Roles in the Environmental and Social Review Process:

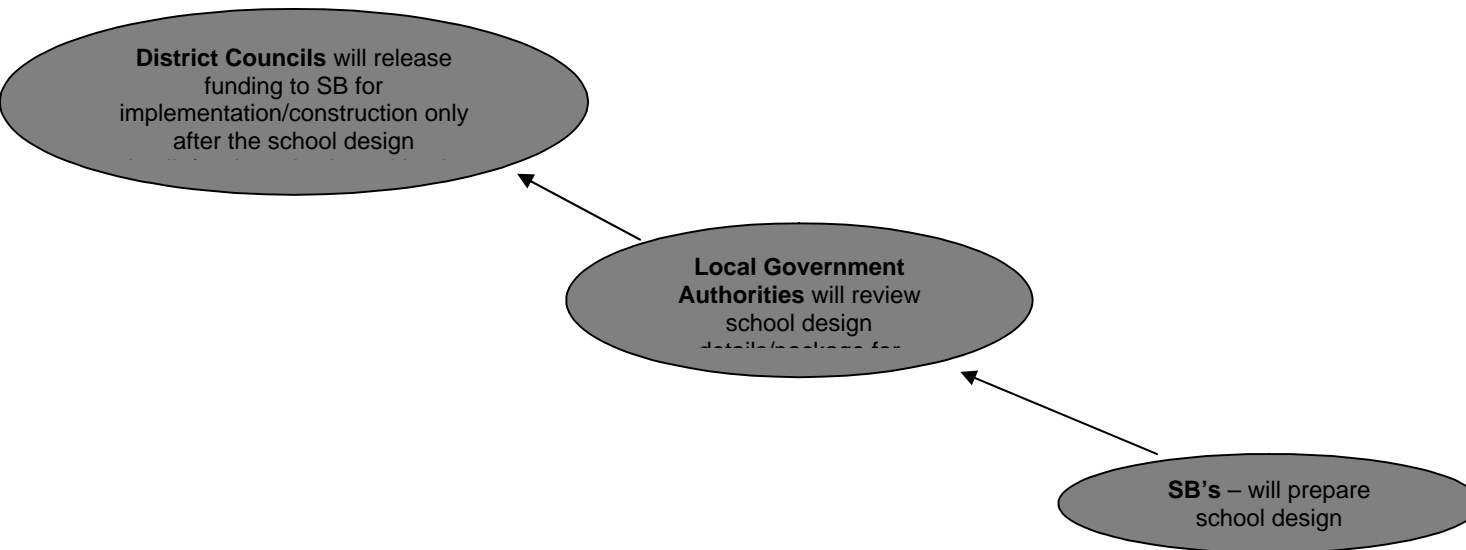
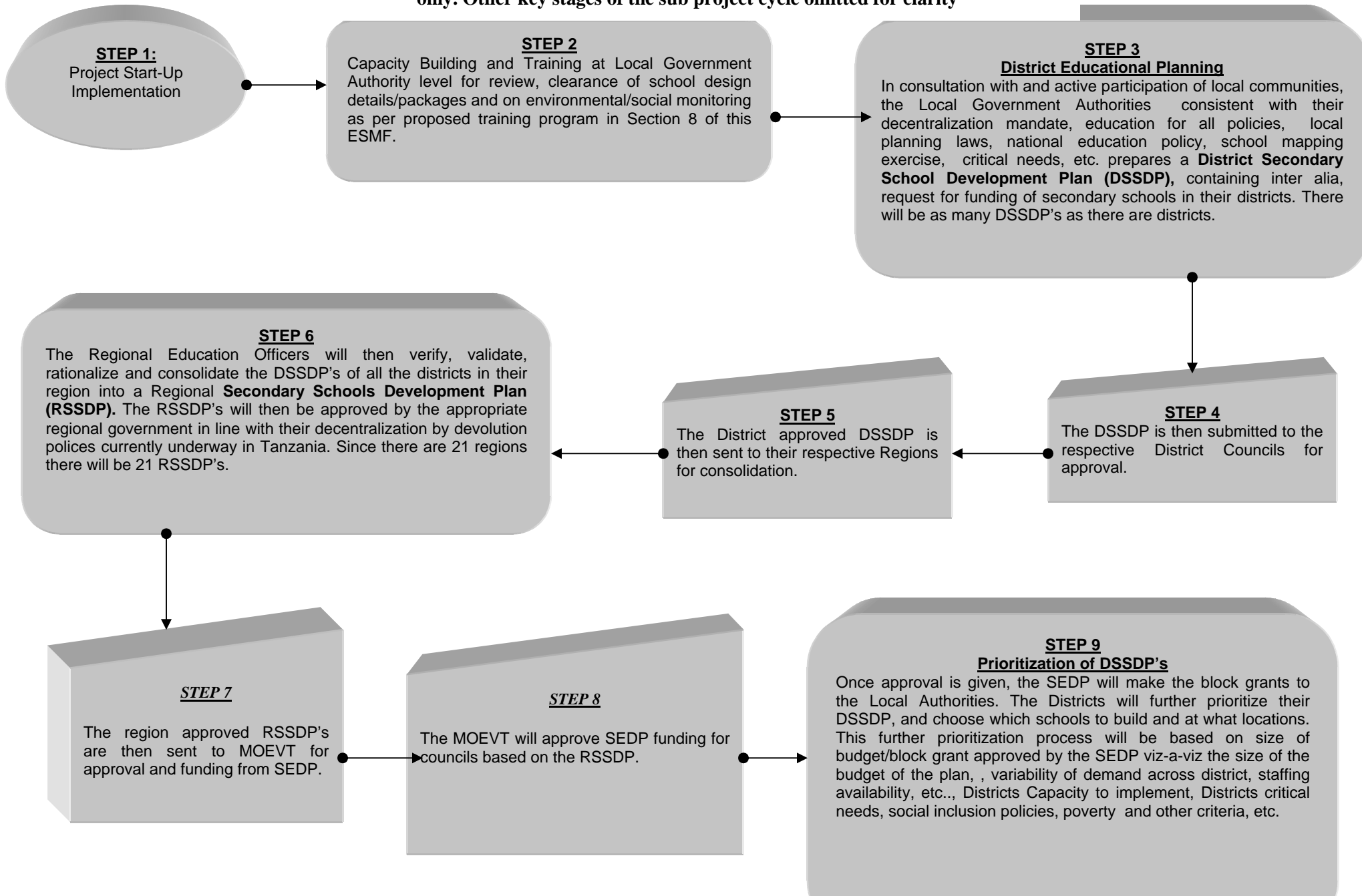


Fig 8.2: Key stages of sub project as it applies to Environmental and Social Management only. Other key stages of the sub project cycle omitted for clarity



From Step 9

STEP 10

At locations where new schools are to be built, Local Government Authorities ensures **School Board (SB's)**

STEP 11

Environmental and Social Management Process Begins

For approved schools, the SB's prepare schools package based on customized standard designs, including engineering designs, civil works contracts etc. During this stage, the SB uses the environmental and social screening form and checklist to identify adverse impacts and then to identify and incorporate corresponding mitigation measures and initiate contracting consistent with tendering rules. This corresponds to steps (a) to (m) in Section 9.0 of this ESMF.

STEP 14

Environmental and Social Management Process Continues

Continued Environmental and Social Management (including monitoring) as schools are constructed, through day-to-day operations and also at maintenance stages, as detailed in this ESMF.

STEP 13
Implementation

Only after clearance of SB design package is funding released by Local Government Authorities to SB's. SB's tender for civil works contractors and construction starts.

STEP 12

Environmental and Social Management Process Continues SB's submits school design package to Local Government Authorities for review and clearance.

9. MONITORING PLAN AND BUDGET ESTIMATE FOR ESMF IMPLEMENTATION

- 9.1 The objective for monitoring is two fold.
- 1) To alert authorities and to provide timely information about the effectiveness of the Environmental and Social Management process outlined in the ESMF in such a manner that changes can be made as required to ensure continuous improvement to the process.
 - 2) To make a final evaluation in order to determine whether the mitigation measures designed into the District School Construction program/activities have been successful in such a way that the pre- program environmental and social condition has been restored, improved upon or worst than before and to determine what further mitigation measures may be required.
- 9.2 A number of indicators would be used in order to determine the status of affected people and their environment (land being used compared to before, how many classroom/school places available compared to before, are marginalized groups being included etc). Therefore, the projects Environmental and Social Management process will set two major socio-economic goals by which to evaluate its success:
- Has the pre-project environmental state of natural resources, bio-diversity and flora and fauna, been maintained or improved upon at school sites, and
 - The effectiveness of the ESMF technical assistance, review, approval and monitoring process.
- 9.3 In order to assess whether these goals are met, the Districts will indicate parameters to be monitored, institute monitoring milestones and provide resources necessary to carry out the monitoring activities.
- 9.4 The following are some pertinent parameters and verifiable indicators to be used to measure the ESMF process, mitigation plans and performance;
- Number of Local Government Authorities staff who have successfully received ESMF training
 - Number of School t Boards using the screening form and checklist.
 - Efficiency of Schools maintenance and operating performance.
 - How many completed newly built/ rehabilitated schools are in good working condition one year, two, three years after completion?
 - How many District's/Schools have implemented an effective and working facilities maintenance program.
 - Are the water, drainage and sewage facilities in working and acceptable condition, 6 months, one year, two years and three years after completion?
 - Out of the number of poor and vulnerable people/groups identified in each District in the Social Assessment Studies, how many of them are;(i) targeted for provision of access to school, ii) at what rate are they being enrolled and (iii) how many have access to secondary school places at the end of Year 1, Year 2 Year 3, Year 4 etc. in the project cycle.
 - What techniques are the District's employing to ensure vulnerable groups are consulted and are benefiting from project activities? Are these techniques working?
 - At what frequency and rate are the Districts monitoring the activities of the School t Boards at all stages.

- How many Districts are up to date with their periodic monitoring reports?
- Is NEMC receiving the periodic monitoring reports of the Districts and what are the main concerns of the NEMC at this stage?
- Is the MOEVT receiving and compiling the periodic reports of the Districts and is it forwarding it to the NEMC?

9.5 Other indicators can be developed based on the results of the social assessment.

MONITORING ROLES AND RESPONSIBILITIES³ (REFER TO FIG. 8.1)

School Boards (SB's)

9.6 It is planned that the environmental and social impacts and their designed mitigation measures are to be monitored during implementation (construction/rehabilitation works) and operation (including maintenance) stages of the school construction program. The roles and responsibilities for monitoring impacts and mitigation measures will be as follows; the SB's assisted by their service providers, will monitor the environmental and social impacts and mitigation measures of their own school construction activities as contained in their completed screening forms, checklist and all other documents in their individual application⁴. The SB's will monitor and evaluate the environmental and social impacts of their school construction and the mitigation measures designed, regularly and as frequently as specified in their application and will maintain suitable records to be made available to their respective District. The SB's will monitor the impacts and mitigation measures during all phases of their school construction execution cycle, i.e., from planning stage to construction, operations and maintenance stages. The SB's will also be responsible for monitoring the environmental and social impacts and mitigation measures resulting from the action of their contractors, sub contractors, transporters, suppliers and all other third parties in the course of their duties. Further, the SB's would also be responsible for monitoring the environmental and social impacts and mitigation measures of their school construction activities at other locations beyond their project sites, at end user locations such as on nearby wetlands, game parks etc.

9.7 Therefore, wherever environmental and social impacts are or can be attributed to their school construction activities the appropriate mitigation measures will apply consistent with the ESMF, and the SB's would be responsible for monitoring and evaluating the same. The SB's will prepare and submit periodic monitoring reports to their respective Districts.

The Local Government Authorities (LGAs)

9.8 The LGAs will play the leading role of monitoring the activities of the SB's in their District. The LGAs will carry out this role by ensuring that the SB's environmental and social management plan (ESMP) contained in the cleared project application/design package is being implemented as specified therein. That is to say that the LGAs will monitor the SB's monitoring procedures and reports on a regular basis, perhaps quarterly. They will rely on a bottom up feed back system to them from the SB's by going through their monitoring reports and making regular site visits to inspect and verify for themselves the nature and extent of the impacts and the success or lack off, of the mitigation measures.

9.9 The LGAs will prepare consolidated periodic monitoring reports for submission to the Region and MOETV.

³ Capacity building needs to achieve and sustain this have been addressed in Section 8

⁴ Application refers to the complete set of school construction documents including the completed screening forms, checklist, ESMP, technical designs, drawings, civil works contracts, etc.

The National Environment Management Council (NEMC)

- 9.10 The NEMC will do on the ground ESMF performance reviews/audits both for enforcement purposes and to reinforce the training and to keep the SB's and the LGAs cognizant of their responsibilities. The NEMC's will carry out this role by reviewing in each District; (i) the completed screening form and application package prepared by the SB's as they are submitted to their LGAs, (ii) the appraisal form completed by the LGAs and the clearance decision contained therein (iii) a visit to the school construction site during construction to ensure construction activities going on as contained in EMP and civil works contract and after construction completion to ensure school maintenance program is being implemented as designed.
- 9.11 In addition to on the ground environmental reviews and implementing the training program, the role of the NEMC will be monitoring as detailed in Section 8.0. They will perform this role by reviewing periodic reports from the Districts, prepare consolidated periodic monitoring reports and make spot/unannounced site inspections at the District level. The NEMC will report its findings to the MOEVT and the Districts.

The Ministry of Education and Vocational Training (MOEVT)

- 9.12 The MOEVT will monitor the activities of the Districts and the roles of the NEMC by reviewing the consolidated periodic monitoring reports of the NEMC and by conducting periodic technical audits of the Districts.
- 9.13 In conclusion therefore, the system for monitoring functions on a bottom up approach, on the one hand, in terms of placing monitoring responsibilities on the School Boards (SB's) and local communities who are then supervised and monitored by their LGAs who in turn are accountable to the MOEVT and the NEMC. On the other hand, this system is made functional by the transfer of appropriate technology, capacity building through training (mostly through learning by doing) and technical assistance and, budget support in the top down direction. This system for monitoring is thus strengthened and sustainable and should yield successful results overall.

General Monitoring Plan (Table 9.1)

- 9.14 This monitoring plan consists of a set of mitigation, monitoring and institutional measures to be taken during implementation/construction and operations of the participating District's school construction activities, to eliminate adverse environmental and social impacts, offset them, or reduce them to acceptable levels. The plan also includes actions needed to implement these measures. The monitoring plan specifies the monitoring measures to be carried out with linkages to the potential adverse impacts that would have been identified through a process contained in Section 9.0, by:
1. Scheduling and coordinating monitoring tasks.
 2. Evaluating mitigation effectiveness.
 3. Identifying where applicable, corrective management practices.
 4. Ensuring that monitoring findings are suitably evaluated and incorporated into future management decisions.

Table 9.1: General Monitoring Plan

Potential Negative Environmental and Impacts	Mitigation Measures	Monitoring Measures	Phase/Stage	Responsibility	Cost Estimates
<ol style="list-style-type: none"> 1. Minor loss of vegetation 2. Pollution of land and nearby water resources 3. Soil erosion 4. Air pollution and noise 	Fully implement the ESMF, use screening form and checklist in Annex 3.0 and 4.0), environmental restoration, regular and suitable maintenance of infrastructure/equipment/plant, etc.	Periodic monitoring and evaluation of verifiable indicators for all impacts identified in the sub project ESMP and examples of which are contained in this Section above.	On going throughout the life of the district secondary school sub projects and project and beyond thereby ensuring the institutional arrangements are sustainable beyond the life of the program.	<ol style="list-style-type: none"> 1. Participating School Boards (SB)⁵. 2. Respective Districts⁶ 3. MOEVT⁷ 4. NEMC⁸ 5. The SB's and the Councils will be assisted by District Environmental Officers or any designated Environmental Experts and will receive training. 	Refer Para 9.21 below

⁵ The SB's monitoring role is detailed in Section 10.1.1

⁶ The LGAs monitoring role is detailed in Section 10.1.2

⁷ The MOEVT's monitoring role is detailed in Section 10.1.4

⁸ The NEMC's monitoring role is detailed in Section 10.1.3

Budget Estimates for ESMF Implementation

- 9.15 The ESMF implementation budget refers to all costs that will be incurred to implement the requirements or recommendations of the ESMF. The ESMF requirements ensure that implementation of program activities integrates environmental and social issues for the sustainability of the program's sub-projects. Among other things the ESMF recommends the following key issues, namely; training, capacity building, and monitoring mechanisms.
- 9.16 The staff- who will be involved in the implementation of the program should be trained to enhance their skills on environmental and social issues. Building the capacity of staff from MoEVT and other implementing institutions such as PMO-RALG, and SB will enable them to screen, review and monitor environmental issues in the sub-projects to ensure compliance with requirements of the national policies and Acts as well as World Bank safeguard policies
- 9.17 Based on experience from other related assignments the estimated cost for technical assistance for capacity building would be USD 100,000.
- 9.18 Based on the details in Section 7, there is an urgent need to undertake a comprehensive needs assessment for Environmental and Social Management capacity that would enhance successful implementation of this ESMF by implementing institutions and other key stakeholders. The needs assessment would come up with specific needs regarding environmental and social management capacities relevant to the responsible institutions and reveal environmental and social issues experienced during SEDP I.
- 9.19 Based on the experience of other needs assessment study for Environmental and Social Management activities, the estimated costs would be USD 50,000.
- 9.20 The monitoring plan for this ESMF would be implemented at an estimated cost of USD 80,000.
- 9.21 Summary of budget estimates for ESMF implementation is provided in table 9.2 below.

Table 9.2: Summary of budget estimates for ESMF implementation

No.	ESMF proposed activity	Responsible institutions	Cost (USD)
1	Needs assessment	MoEVT, PMO-RALG, SB	50,000
2	Training/capacity building	MoEVT, PMO-RALG, SB	100,000
3	Monitoring activities	MoEVT, PMO-RALG, NEMC, Donors	80,000
Total			230, 000

- 9.22 The budget estimates provided in this ESMF are just indicative, actual costs will be determined during the implementation phase, when the specific number of people required for training will be identified and the level of technical assistance required.
- 9.23 Other costs such as for screening and review of environmental and social related aspects will be covered by responsible LGAs under the guidance of PMO-RALG.

10. STAKEHOLDER CONSULTATIONS

- 10.1 The purpose of consultations is to seek the participation of the Tanzanian people in national development. This is a centerpiece strategy of the Government in the decentralization by devolution process in Tanzania, in general, thereby ensuring good governance, but more particularly to introduce transparency, accountability and sustainability into the SEDP II. Ultimately, this process would build social capital in the communities and enhance the opportunity for equal access to and benefit from the planned expansion of access to secondary education.
- 10.2 The key stake holders in this process are:
- The local communities in the participating Districts;
 - The School Boards, The Local Government Authorities, and The Regions;
 - The Government;
 - Local NGOs and the Civil Society Associations; and
 - Local and International Donor Agencies.
- 10.3 The SEDP depends on the meaningful participation of all stakeholders for success. Opportunities for effective consultation and participation of the ESMF formulation and implementation include the following:
- During preparation of this ESMF the Government consulted the key ministries and Agencies involved in Education and environment matters at the central and district levels. Development Partners, NGOs and Civil Society Associations and local communities were also consulted.
 - The ESMF will be disclosed in Tanzania and at the World Bank's Infoshop.
- 10.4 Consultations will continue during the entire SEDP II implementation, particularly in the following aspects:
- During capacity building activities. Care will be taken so that members of local communities are selected using participatory methods ensuring social exclusion of some groups does not occur.
 - At each level of planning, the communities and School Boards will have an opportunity to participate. Monitoring indicators will be prepared by the LGAs and the regions to ensure that communities are participating and that no social group is left out.
 - During the implementation of the construction program.

ANNEXES

ANNEX 1.0
WORLD BANK ENVIRONMENTAL AND SOCIAL SAFEGUARD POLICIES
SUMMARY

- ***Environmental Assessment (OP 4.01)***. Outlines Bank policy and procedure for the environmental assessment of Bank lending operations. The Bank undertakes environmental screening of each proposed project to determine the appropriate extent and type of EA process. This environmental screening process will apply to all sub-projects to be funded by SEDP II.
- ***Natural Habitats (OP 4.04)***. The conservation of natural habitats, like other measures that protect and enhance the environment, is essential for long-term sustainable development. The Bank does not support projects involving the significant conversion of natural habitats unless there are no feasible alternatives for the project and its siting, and comprehensive analysis demonstrates that overall benefits from the project substantially outweigh the environmental costs. If the environmental assessment indicates that a project would significantly convert or degrade natural habitats, the project includes mitigation measures acceptable to the Bank. Such mitigation measures include, as appropriate, minimizing habitat loss (e.g. strategic habitat retention and post-development restoration) and establishing and maintaining an ecologically similar protected area. The Bank accepts other forms of mitigation measures only when they are technically justified. Should the sub-project-specific EAs indicate that natural habitats might be affected negatively by the proposed sub-project activities, such sub-projects will not be funded under the SEDP II.
- ***Pest Management (OP 4.09)***. The policy supports safe, effective, and environmentally sound pest management. It promotes the use of biological and environmental control methods. An assessment is made of the capacity of the country's regulatory framework and institutions to promote and support safe, effective, and environmentally sound pest management. This policy will most likely not apply to SEDP.
- ***Involuntary Resettlement (OP 4.12)***. This policy covers direct economic and social impacts that both result from Bank-assisted investment projects, and are caused by (a) the involuntary taking of land resulting in (i) relocation or loss of shelter; (ii) loss of assets or access to assets, or (iii) loss of income sources or means of livelihood, whether or not the affected persons must move to another location; or (b) the involuntary restriction of access to legally designated parks and protected areas resulting in adverse impacts on the livelihoods of the displaced persons. This policy is triggered by the SEDP and therefore the Government has prepared and disclosed the required Resettlement Policy Framework (RPF).
- ***Indigenous Peoples (OD 4.20)***. This directive provides guidance to ensure that indigenous peoples benefit from development projects, and to avoid or mitigate adverse effects of Bank-financed development projects on indigenous peoples. Measures to address issues pertaining to indigenous peoples must be based on the informed participation of the indigenous people themselves. Sub-projects that would have negative impacts on indigenous people will not be funded under SEDP II.
- ***Forests (OP 4.36)***. This policy applies to the following types of Bank-financed investment projects: (a) projects that have or may have impacts on the health and quality of forests; (b) projects that affect the rights and welfare of people and their level of dependence upon or interaction with forests; and (c) projects that aim to bring about changes in the management, protection, or utilization of natural forests or plantations, whether they are publicly, privately, or communally owned. The Bank does not finance projects that, in its opinion, would involve significant conversion or degradation of critical forest areas or related critical habitats. If a project involves the significant conversion or degradation of natural forests or related natural habitats that the Bank determines are not critical, and the Bank determines that there are no feasible alternatives to the project and its siting, and comprehensive analysis demonstrates that overall benefits from the project substantially outweigh the environmental costs, the Bank may finance the project provided that it incorporates appropriate mitigation measures. Sub-projects that is likely to have negative impacts on forests will not be funded under SEDP.

- ***Cultural Property (OPN 11.03)***. The term “cultural property” includes sites having archeological (prehistoric), paleontological, historical, religious, and unique natural values. The Bank’s general policy regarding cultural property is to assist in their preservation, and to seek to avoid their elimination. Specifically, the Bank (i) normally declines to finance projects that will significantly damage non-replicable cultural property, and will assist only those projects that are sited or designed so as to prevent such damage; and (ii) will assist in the protection and enhancement of cultural properties encountered in Bank-financed projects, rather than leaving that protection to chance. The management of cultural property of a country is the responsibility of the government. The government’s attention should be drawn specifically to what is known about the cultural property aspects of the proposed project site and appropriate agencies, NGOs, or university departments should be consulted; if there are any questions concerning cultural property in the area, a brief reconnaissance survey should be undertaken in the field by a specialist. SEDP will not fund sub-projects that will have negative impacts on cultural property.
- ***Safety of Dams (OP 4.37)***. For the life of any dam, the owner is responsible for ensuring that appropriate measures are taken and sufficient resources provided for the safety to the dam, irrespective of its funding sources or construction status. The Bank distinguishes between small and large dams. Small dams are normally less than 15 m in height; this category includes, for example, farm ponds, local silt retention dams, and low embankment tanks. For small dams, generic dam safety measures designed by qualified engineers are usually adequate. This policy will most likely not apply to SEDP.
- ***Projects on International Waterways (O 7.50)***. The Bank recognizes that the cooperation and good will of riparians is essential for the efficient utilization and protection of international waterways and attaches great importance to riparians making appropriate agreements or arrangement for the entire waterway or any part thereof. Projects that trigger this policy include hydroelectric, irrigation, flood control, navigation, drainage, water and sewerage, industrial, and similar projects that involve the use or potential pollution of international waterways. This policy most likely will not apply to the SEDP.
- ***Disputed Areas (OP/BP/GP 7.60)***. Project in disputed areas may occur the Bank and its member countries as well as between the borrower and one or more neighbouring countries. Any dispute over an area in which a proposed project is located requires formal procedures at the earliest possible stage. The Bank attempts to acquire assurance that it may proceed with a project in a disputed area if the governments concerned agree that, pending the settlement of the dispute, the project proposed can go forward without prejudice to the claims of the country having a dispute. This policy is not expected to be triggered by sub-projects. This policy is unlikely to be triggered by sub-projects to be funded by SEDP.

ANNEX 2.0
ENVIRONMENTAL AND SOCIAL SCREENING FORM

The Environmental and Social Screening Form (ESSF) has been designed to assist in the evaluation of design proposals for the new secondary school construction and rehabilitation program. The form is designed to place information in the hands of implementers and reviewers (i.e. the School Management Boards and District Environmental Coordinators) so that impacts and their mitigation measures, if any, can be identified and/or that requirements for further environmental analysis be determined.

The ESSF contains information that will allow reviewers to determine the characterization of the prevailing local bio-physical and social environment with the aim to assess the potential project impacts on it. The ESSF will also identify potential socio-economic impacts that will require mitigation measures and or resettlement and compensation.

Name of Village/Town/Area in which School is to be built:

Name of Contact Person on School Board:

Name of District where school is to be built:

Name of Approving Authority (District environmental Coordinator):

Name, job title, and contact details for the person who is responsible for filling out this form.

Name:

Job Title:

Telephone number:

Fax number:

E-Mail address:

Date:

Signature:

1. Brief School/Project Description

Please provide information on the number of students who will attend the school, the range of their ages, and the standards they will be in, in the following year. Also provide area of acquired land and approximate size of total building floor areas.

2. The Natural Environment

(a) Describe the land formation, topography, vegetation in/adjacent to the Project area

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

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

(i) Intact natural forests Yes _____ No _____

(ii) Riverine forest Yes _____ No _____

(iii) Wetlands (lakes, rivers, seasonally inundated areas) Yes _____ No _____

(iv) How far are the nearest Wetlands ((lakes, rivers, seasonally inundated areas)?
_____ km

(v) Habitats of endangered species for which protection is required under Tanzania law and/or international agreements. Yes _____ No _____

(d) Protected areas

Does the sub project area (or components of the project) occur within/adjacent to any protected areas designated by government (national park, national reserve, world heritage site etc.)

Yes _____ No _____

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

Yes _____ No _____

(vi) Others (describe). Yes _____ No _____

If “Yes”, to any one of the above, tick the following boxes as appropriate:

The Environmental Management Plan (EMP) included in this school application contains measures to suitably address these impacts adequately.

The Architectural and Engineering drawings, included in this school application contains measures to suitably address these impacts adequately.

The proposed civil works contract included in this school application contains measures to suitably address these impacts adequately.

3. Rivers and Lakes Ecology

Is there a possibility that, due to construction and operation of the project, the river and lake ecology will be adversely affected? Attention should be paid to water quality and quantity; the nature, productivity and use of aquatic habitats, and variations of these over time.

Yes _____ No _____

If “Yes”, tick the following boxes as appropriate:

The Environmental Management Plan (EMP) included in this school application contains measures to suitably address these impacts adequately.

- The Architectural and Engineering drawings, included in this school application contains measures to suitably address these impacts adequately.
- The proposed civil works contract included in this school application contains measures to suitably address these impacts adequately.

4. Geology and Soils

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

Yes _____ No _____

Based upon visual inspection or available literature, are there areas that have risks of large scale increase in soil salinity?

Yes _____ No _____

If “Yes”, to any one of the above, tick the following boxes as appropriate:

- The Environmental Management Plan (EMP) included in this school application contains measures to suitably address these impacts adequately.
- The Architectural and Engineering drawings, included in this school application contains measures to suitably address these impacts adequately.
- The proposed civil works contract included in this school application contains measures to suitably address these impacts adequately.

5. Landscape/aesthetics

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

Yes _____ No _____

If “Yes”, tick the following boxes as appropriate:

- The Environmental Management Plan (EMP) included in this school application contains measures to suitably address these impacts adequately.
- The Architectural and Engineering drawings, included in this school application contains measures to suitably address these impacts adequately.
- The proposed civil works contract included in this school application contains measures to suitably address these impacts adequately.

6. Historical, archaeological or cultural heritage site.

Based on available sources, consultation with local authorities, local knowledge and/or observations, could the school alter any historical, archaeological or cultural heritage site or require excavation near same?

Yes _____ No _____

If “Yes”, tick the following boxes as appropriate:

- The Environmental Management Plan (EMP) included in this school application contains measures to suitably address these impacts adequately.
- The Architectural and Engineering drawings, included in this school application contains measures to suitably address these impacts adequately.
- The proposed civil works contract included in this school application contains measures to suitably address these impacts adequately.

7. Resettlement and/or Land Acquisition

Will involuntary resettlement, land acquisition, or loss, denial or restriction of access to land and other economic resources be caused by project implementation?

Yes _____ No _____

If “Yes” Involuntary Resettlement OP 4.12 is triggered. Please refer to RPF for appropriate mitigation measures to be taken.

8. Loss of Crops, Fruit Trees and Household Infrastructure

Will the project result in the permanent or temporary loss of crops, fruit trees and household infra-structure (such as granaries, outside toilets and kitchens, etc)?

Yes ___ No _____

If “Yes”, tick the following boxes as appropriate:

- The Environmental Management Plan (EMP) included in this school application contains measures to suitably address these impacts adequately.
- The Architectural and Engineering drawings, included in this school application contains measures to suitably address these impacts adequately.
- The proposed civil works contract included in this school application contains measures to suitably address these impacts adequately.

9. Noise pollution during Construction and Operations.

Will the operating noise level exceed the allowable noise limits?

Yes ___ No _____

If “Yes”, tick the following boxes as appropriate:

- The Environmental Management Plan (EMP) included in this school application contains measures to suitably address these impacts adequately.
- The Architectural and Engineering drawings, included in this school application contains measures to suitably address these impacts adequately.
- The proposed civil works contract included in this school application contains measures to suitably address these impacts adequately.

11. Solid or Liquid Wastes.

Will the project generate solid or liquid wastes?

Yes _____ No _____

If “Yes”, tick the following boxes as appropriate:

- The Environmental Management Plan (EMP) included in this school application contains measures to suitably address these impacts adequately.
- The Architectural and Engineering drawings, included in this school application contains measures to suitably address these impacts adequately.
- The proposed civil works contract included in this school application contains measures to suitably address these impacts adequately.

12. Public Consultation

Has public consultation and participation been sought?

Yes _____ No _____

If “Yes”, describe briefly the measures taken to this effect.

CERTIFICATION

We certify that we have thoroughly examined all the potential adverse effects of this secondary school application. To the best of our knowledge, the proposed secondary school as described in the application and appended design reports (e.g. EMP, RAP, completed screening form, proposed civil works contract, etc.), if any, will be adequate to avoid or minimize all adverse environmental and social impacts.

Representative of School Board (signature):

Service Provider (signature):
.....

Date:

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Desk Appraisal by Local Government Authorities

The Secondary School Application can be considered for approval. The application is complete, all significant environmental or social issues are resolved, and no further subproject planning is required.

A field appraisal is required.

Note: A field appraisal must be carried out if the school application:

- *Needs to acquire land, or an individual or community's access to land or available resources is affected or changed, or any individual or family is displaced*
- *Encroaches onto an important natural habitat, restricts access to resources within that area, or may affect ecologically sensitive ecosystems (e.g. rivers, streams, wetlands)*
- *Involves, or results in: a) diversion or use of surface waters; b) construction and/or rehabilitation of latrines, septic or sewage systems; c) production of waste (e.g. slaughterhouse waste, medical waste, etc); d) new or rebuilt drainage systems; or e) reservoirs or water points.*

The following issues need to be clarified at the school site:

.....
.....
.....
.....

A Field Appraisal report will be completed and added to the school application file.

Name of Local Government Authority Director (print):

.....

Signature:

.....

Date:

.....

ANNEX 3.0 TYPICAL CHECKLIST TO IDENTIFY IMPACTS AND MITIGATION MEASURES OF CONSTRUCTION AND/OR REHABILITATION OF TANZANIA SECOND EDUCATION DEVELOPMENT PROGRAM (SEDP)

<i>Environmental and Social Components</i>	<i>Impacts</i>	<i>Mitigation Measures</i>
Physical Environment		Refer to Annex 2.0 for summary of safeguard policies
Soils	<ul style="list-style-type: none"> • Erosion of lands down slope from borrows areas. • Landslides and slips. • Contamination from waste materials, e.g. cement and paints, engine oils, etc. • Excavating borrow pits for aggregate materials (sand and stone) for concrete. • Cutting of stone for use on façades. 	<p>Construction in dry season; protection of soil surfaces during construction; re-vegetation or physical stabilization of erodible surfaces. Land restoration measures.</p> <p>Adequate protection from livestock entry by fencing the site perimeters.</p> <p>Control and daily cleaning at construction sites, Provision of adequate waste disposal services.</p> <p>Proper disposal of chemicals and other hazardous materials.</p> <p>Dust control by water, appropriate design and siting, restrict construction to certain times.</p> <p>Appropriate and suitable storage of building materials on site.</p>
Water Resources	<ul style="list-style-type: none"> • Creation of stagnant water pools • Increased sediments into streams • Clogging of drainage works • Decline in water quality • Increase in runoff and flooding conditions • Introduction of hazardous wastes 	<p>Special attention to drainage; prevention of erosion; consideration of alternative alignments; retention ponds; proper disposal of oil and other hazardous materials</p> <p>Siting of Latrines at safe distances from wells and using closed systems for sewage drainage.</p>
Air Quality	<ul style="list-style-type: none"> • Contamination of Wells • Dust during construction • Poor air circulation/quality in classrooms. 	<p>Dust control by water or other means.</p> <p>Ensure designs incorporate large windows covered by long overhanging roofs. Position windows for natural cross ventilation. Use appropriate roofing materials with suitable insulation.</p>
Acoustic Environment	<ul style="list-style-type: none"> • Noise disturbance 	<p>Restrict construction to certain hours</p>
Bio-physical Environment		Refer to Annex 2.0 for summary of safeguard policies.
Natural Habitats	<ul style="list-style-type: none"> • Disturbance of natural habitats 	<p>Consideration of alternative alignments or sites (especially</p>

<i>Environmental and Social Components</i>	<i>Impacts</i>	<i>Mitigation Measures</i>
	<ul style="list-style-type: none"> • Disturbance to protected areas 	for new schools)
Fauna and Flora	<ul style="list-style-type: none"> • Disruption or destruction of wildlife • Threats to rare and endangered species 	Minimize loss of natural vegetation during construction; alternative sites; various special measures for sensitive species
Social Environment		Refer to Annex 3.0 for summary of safeguard policies.
Aesthetics and Landscape	<ul style="list-style-type: none"> • Marred landscapes • Debris 	Restoration of vegetation; cleanup of construction sites
Historical/Cultural Sites	<ul style="list-style-type: none"> • Degradation of sites • Disturbance to structures 	Alternative alignments and/or sites Special measures to protect cultural heritage sites
Human Health	<ul style="list-style-type: none"> • Transport of hazardous substances • Traffic accidents • Pedestrian accidents • Personal hygiene of students and teachers. 	Regulation of transport of materials Safety designs (signage) Ensure availability of clean potable water for use in latrines, canteens and for drinking.
Human Communities	<ul style="list-style-type: none"> • Involuntary resettlement • Loss of crops, buildings, property, or economic livelihood 	Use of appropriate building materials. No asbestos etc. Prepare Resettlement and Compensation Plans consistent with disclosed RPF as per OP 4.12

ANNEX 4.0
ENVIRONMENTAL MITIGATION PLAN FOR SEDP

Project Activities	Mitigation Measures	Implementing Agencies	Monitoring Responsibility	Timing	Costs
Construction of schools	Environmental and social screening Public consultations/ sensitization Prepare RAPs as necessary Environmental guidelines for contractors Regular maintenance of water points & latrines, solid waste disposal,, school buildings, compound, etc.	School Management Boards School Boards, District and Regional Governments School Boards (SB's) SMB's /service providers SB	District Environmental Coordinator MOEVT District Environmental Coordinator District Environmental Coordinator.	Ongoing TBD TBD Ongoing Ongoing	Included in program Included in sub-projects Included in program Included in contract Included in program. See Table 10.2
Training of (District Environment Coordinators /service providers)		NEMC	MOEVT	TBD	TBD
				Total Costs	TBD

ANNEX 5.0⁹
ENVIRONMENTALLY SENSITIVE AREAS (ESA'S) AND ECOSYSTEMS

1. Areas prone to natural disasters (geological hazards, floods, rain storms, earthquakes, landslides, volcanic activity, etc.)
2. Wetlands: (Flood plains, Swamps, lakes, rivers, etc.) Water bodies.
3. Areas susceptible to erosion e.g. (a) hilly areas with critical slopes and (b) unprotected or bare lands.
4. Areas of importance to threatened cultural groups.
5. Areas with rare/endorsed/or threatened plants and animals.
6. Areas of unique socio-cultural, historic archaeological, scientific, tourist areas.
7. Polluted areas.
8. Area subject to desertification and bush fires.
9. Coastal areas and Marine ecosystems, such as coral reefs, Islands, lagoons and estuaries, continental shelves, beach fronts and inter tidal zones.
10. Areas declared as, national parks, water shed reserves, forest reserves, wildlife reserves and sanctuaries, sacred areas wildlife corridors and hot spring areas.
11. Mountainous areas water catchment areas and recharge areas of aquifers.
12. Areas classified as prime agricultural lands or range lands.
13. Green belts or public open spaces in urban areas.
14. Burial sites and graves.

⁹ Culled from Appendix 10 of Vol. 1, Tanzania Environmental Impact Assessment Procedure and Guidelines (rev. March 2002).

ANNEX 6.0
ENVIRONMENTAL AND SOCIAL APPRAISAL FORM

The Environmental and Social Appraisal Form (ESAF) has been designed to assist in the evaluation of design proposals for the new secondary school construction and rehabilitation program. The form is designed to place information in the hands of the Local Government Authority MOEVT and the NEMC so that school applications for environmental and social clearance can be reviewed and cleared.

The ESAF contains information that will allow reviewers to determine the characterization of the prevailing local bio-physical and social environment with the aim to assess the potential project impacts on it. The ESAF will also identify potential socio-economic impacts that will require mitigation measures and or resettlement and compensation.

School Application Number...

Part 1: Identification

1. School Name:
2. School Location:
3. Reason for Field Appraisal: *Summarize the issues from the ESMF Checklist that determined the need for a Field Appraisal.*
4. Date(s) of Field Appraisal:
5. Field Appraisal Officer and Address:
6. Service Provider Representative and Address:
7. School Board Representative and Address:

Part 2: Description of the School Application

8. School Application Details: Provide details that are not adequately presented in the secondary school application. If needed to clarify school application details, attach sketches of the subproject component(s) in relation to the community and to existing facilities

Part 3: Environmental and Social Issues

9. Will the project:
 - Need to acquire land? Yes..... No.....
 - Affect an individual or the community's access to land or available resources?
Yes..... No.....
 - Displace or result in the involuntary resettlement of an individual or family?
Yes..... No.....

If "Yes", tick one of the following boxes:

- The Resettlement Action Plan (RAP) included in the subproject application is adequate. No further action required.
- The RAP included in the subproject application must be improved before the application can be considered further.
- A RAP must be prepared and approved before the application can be considered further.

10. Will the project:

- Encroach onto an important natural habitat? Yes..... No.....
- Negatively affect ecologically sensitive ecosystems? Yes..... No.....

If “Yes”, tick one of the following boxes:

- The Environmental Management Plan (EMP) included in the school application is adequate. No further action required.
- The EMP included in the school application must be improved before the application can be considered further.
- An EMP must be prepared and approved before the application can be considered further.

11. Will this project involve or result in:

- Diversion or use of surface waters?
- Construction and/or rehabilitation of latrines, septic or sewage systems?
- Production of waste (e.g. slaughterhouse waste, medical waste, etc.)?
- New or rebuilt irrigation or drainage systems?

If “Yes”, tick one of the following boxes:

- The application describes suitable measures for managing the potential adverse Environmental effects of these activities. No further action required.
- The application does not describe suitable measures for managing the potential adverse environmental effects of these activities. An Environmental Management Plan must be prepared and approved before the application is considered further.

12. Are there any other environmental or social issues that have not been adequately addressed?

If “Yes”, summarize them:

and tick one of the following boxes:

- before it is considered further, the application needs to be amended to include suitable measures for addressing these environmental or social issues.
- An Environmental Management Plan needs to be prepared and approved before the application is considered further.

Part 4: Field Appraisal Decision

The school application can be considered for approval.

Based on a site visit and consultations with both interested and affected parties, the field appraisal determined that the community and its proposed secondary school application adequately address environmental and/or social issues as required by the SEDP’s ESMF and meets the requirements of Environment Act, in Tanzania, NEMC and the World Bank OP4.01

Further subproject preparation work is required before the application can be considered further.

The field appraisal has identified environmental and/or social issues that have not been adequately addressed. The following work needs to be undertaken before further consideration of the application:

All required documentation such as an amended application, EMP, RAP, Screening Forms, draft Civil works contracts, etc., will be added to the school application package before it is considered further.

Name of Local Government Authority designated staff
.....

Signature:
.....

Date: