



**PROGRAM FOR RESULTS**

**EDUCATION AND SKILLS FOR PRODUCTIVE JOBS PROGRAM FOR RESULTS  
(ESPJII)  
(P508106)**

**ENVIRONMENT AND SOCIAL SYSTEMS ASSESSMENT (ESSA)**

**June, 2025**

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## LIST OF ACRONYMS

BOOST	Boosting Learning Outcomes Project
CEO	Centres of Excellence
CCDR	Country Climate and Disaster Report
CDTTI	Community Development Technical Training Institute
CPD	Continuous Professional Development
CPF	Country Partnership Framework
DLI	Disbursement Linked Indicators
EASTRIP	Eastern Africa Skills for Transformation and Regional Integration Project
ESSA	Environmental Social
ESPJ I & II	Education and Skills for Productive Jobs I & II
ETP	Education Training Policy
E&S	Environmental and Social
FETA	Fisheries Education and Training Agency
FSA	Fiduciary System Assessment
FDC	Folk Development Colleges
FYDP III	Third Five Year Development Plan
GER	Gross Enrolment Ratio
GDP	Gross Domestic Product
GoT	Government of Tanzania
GPI	Gender Parity Index
HEET	Higher Education and Economic Transformation Project
HESLB	Higher Education Student Loans Board
IAB	Industrial Advisory Board
ICT	Information, Communication and Technology
IPF	Investment Project Financing
ILO	International Labour Organization
LITA	Livestock Training Agency
MoEST	Ministry of Education, Science and Technology
MoU	Memoranda/Memorandum of Understanding
NACTVET	National Council for Technical, Vocational Education and Training
NBS	National Bureau of Statistics
NCT	National College of Tourism
NSC	National Skills Council
NSDS	National Skills Development Strategy
PAP	Program Action Plan
PDO	Program Development Objective
PforR	Program for Results
PMO-LYED	Prime Minister's Office - Labour, Youth, Employment and Disability
PMU	Procurement Management Unit
PP	Procurement Plan
PPSD	Project Procurement Strategy for Development
PPRA	Public Procurement Regulatory Authority
RA	Results Area

RFTI	Regional Flagship Technical Institutes
RPL	Recognition of Prior Learning
SCD	Systematic Country Diagnostic
SDF	Skills Development Fund
SDG	Sustainable Development Goals
SDL	Skills Development Levy
SEQUIP	Secondary Education Quality Improvement Project
SIDO	Small Industries Development organization
SME	Small Micro Enterprises
SMIS	Skills Management Information System (SMIS)
SORT	Systematic Operations Risk Tool
SSC	Sector Skills Councils
STEM	Science, Technology, Engineering and Mathematics
TASAF	Tanzania Social Action Fund
TC	Technical Colleges
TEA	Tanzania Education Authority
TEU	Tanzania Economic Update
TNDV	Tanzania National Development Vision
TPSF	Tanzania Private Sector Foundation
TPV	Third Party Verification
TSCP	Tanzania Strategic Cities Project
TVET	Technical and Vocational Education and Training
VETA	Vocational Education and Training Authority
VTC	Vocational Training Colleges

## **EXECUTIVE SUMMARY**

### **Introduction**

The Second Education and Skills for Productive Jobs (ESPJ II) Program for Results (PforR) is a collaborative effort between the Government of Tanzania and the World Bank aimed at addressing the challenges within the country's technical and vocational education and training (TVET) system. Building upon the outcomes of previous initiatives and in alignment with national development strategies, ESPJ II seeks to enhance the capacity of the skills development system to deliver market-relevant training programs and improve youth employability, particularly in priority sectors vital for economic growth.

### **Program Key Results Areas (RA)**

The key RAs for the program are:

- RA 1 - Improving equitable access to higher quality and more relevant TVET programs in the priority sectors.
- RA 2- Strengthen the TVET system capacity, including policy, financing, and coordination elements

### **Program beneficiaries**

Program Beneficiaries. ESPJ II Program is expected to benefit:

- a) 69,750 post-primary and post-secondary vocational students supported through improved access and quality, including 11,000 benefiting from bursary
- b) 20,000 post-secondary technical college students benefiting from center of excellence institutions
- c) 12,000 secondary students benefiting from secondary technical schools
- d) 90,000 Not in Education, Employment and Training (NEET) and vulnerable youth benefiting from short training and entrepreneurship programs
- e) 30,000 youth benefiting from employer-based internship and apprenticeship programs
- f) 80,000 informal sector workers receiving formal certification through recognition of prior learning accreditation
- g) 26,000 TVET teachers benefiting from Continuous Professional Development (CPD) and industrial-attachment programs
- h) 350,000 beneficiaries supported through TVET e-learning platforms
- i) 5,000 students facilitated to progress from National Vocational Awards (NVA) to NTA accreditation

### **Program Geographic scope**

The ESPJ II will be implemented in all the 26 regions, in 187 districts of Tanzania. At the local level the project will be implemented in technical secondary school, Folk Development Colleges (FDCs), Vocational Education and Training Authority (VETAs), Fisheries Education and Training Agency (FETAs), Livestock Training Agencies (LITAs) and other relevant training institutions which are in all the 26 regions of Tanzania.

### **Program Institutional and Implementation Arrangements**

The ESPJ II will be implemented by three agencies using the already established institutional framework aligned with the statutory mandates for respective ministries in Tanzania. The implementation agencies are Ministry of Education, Science and Technology (MoEST), President's Office for Regional Administration and Local Government (PO-RALG) and Prime Minister's Office - Labor, Youth, Employment and Disability (PMO-LYED).

## **ENVIRONMENT AND SOCIAL SYSTEMS ASSESSMENT (ESSA) Scope and Methodology**

The Environmental and Social System Assessment (ESSA) for the ESPJ II Program was undertaken to review the extent to which the borrower systems for ESHS risk management are consistent with the six core principles and key planning elements of the Bank Policy and Directive for PforR financing. The six core principles and planning elements are used to ensure that PforR operations are designed and implemented in a manner that maximizes potential environmental and social benefits while avoiding, minimizing or mitigating adverse ESHS risks and promote environmental and social sustainability of the Program.

In this regard, the WB team conducted a consultative ESSA with national and local government level stakeholders, to evaluate the adequacy of the Borrower's system for management of ESHS risks associated with the Program intervention. Essentially the ESSA entailed:

- a. Reviewing the nature and significance of the Program's ESHS effects, including indirect, induced and cumulative impacts.
- b. Assessing the adequacy of the Borrower's systems and capacity for effective management of the ESHS risks including determining if the system is applied as written.
- c. Determining the effectiveness of the Grievance Redress Mechanism (GRM) to receive, record, resolve, and follow up on complaints or grievances received.
- d. Formulating measures to enhance the effectiveness of the ESHS management systems and the outcomes for inclusion in the overall Program Action Plan (PAP).

In conducting the ESSA, the Bank applied several approaches including:

- a. **Screening** of the Program to identify if there are any activities that, under the exclusionary principle of the Policy, need to be excluded because of their likely high risk. The screening was also to identify potential ESHS effects of the Program which may not meet the Policy's criteria for exclusion but potentially pose unacceptable adverse risks that are "judged to likely have significant adverse impacts that are sensitive, diverse, or unprecedented on the environment and/or affected people and thus not eligible for PforR financing.
- b. **Comprehensive desk review of relevant country policies, legal and regulatory framework, and program documents:** This entailed the review of the existing national system consisting of policies, legal, regulatory, and institutional frameworks, Program documents, and similar ESSAs carried out in the recent past. The review examined the set of applicable national level policy, legal, regulatory, and institutional frameworks that are relevant for the management of ESHS effects. In addition, the assessment examined technical documents from previous and ongoing WB PforR Programs in Tanzania and other countries in the region.
- c. **System, Institutional and Capacity Assessment** done to establish both the written and applied system for management of ESHS effects. The ESSA process also interrogated the key Program Implementing Agencies (IAs) for their capacity and experience in management of ESHS effects.

#### **ESSA validation and disclosure workshop**

In line with the World Bank Policy for PforR financing and the World Bank's Access to Information Policy, the draft ESSA findings and draft report was then presented during stakeholder consultation and training meetings conducted in Dodoma on 19<sup>th</sup> and 20<sup>th</sup> September 2024 and Civil Society Organization (CSO) and private sectors validation meeting conducted on 21<sup>st</sup> November 2024 in Dar es salaam.

#### **Scope of Projects**

The scope of subprojects to be undertaken under the Program will range from small to medium-scale civil works involving construction of new classrooms and laboratories, and rehabilitation/renovation of infrastructures within TVET institutions. Consistent with the requirements of the Bank PforR Policy, the

proposed Program operation will not finance activities that have high environmental and social (E&S) risks under the Environmental and Social Framework (ESF), and/or on the exclusion list developed for the types of investments that would be considered ineligible.

Based on the scope and scale of sub-projects to be financed under RA 2, the environmental social and health and safety (ESHS) impacts are expected to be low to moderate in scale, with the most adverse impacts being site-specific and temporary, and limited during the construction and rehabilitation/renovation phase of the subprojects. All investments will undergo an environmental and social impact screening and assessment process as per the national environmental and social management systems requirements.

#### **Environment, Social, Health, and Safety Risk Rating**

The overall risk of the program is rated **Substantial** due to; (i) the participating regions are geographically spread across mainland Tanzania; (ii) likely different scales of investments; (iii) the wide range of environmental, social, health and safety (ESHS) impacts associated with the activities of the program; (iv) the low capacity of the implementing agencies to manage ESHS risks, and; (v) the numerous capacity gaps identified in the institutions responsible for managing environmental, social and health risks at all levels of the program.

**Environmental Benefits:** include but are not limited to: (i) creating awareness on the meaning and impacts of environment, health and safety in participating institutions, (ii) promoting green practices and resource-efficient technologies, (iii) building a more sustainable and resilient economy in education sector.

**Environmental, health and safety risks:** EHS risks will be site-specific and generally limited to construction and rehabilitation phases that includes disturbance of existing vegetation, air pollution from dust and vehicles exhaust; nuisances such as noise, vibration impacts, traffic interruptions, and blocking access paths; water and soil pollution from the accidental spillage of fuels or other hazardous materials associated with construction works, as well as solid and liquid wastes from construction sites and worker campsites; traffic interruptions and accidents; occupational health and safety incidents through injuries or accidents to the workers; and disruption and/or damage to public utilities such as internet cables, electricity, wastewater, and water facilities. Impacts during the operation phase include solid waste and wastewater projects that can exacerbate contamination of soil and groundwater from poorly planned and manage/maintained systems, improper and indiscriminate disposal of e-waste (old IT equipment) may result in soil and water contamination through the release of heavy metals (lead, arsenic, and cadmium, and , impacts associated with the occupational health and safety during construction and use of the facilities including accidents, among others

**Social benefits** will include but not limited to; (i) creation of employment opportunities, (ii) inclusion of vulnerable groups and VMGs in skills development, (iii) improved grievance systems in targeted institutions, structures, (iv) and improved and enhanced productivity through skilled workforce.

**Social Risks:** The Program interventions are associated with a number of social risks comprising: i) labour influx risks which may upset community dynamics and lead to an increase in Gender-Based Violence (GBV), especially SEA and Sexual Harassment (SH), crime, and insecurity; ii) poor targeting and exclusion of vulnerable and marginalized groups during selection and accessing Program benefits, iii) use of forced and child labour especially in the construction of proposed infrastructures; iv) inadequate mechanisms



for stakeholder identification, engagement and information disclosure; and v) Elite capture and/or political interference in selection of infrastructure to be built.

### **Key ESSA Findings**

The assessment found that Tanzania has a robust and adequate legal and regulatory framework to manage ESHS for the program. However, despite the robustness of the country's ESHS system, the ESSA identified gaps that would potentially undermine the application of the country systems for effective management of ESHS risks and impacts under the Program, which included: (i) Inadequate commitment to ESHS sustainability leading to inadequate resourcing and accountability for ESHS risk management; (ii) fragmented legislative and institutional frameworks for managing ESHS risks and impacts, especially social risks; (iii) ineffective GRM systems; (iv) inadequate targeting and inclusion of disadvantaged individuals and groups in participation and accessing Program benefits; (v) limited monitoring and reporting on ESHS risks and impacts management, (vii) inadequate collaboration and coordination between lead ESHS agencies to manage ESHS risks; (viii) inadequate ESHS staffing at the implementing agencies; (ix) Inadequate inclusion and/or implementation of strong ESHS clauses in the contract and bidding documents; (x) inadequate contract management and supervision of Environmental and Social Management Plans (ESMPs).

### **ESSA Recommendations**

The ESSA recommends some action plans primarily to; strengthen ESHS management systems, build capacity, and strengthen implementation and monitoring of ESHS risk management within the Implementing agencies throughout the Program cycle. The program will be required to develop a comprehensive Environmental, Social, Health, and Safety Risks and Impacts Management (ESHSRIM) Manual that will be included as part of the Project Operational Manual (POM) and to be adopted and implemented by all implementing institutions. The manual will include the ESHS protocol to be adopted in mitigating against ESHS risks and impacts of the Program. This will include but not limited to; screening of the subprojects for exclusion criteria defined in this ESSA, process to conduct ESIA/ESMP, meaningful engagement and inclusion of minority VMGS and other disadvantaged or vulnerable individuals and groups; land acquisition and compensation (if required); labour management procedures and Code of Conduct (CoC) for contractors, GBV risk management, training program, among others.

All the sub-projects will be required to follow the guidelines of the ESHSRIM Manual regardless of the government's capacity to mitigate the risks. The POM forms part of the Financing Agreement of the Program. In addition, the ESSA has recommended ESHS mitigation and enhancement measures in the Program Action Plan (PAP) presented in the table below. The PAP shall be legally binding and incorporated into the Financing Agreement of the Program.

Table 0-1 Program Action Plan (PAP)

s/n	Target Objective	Measures to be taken	Timeframe	Responsible	Indicator
1.	<b>Strengthen the Environmental, Social, Health and Safety Management Systems (ESHS) of the participating institutions</b>	<p><b>Develop and adopt an Environmental, Social, Health, and Safety Risk and Impacts Management (ESHSRIM) Manual as an annex to the Program Operations Manual (POM).</b></p> <p>The manual to include protocols on ESHS screening, process to conduct ESIA/ESMP, meaningful engagement and inclusion of minority VMGS and other disadvantaged or vulnerable individuals and groups; land acquisition and compensation; labour management procedures and CoC for contractors, GBV risk management, training program for NPCT and PCU staff on the manual; ESHS risks and impacts management verification protocol in APA; ESHS clauses and budgets for civil works bidding and contract documents; monitoring arrangements and indicators; sub-project GM structure, and ESHS reporting and monitoring templates.</p>	Within 3 months of Program effectiveness	MoEST, PORALG PMO-LYED, FETA, LITA, NCT, NACTVET, TEA, VETA, TPSF, SIDO and Technical Secondary School	<ul style="list-style-type: none"> <li>• ESHSRIM Manual developed annexed to POM.</li> <li>• Training of ESHSRIM manual for all participating institutions and NPCU staff.</li> <li>• Operationalization of the ESHSRIM by all participating institutions</li> </ul>
2.	<b>Build and strengthen capacity for staff of implementing agencies and contractors involved in the Program to enhance ESHS performance</b>	Appoint dedicated E&S teams in all the program implementing institutions.	Teams to be appointed before commencement of the program activities while capacity building training to occur within first 3 months of the ESPJII effectiveness	MoEST, PORALG PMO-LYED, FETA, LITA, NCT, NACTVET, TEA, VETA, TPSF, SIDO and Technical Secondary School	<ul style="list-style-type: none"> <li>• E&amp;S teams available within all the implementing institutions</li> </ul>

s/n	Target Objective	Measures to be taken	Timeframe	Responsible	Indicator
		Train E&S team, Principals and head teachers, and contractors /subcontractors of participating institutions on program's ESHS requirements (including topics on country ESHS legal and regulatory frameworks, CoC, GRM, GBV, among others)	Before commencement of any construction and upgrading activities	All implementing institutions	<ul style="list-style-type: none"> <li>• Training reports and signed attendance records</li> </ul>
3.	<b>Strengthen the implementation and monitoring of the ESHS risk management</b>	<ul style="list-style-type: none"> <li>• Include a robust ESHS risks and impacts management verification protocol in Annual Performance Assessment (APA) ToRs (eg ESIA licences and other statutory requirements for the subprojects)</li> </ul>	Within 1 year of Program effectiveness	MoEST, PORALG and all participating institutions	<ul style="list-style-type: none"> <li>• Functional GRM systems rolled out at ALL participating institutions.</li> <li>• Supervision and monitoring reports and confirmed through APA.</li> <li>• Confirmed annually through APA.</li> </ul>
		NPCU to conduct an independent annual ESHS audit for all infrastructure investments, and reports shared with the WB	Annual for each subproject	MoEST, PORALG and all participating institutions	<ul style="list-style-type: none"> <li>• Annual E&amp;S audit reports</li> </ul>
		Include all the applicable ESHS clauses and budgets in the bidding and contract documents for civil works.	Prior to the procurement of any civil works	MoEST, PORALG and all participating institutions	<ul style="list-style-type: none"> <li>• Bidding and Contract document templates with ESHS aspects.</li> <li>• Inclusion of ESHS in bills of quantities for all subprojects</li> </ul>
					<ul style="list-style-type: none"> <li>•</li> </ul>
4.	<b>Strengthen procedures to promote equitable benefits sharing to</b>	<ul style="list-style-type: none"> <li>• Provide guidance for screening to detect the presence of vulnerable or disadvantaged groups, and measures</li> </ul>	Throughout project cycle	All implementing institutions	<ul style="list-style-type: none"> <li>• Copy of stakeholders engagement</li> </ul>

s/n	Target Objective	Measures to be taken	Timeframe	Responsible	Indicator
	<b>vulnerable groups such as people living with HIV/AIDS, PWD and women. There is lack of data on the beneficiaries from vulnerable groups such as people living with HIV/AIDS, women and PWDs</b>	<p>for their consultation and participation so that that project plans and designs take into consideration their needs, priorities, and preferences;</p> <ul style="list-style-type: none"> <li>• Define mechanisms whereby vulnerable and disadvantaged groups will be provided with relevant project information in local languages and in form and manner socially acceptable to them;</li> <li>• Specify in ESHRIM that any project planning to acquire land in an area where vulnerable groups are present will undertake free, prior and informed consultation leading to broad community support;</li> <li>• Emphasize that each project will utilize the GRM.</li> <li>• All the implementing institutions will be required to establish Inclusion Strategy to implement number to encourage and ensure enrolment of vulnerable groups is improved and the data which are gender segregated are available.</li> </ul>			<p>strategies developed for the program</p> <ul style="list-style-type: none"> <li>• Progress report accompanied by the copies of Inclusion Strategy from the implementing institutions</li> <li>• Number of students admitted from VMGs communities and groups</li> </ul>
<b>5.</b>	<b>Strengthen the implementation and monitoring of Institutional GRM system</b>	<ul style="list-style-type: none"> <li>• Establishment of functional GRM system should be included as an annex to the Program Operations Manual (POM).</li> <li>• ALL participating institutions to develop and manage functional GRM systems that also address their needs and are GBV-</li> </ul>	Throughout project cycle	All implementing institutions	<ul style="list-style-type: none"> <li>• GRM constituted and grievances being logged, responded, and resolved for sub-project levels</li> </ul>

s/n	Target Objective	Measures to be taken	Timeframe	Responsible	Indicator
		SEAH responsive. <ul style="list-style-type: none"> <li>• Conduct awareness to stakeholders on Institutional GRM systems (process and procedures)</li> <li>• Conduct training to key stakeholders (e.g. Gender Desk, Contractors, Consultants, Suppliers, Institutional Management).</li> </ul>			<ul style="list-style-type: none"> <li>• Progress reports on GRM performance and information on GRM are available to the public.</li> <li>• Inclusion of GRM clause into POM</li> <li>•</li> </ul>

# 1 INTRODUCTION AND PROJECT DESCRIPTION

## 1.1 Background Information

**1. The Government of Tanzania is finalizing a new National Skills Development Strategy (NSDS II) for 2025-2035, and this operation will play a pivotal role putting it into practice.** The strategy focuses on building a competitive workforce in ten critical sectors with a significant and strategic contribution to national development. It builds on the foundational NSDS commenced in 2016 structured around five pillars: (i) one-stop governance and coordination, which aims to streamline and unify the oversight of skills development; (ii) equitable access, to ensure that all Tanzanians, regardless of background, have the opportunity to gain market-relevant skills; (iii) quality and relevance, emphasizing alignment with industry needs; (iv) inclusive and sustainable financing, to create funding models that promote accessibility and long-term viability; and (v) a results-based implementation framework, aimed at delivering measurable outcomes. The new NSDS II reflects the government's strategic shift toward addressing emerging skills needs in diversified, growing sectors including ICT, renewable energy, manufacturing, and high-value tourism.

**2. Tanzania's skills development system needs structured coordination and strong partnership since there is a network of agencies with specific mandates in policy, regulation, and service delivery.** Tanzania's skills development system involves several ministries and agencies. The Ministry of Education, Science, and Technology (MoEST) oversees the Education and Training Policy (2014, version 2023), formal technical and vocational education and training (TVET), and the implementation of the curriculum under the technical secondary schools. In line with the decentralized service delivery system, the technical secondary schools fall under the President's Office for Regional Administration and Local Government (Po-RALG), following the recent pronouncement to scale up TVET in secondary schools. The Prime Minister's Office for Labor, Youth, Employment, and Disabilities (PMO-LYED) is responsible for labor market policies, employment services and employer-based skills development. Below MoEST, there are lead agencies<sup>1</sup> like the National Council for Technical and Vocational Education and Training (NACTVET) that handle TVET standards and accreditation, the Vocational Education Training Authority (VETA) that manage public VTCs, and the Tanzania Education Authority (TEA) that supports TVET financing. This fragmented system leads to financing and service delivery challenges. The government is working on integrated solutions, including a National Qualifications Framework (NQF), to improve coordination and the training ecosystem.

**3. A comprehensive approach to addressing challenges in Tanzania's TVET sector is at the center of the theory of change in this program.** There are four main ingredients to meet the program's objectives set by the Government. The first is to focus on the youth who are key beneficiaries—and the heart of Tanzania's "demographic dividend". Youth must be given more and better opportunities to gain from TVET including by tailoring to the needs of specific groups (e.g. disadvantaged persons, females in underrepresented sectors). The second is to serve businesses, so that they can draw upon youth with the right skills and attitudes that enterprises, especially those in growing and new sectors of the economy, need to be commercially successful over the long term. The third is to bridge the gap between supply (youth) and demand (business) by aligning skills sets with occupational opportunities. And the fourth is to

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<sup>1</sup> The Tanzania Education Authority (TEA), operating under MoEST, administers the National Education Fund and the Skills Development Fund (SDF), supporting both educational initiatives and skills development programs. The Vocational Education and Training Authority (VETA) manages service delivery in public vocational institutions, ensuring alignment with national and sector-specific requirements, while the National Council for Technical and Vocational Education and Training (NACTVET) accredits technical training programs and establishes standards for technical education in Tanzania.

focus on quality—so that the TVET service providers are truly successful in developing a young person’s capabilities.

4. **Through this broad approach, the operation aims to resolve skills mismatches, enhance the quality and relevance of programs, improve access to skills development, and address systemic issues within the TVET system.** Activities include upgrading infrastructure, providing grants, enhancing teacher training, improving apprenticeships, and establishing coordination mechanisms. These activities are expected to lead to outputs such as increased trainee enrollment, improved instructor training, and enhanced institutional quality. Intermediate outcomes include higher graduate employment, improved skills for out-of-school youth, and better coordination within the TVET system. Ultimately, the project seeks to produce more equitable graduates with market-relevant skills in priority sectors and a strengthened skills development system. While the different activities are interrelated, they are presented in alignment with how they will be addressed by the different Disbursement Linked Indicators (DLIs) of the project, each of which will have distinct implementing agencies responsible for their execution.

5. **This operation aims to expand the availability of skilled youth in critical sectors essential to Tanzania's development, with a strong focus on equity and quality.** As Tanzania strives to grow and diversify its economy, a shortage of skilled workers is a critical bottleneck, limiting productivity and constraining the country’s capacity for economic transformation. By improving the quality and effectiveness of training programs and better aligning them with labor market demand and opportunity, this program will equip youth with the skills needed by employers. It supports the country’s broader goals of building a resilient and competitive labor force, helping to drive innovation and sustainable economic growth.

## 1.2 Program Development Objective (PDO)

6. The PDO is to increase the number of graduates with market-relevant skills in priority sectors and with improved access to more and better jobs. The national priority sectors (identified in emerging NSDS II till 2035) are agriculture and agro-business, transport and logistics, construction, tourism and hospitality, energy, health care, mining, livestock and fisheries, and ICT.

7. The PDO *Indicators* will be;

1. Number of TVET graduates with better jobs within one year after graduating [**scorecard indicator**], disaggregated by gender and categories below:
  - a. Number of graduates employed in public and private enterprises
  - b. Number of graduates self-employed with a formalized business<sup>1</sup>
  - c. Number of graduates self-employed without a formalized business
  - d. Number of graduates with increased income of at least 10%
  - e. Number of graduates who continue education
2. Number of NEET and vulnerable youth graduating from TVET and/or business formalization programs (disaggregated by priority sector and gender); DLI#5
  - a. *Number of NEET and vulnerable youth (at least 50% female) graduating from SDF programs with an accredited certification*
  - b. *Number of SDF graduates (at least 45% female) with a formalized business within six months*
3. Number of students supported with improved and accredited TVET programs [**scorecard indicator**]
  - a. Number of students enrolled, disaggregated by priority sector and gender
  - b. Number of students graduated, disaggregated by priority sector and gender

4. Number of vocational education instructors completing certified skills upgrading program and/or industrial attachment program (disaggregated by priority sector and gender); DLI#9

### 1.3 Program Scope

8. **The program focuses on meeting its development objectives in a way that is fully aligned with the structure of the National Skills Development Strategy II and the institutional capability of the national skills system.** Following this approach, the first Results Area (RA1) centers on improving equitable access to higher quality and more relevant TVET programs in the priority sectors. To complement this and with an eye on long term sustainability and effectiveness, the second Results Area (RA2) aims to strengthen the TVET system capacity, including policy, financing, and coordination elements. The technical thrust for each Results Area was carefully selected based on proven good practice, extensive stakeholder consultations and the national context. These are set out in more detail below; and are directly traced through to the Disbursement Linked Indicators (DLIs) to ensure that the right incentive and reward framework is promoted by this World Bank's assistance.

9. **The Key Results Areas (RA) for the program are'**

- RA 1 - Improving equitable access to higher quality and more relevant TVET programs in the priority sectors.
- RA 2- Strengthen the TVET system capacity, including policy, financing, and coordination elements

10. **To drive more equitable access to quality and relevant TVET programs (Results Area 1), targeted support is structured in five service delivery areas of strategic importance, to benefit youth and employers.** The first of these is to *expand access for the most vulnerable youth to programs with improved standards at Vocational Training Centers (VTCs)*. To benefit vulnerable youth (rather than the entire group as a whole), the interventions pay attention to specific VTCs whose client groups are more heavily weighted to underserved areas. Such VTCs will be better equipped with the tools to ensure they do a good job—such as proper equipment/tools for trainees; adequate instructor time for each trainee; ICT laboratories equipped with hardware and instructional software; and training for college leadership to enhance their capabilities. Importantly, to drive up the quality and relevance of the courses offered by these VTCs, minimum standards will be supervised including industry-aligned, gender friendly and climate change responsive curriculum in the priority sector programs that draw from the occupational standards developed by NACTVET. Furthermore, the presence and input of (local) industrial advisory committees (IACs) will bring employers voice to the table to maximize the relevance of offerings to job opportunities.

11. *The second delivery area is to promote excellence and innovation in good quality TVET programs that more closely match employers' demands and are delivered where students need them.* Tanzania's plans that draw on private sector input and economic analysis, have identified specialized skills needed for emerging industries with high growth potential that would otherwise face workforce shortages. Training programs to be supported will especially serve technical expertise in: (a) ICT with focus on the Fourth Industrial Revolution (4IR) skills; (b) extractive industries (petroleum, minerals, natural gas); (c) railway transportation and maintenance; (d) green infrastructure technologies and development (biodiversity conservation, waste management); (e) sustainable agriculture and agro-processing; (f) healthcare (nursing, clinical officers, lab and dental technicians); and (g) tourism and hospitality, including eco-tourism. There are specific institutions—notably select Technical Institutes and specific Regional VTCs—that have been selected at the most suited to deliver the innovative programs where student and industrial demands are emerging. To this end, Strategic Investment Plans (SIPs) with clear monitorable



strategies to unblock barriers to girls' access to, and completion of programs will be supported drawing from the ongoing HEET and EASTRIP operations in the education sector.

12. *The third delivery area is to increase access to entrepreneurship and market-oriented skills development opportunities for NEET and vulnerable youth.* This focus on inclusivity is vital for reducing regional income disparities and fostering broad-based economic growth. The support will be provided through two instruments that experience suggests have the best chance of success. One is 'short-term entrepreneurial skills enhancing programs' targeting NEETs (50% female) in geographies with higher than national average youth unemployment rates. The other is the bursary scheme for vulnerable youth to facilitate their access to long-term programs in priority sectors. Beneficiaries (45% female) will be selected from locations with the largest share of female headed households in the bottom two income quintiles (using national social registry data). Programs will, in line with the program, relate to priority sectors—such as encouraging youth to start eco-friendly businesses in areas like eco-tourism, and sustainable agriculture.

13. *The fourth delivery area is enhancing skills for employability among employed/self-employed youth.* Currently there are youth who do have valuable skills (often built up in informal settings) which are not certified and so typically cannot be leveraged into securing productive job opportunities or career advancement. By supporting competency-based trade testing, skills certification, and modular learning options, young workers—especially female, young mothers and those without formal education—can gain industry-recognized qualifications. Recognition of prior learning will entail competency-based trade testing complemented by modular-based skills certification for those without primary education and NVA-level accreditation for those with at least primary education, guided by the updated testing standards developed by NACTVET. The other key route to enhance employable skills is through internships and/or formalized on-the-job learning. Here special attention will be given to TVET trainees (45% female) pursuing technician certificates and diplomas, including advanced higher diploma qualifications, in addition to existing internship programs in the construction industry.

14. *The fifth delivery area is increasing access to secondary technical schools with improved delivery standards.* When secondary technical schools provide students with foundational technical education that meets established quality standards, they offer an essential early entry point into the vocational education system. Expanding secondary technical schools is especially important for male and female students who may not be interested in pursuing a traditional academic track but seek practical, hands-on skills that lead directly to employment. By providing these students with an alternative path that focuses on technical and vocational training with gender responsive and climate responsive pedagogies from a younger age, secondary technical schools allow them to engage in learning that feels relevant and applicable to real-world careers. Thus, support will be extended towards the implementation and scaling up of the Secondary Technical Schools program for expanded VET service provision meeting proper standards.

15. **To drive the long-term sustainability and effectiveness of the TVET system (Results Area 2) the program's support zooms in on three strands of policy, institutional, and financial reforms** (incentivized through targeted DLIs). *The first of these includes strengthening the path for progressing through the TVET system.* To do this, the program helps the operationalization of the updated National Qualifications Framework (NQF) responsive to gender, to enable smooth student progression for enhanced efficiency. This will be complemented by other reforms including enhancing private sector participation in skills development and developing an evidence-based policy framework for the updating of National Vocational Awards (NVAs). In addition, to improve the financial sustainability of VTCs, several new policies will be adopted, most notably the retention of student fees at respective centers.

16. *The second strand is to improve the quality of design and delivery of key TVET programs.* The key to this is strengthening NACTVET's role as the national regulatory body for TVET. This will be achieved through a suite of coordinated measures including: (a) establishing a skills coordination system with industry representation that links the existing Sector Skills Councils, institutional advisory boards, and committees at the TIs and VTCs respectively; (b) developing occupational and program accreditation standards that align with industrial needs in priority sectors; (c) creating a professional competency framework with a career radar and Continuous Professional Development (CPD) program for VTC tutors/instructors, including industry attachments to enhance their practical skills. (d) strengthening TVET information management system and its interoperability with the Labor Management Information (LMS) systems for evidence-based supply and demand for skilled personnel. This will include integrating climate and environmental metrics into information systems to track how training outcomes support climate goals, like emissions reduction or resilience in specific sectors.

17. *The third strand is to modernize TVET delivery with greater use of relevant digital learning and management systems.* By developing an online learning platform for VTCs, this can serve a much wider network of instructors and students with up-to-date learning tools. The platform will serve as a single content repository with virtual labs, instructional videos, audio and other materials with a complementary resource bank for instructors and trainers. Expanding the use of digital learning platforms and virtual labs will reduce the need for physical travel to training centers, lowering the carbon footprint associated with commuting. Another innovation to be supported will be the updating and roll-out of the *e-management* system to improve transparency and efficiency of business processes and institutional performance of VTCs. Logistics and technical capacity development for personnel handling day-to-day operations at the VTCs will be enhanced, with clearer benchmarking to monitor improvements in management processes across VTCs.

18. **Program Beneficiaries.** ESPJ II Program is expected to benefit:

- a) 69,750 post-primary and post-secondary vocational students supported through improved access and quality, including 11,000 benefiting from bursary
- b) 20,000 post-secondary technical college students benefiting from center of excellence institutions
- c) 12,000 secondary students benefiting from secondary technical schools
- d) 90,000 NEET and vulnerable youth benefiting from short training and entrepreneurship programs
- e) 30,000 youth benefiting from employer-based internship and apprenticeship programs
- f) 80,000 informal sector workers receiving formal certification through recognition of prior learning accreditation
- g) 26,000 TVET teachers benefiting from CPD and industrial-attachment programs
- h) 350,000 beneficiaries supported through TVET e-learning platforms
- i) 5,000 students facilitated to progress from NVA to NTA accreditation

#### **1.4 Geographic Area of Intervention and Target Groups**

19. The ESPJ II will be implemented in all the 26 regions, in 187 districts of the Tanzania. At the local level the project will be implemented in technical secondary school, FDCs, VETAs, FETAs, LITAs and other relevant training institutions which are located in all the 26 regions of Tanzania.

#### **1.5 Institutional and Implementation Arrangements**

20. The ESPJ II will be implemented by three agencies using the already established institutional framework aligned with the statutory mandates for respective ministries in Tanzania. The implementation

agencies are MoEST, PO-RALG and PMO-LYED. Overall strategic leadership will rest with the ESPJ II National Steering Committee (ESPJII NSC) chaired by the Permanent Secretary of MoEST and deputized by the Permanent Secretary PMO-LYED and/or Permanent Secretary PO-RALG. Membership to the ESPJ II NSC will comprise Deputy Permanent Secretaries (DPS') responsible for TVET at the MoEST and the heads of the respective implementation agencies under MoEST; DPS for education at PO-RALG; and the Director for LYED at the PMO-LYED. Added to this will be the DPS' and/or Directors or Senior management for the ESPJ II who oversee the ESPJ II supported institutions in the non-education sectors including health, agriculture as well as the tourism sectors.

**21. The MoEST as convenor for the ESPJ II will be responsible for hosting the secretariat and convening the bi-annual meetings of ESPJ II.** Overall ESPJ II implementation coordination will be conducted by an appointed Project Implementation Unit (PIU) led by the Director TVET at the MoEST; and will provide the Secretariate for the NSC in addition to oversight over the Program implementation, reporting, monitoring and evaluation. The PIU will comprise key personnel to support the Government assigned coordinators and focal point officers execute the critical functions of financial management, procurement, monitoring and evaluation, social and environmental management framework implementation and communications. The specific role of each implementing agency and technical organs under their purview is highlighted below:

- a) *MoEST oversees policy and coordination of education policy in Tanzania.* Relevant to this operation, this includes overseeing the implementation of supported activities implemented by the key agencies (NACTVET, TEA and VETA). Through Memoranda of Understanding (MoU), MoEST will also oversee and provide Program financing to line sector institutions that will be supported. These include beneficiary training institutions such as the Livestock Training Agency (LITA), Fisheries Education and Training Agency (FETA) and Ministry of Agriculture Training Institutes (MATI) under the agricultural sector; support; health training institutions under the Ministry of Health; and the National College of Tourism (NCT).
- b) *PMO-LYED will be responsible for employer-based programs including internships, RPL and reskilling programs in line with their statutory mandate.* PMO-LYED will also oversee interventions with employers and industry; and ensure interoperability of the labor management information system with the TVET information management system.
- c) *The President's Office Regional Administration and Local Government (PO-RALG) holds the mandate for decentralized service delivery.* PO-RALG is the implementing entity for the secondary technical schools' program.
- d) *The institutional and school level management structures.* At the institutional level, the Principals of the TIs and VTCs will coordinate implementation consistent with the day-to-day management functions. At the secondary school levels including technical schools, implementation will be coordinated by the head teachers and deputies in collaboration with the various committees.

#### **Program Expenditure Framework and Disbursement Link Indicators (DLIs)**

**22. The PforR expenditure framework is estimated at US\$551 million.** The expenditure framework comprises 55 percent of recurrent expenditures and 45 percent of development expenditures. It amounts to the total operating and capital expenses of budget lines related to skills development in the country. The capital expenditures are aligned with the Program (for example, infrastructure renovation, rehabilitation works, purchase of vehicles, classroom resources, information technology, equipment, and office furniture).

Table 1-1 Disbursement Link Indicators (DLIs) and sub-Disbursed Link Indicators (sub-DLIs)

Result	DLIs and sub-DLIs	US\$ mill.	Entity	Baseline	Target
RA1: Increasing the number of skilled workers for existing, to-be-created, and induced jobs in priority growth sectors					
For jobs requiring intermediate to advanced level skills					
Match employers' demands for specialized skills in priority growth sectors facing workforce shortages.	DLI 1. Number of new students enrolled in vocational centers that meet industry aligned quality standards in instructor qualifications, learning resources including ICT, curricula and assessment, and linkage with private sector	90	VETA	0	359,382
	<ul style="list-style-type: none"><li>DLI 1.1: Number of new students (at least 45% female) enrolled at target FDCs that meet the quality service standards</li></ul>	(8)		0	89,900
	<ul style="list-style-type: none"><li>DLI 1.2: Number of new students (at least 35% female) enrolled at non-regional VTCs that meet the quality service delivery standards</li></ul>	(54)		0	174,866
	<ul style="list-style-type: none"><li>DLI 1.3: Number of new students (at least 35% female) enrolled at the Regional VTCs² that meet the quality service standards</li></ul>	(28)		0	94,616
	DLI 2. Number of students (at least 35% female) enrolled at the RFTIs and target technical institutes³ that meet the Center of Excellence standards as outlined in the approved Strategic Investment Plans (SIPs) for each institute	34	MOEST	0	53,664
Upskill employed and self-employed youth to enhance productivity	DLI 3. Number of graduates (at least 50% female) completing employer-based internships and/or in-service employees completing upskilling programs.	15	PMO-LYED	4,200	40,130
	<ul style="list-style-type: none"><li>DLI 3.1: Number of graduates certified by relevant professional bodies upon completion of required internship programs</li></ul>	(10)		1,800	18,090
	<ul style="list-style-type: none"><li>DLI 3.2: Number of in-service employees upskilled to attain desired skill sets by employers</li></ul>	(5)		2,400	22,040
For jobs requiring basic to intermediate level skills					
Strengthen secondary technical schools with improved capacity to deliver market-relevant skills.	DLI 4. Number of students (at least 40% female) enrolled in vocational secondary schools that meet the quality and relevance service delivery standards	50	PO-RALG	4,750	44,750

Skill vulnerable youth and NEET through market-oriented training with business formalization opportunities.	<b>DLI 5 [PDO].</b> Number of NEET and vulnerable youth graduating from TVET and/or business formalization programs	<b>20</b>	TEA	<b>45,060</b>	<b>215,060</b>
	<ul style="list-style-type: none"><li><i>DLI 5.1: Number of NEET and vulnerable youth (at least 50% female) graduating from SDF programs with an accredited certification (disaggregated by the funding windows<sup>4</sup>)</i></li></ul>	(15)		44,060	204,060
	<ul style="list-style-type: none"><li><i>DLI 5.2: Number of SDF graduates (at least 45% female) with a formalized business within six months (disaggregated by the funding windows)</i></li></ul>	(5)		1,000	11,000
	<b>DLI 6.</b> Number of bursary beneficiaries (at least 45% female) graduating from NVA-2 and above TVET programs	<b>10</b>	TEA	<b>0</b>	<b>14,000</b>
Facilitate progression of youth across the NQF and engage private sector for better integration of industry-standards in the skills development programs	<b>DLI 7.</b> Number of youths (at least 35% female) transitioning from select key stages of the NQF including skills certification through RPL program	<b>10</b>	MOEST	<b>22,000</b>	<b>86,000</b>
	<ul style="list-style-type: none"><li><i>DLI 7.1: Number of youths (at least 35% female) attaining NVA level or modular-based RPL skills certification</i></li></ul>	(5)		22,000	84,000
	<ul style="list-style-type: none"><li><i>DLI 7.2: Number of youths (at least 35% female) transitioning from NVA-3 to NTA-4</i></li></ul>	(5)		0	2,000
<b>RA2: Strengthening the TVET system capacity to respond to the labor market demands at scale</b>					
Enhance coordinated and data-driven approaches to improve the quality and market relevance of skills training programs.	<b>DLI 8.</b> Adoption of revised and newly developed industry-aligned occupational standards through new and revised technical programs (disaggregated by priority sectors)	<b>20</b>	NACTVET		
	<ul style="list-style-type: none"><li><i>DLI 8.1: Share of technical programs (NTA4 and above) revised or developed based on the revised or new occupational standards</i></li></ul>	(10)		<b>0</b>	<b>60%</b>
	<ul style="list-style-type: none"><li><i>DLI 8.2: Number of instructors and students completing at least one online module from the operationalized national TVET e-learning platform</i></li></ul>	(10)		<b>0</b>	<b>100,000</b>
	<b>DLI 9. [PDO].</b> Number of vocational education instructors completing certified skills upgrading program and/or industrial attachment program, disaggregated by priority sector and gender	<b>20</b>	NACTVET	<b>0</b>	<b>1,489</b>
	<b>DLI 10.</b> National TVET coordination system operationalized with data driven approaches, and annual tracer studies conducted	<b>20</b>	NACTVET & MOEST		
	<ul style="list-style-type: none"><li><i>DLI 10.1: Annual tracer studies conducted and disseminated</i></li></ul>	(4)	NACTVET	2	6

	<ul style="list-style-type: none"> <li>DLI 10.2: Annual national TVET indicators report produced and disseminated</li> </ul>	(4)	MOEST	1	5
	<ul style="list-style-type: none"> <li>DLI 10.3: Bi-annual high-level skills forum organized with all implementing entities to strengthen TVET coordination</li> </ul>	(2)	MOEST	0	8
	<ul style="list-style-type: none"> <li>DLI 10.4: Share of VTCs utilizing e-management business processes and reporting administrative data in the operationalized TVET-MIS</li> </ul>	(10)	NACTVET	0	85%
Incentivize business incubation and innovation for revenue generation	<b>DLI 11.</b> Share of public VTCs reporting a 10% or greater increase in revenue from income-generating projects.	<b>11</b>	VETA	<b>0</b>	<b>58%</b>
<b>Total</b>		<b>US\$ 300 million</b>			<b>~828,000</b> direct beneficiaries, excluding baseline

## 2 SCOPE AND METHODOLOGY

### 2.1 Objectives and scope of the Environmental and Social System Assessment

23. The scope of ESSA focused on (i) identify the potential environmental and social impacts/risks applicable to the project interventions; (ii) review the country's policy and legal frameworks related to the management of environmental and social impacts of the project interventions; (iii) assess the institutional capacity for environmental and social impact management within the project system; (iv) prescribe institutional arrangements for the identification, planning, design, preparation and implementation of the proposed activities under the project to adequately address environmental and social sustainability issues; (v) specify appropriate roles and responsibilities and outline the necessary project management and reporting procedures for managing and monitoring environmental and social concerns related to the proposed project; (vi) assess the consistency of the client's systems with six core principles and attributes defined in the Bank's Policy – Program for Results Financing, to include assessment of monitoring and evaluation systems for environmental and social issues; and (vii) describe actions to fill the gaps identified that was an input into the Program Action Plan to strengthen the project's performance concerning the core principles of the PforR instrument. The ESSA was conducted to ensure consistency with the six Core Principles outlined in the World Bank's Operational Policy Directives as revised in 2022 - Program-for-Results Financing. Thus, it presents the findings of the ESSA exercise and makes recommendations.

### 2.2 Environmental and Social System Assessment Core Principles

24. The ESSA was conducted to ensure consistency with the six “core principles” outlined in paragraph 8 of the World Bank's policy on how projects under the Program-for-Results Financing should effectively manage Program risks and promote sustainable development. The six core principles are:

**Core Principle 1:** Program E&S management systems are designed to (a) promote E&S Sustainability in the Program design; (b) avoid, minimize, or mitigate impacts; and (c) promote informed decision-making related to a Program's E&S effects.

**Core Principle 2:** Program E&S management systems are designed to avoid, minimize, or mitigate adverse impacts on natural habitats and physical cultural resources resulting from the Program. Program activities that involve the significant conversion or degradation of critical natural habitats or critical physical cultural heritage are not eligible for PforR financing.

**Core Principle 3:** Program E&S management systems are designed to protect public and worker safety against the potential risks associated with (a) the construction and/or operation of facilities or other operational practices under the Program; (b) exposure to toxic chemicals, hazardous wastes, and otherwise dangerous materials under the Program; and (c) reconstruction or rehabilitation of infrastructure located in areas prone to natural hazards.

**Core Principle 4:** Program E&S systems manage the land acquisition and loss of access to natural resources in a way that avoids or minimizes displacement and assists affected people in improving, or at the minimum restoring their livelihoods and living standards.

**Core Principle 5:** Program E&S systems give due consideration to the cultural appropriateness or and equitable access to, Program benefits, giving special attention to the rights and interests of Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities, and to the needs or concerns of vulnerable groups.

**Core Principle 6:** Program E&S systems avoid exacerbating social conflict, especially in fragile states, post-conflict areas, or areas subject to territorial disputes.

### 2.3 Data Collection Approaches

25. This ESSA focuses on highlighting the capacity of the MoEST, PORALG, PMO-LYED and their implementing institutions for the proposed ESPJII to meet program environmental and social requirements. The ESSA report was prepared in accordance with the applicable WB principles for P4R and the country's environmental and social policies, laws and guidelines. To prepare the ESSA, the following activities were undertaken:

- a) Review of the relevant national laws, regulatory frameworks, and guidelines.
- b) Assessment of the potential environmental and social risks and impacts of the proposed ESPJII.
- c) Review and assessment of the institutional roles and responsibilities for environmental and social management and analysis of current capacity and performance to carry out those roles and responsibilities, consistent with the principles in the Bank Policy and Directive. The primary focus of these activities is MoEST, PO-RALG, PMO-LYED and its institutions namely VETA, NACTVET, TEA, LITA, FETA, Technical Secondary School, TPSF and SIDO.
- d) Identification and analysis of potential environmental and social impacts that the implementation processes of the proposed activities will likely trigger and generate within and around the ESPJII program sites.
- e) Consideration of public participation that included Government Institutions; Private agricultural sector; Donors, Community representatives and CSOs working with Vulnerable Groups, and NGOs working with people living with disabilities; Regulatory authorities and Ministries.
- f) Review of existing literature on vocational education, P4R program such as the draft PAD, institutional arrangement for the implementation of ESPJII, environmental and social aspects of vocational education projects and existing GRM system and the guidance for the implementation of the Program Action Plan (PAP).
- g) Field visits, conduct meetings and discussions with Project implementing ministries and its institutions (MOEST, PO-RALG, PMO-LYED, VETA, TEA, NACTVET, LITA, FETA, NCT, Technical Secondary School, TPSF and SIDO). The World Bank E&S team carried out site visits to the selected institutions which were part of ESPJI. Site visits were carried out in May 2024. It enabled identification of the environmental and social settings of the past projects but also issues to be covered in the proposed activities for ESPJII such as existing physical conditions as well as social settings of the implementing institutions.
- h) Preparation of environmental and social inputs to the Program Action Plan was necessary measure for recommending appropriate measures for capacity building to assist the implementing institutions address environmental and social impacts during implementation, operation and maintenance of the ESPJII project activities.

### 2.4 The system analysis

26. The analysis was conducted using the Strengths-Weaknesses-Opportunities-and- Threats (SWOT) approach. The "weaknesses," or gaps with the Bank Policy and Directive, are considered on two levels: (i) the system as written in laws, regulation, procedures and applied in practice; and (ii) the capacity of Program institutions to effectively implement the system. The analysis focuses on the strengths, gaps, potential actions, and risks associated with the systems currently in use in the vocational education to



address the environmental and social effects commensurate with the nature, scale and scope of operations. This is structured to examine arrangements for managing the environmental and social effects (i.e., benefits, impacts and risks) of the Program.

27. The analysis examined the questions of whether the current system: (i) mitigates adverse impacts; (ii) provides transparency and accountability; and (iii) performs effectively in identifying and addressing environmental and social risks. The overarching objectives are to ensure that the risks and impacts of the ESPJII activities are identified and mitigated, and to strengthen the system and build capacity to deliver the Program in a sustainable manner. This ESSA also proposes measures to strengthen the system

### **3 ENVIRONMENTAL AND SOCIAL POLICY, AND LEGAL FRAMEWORK**

#### **3.1 Introduction**

28. This section presents country's E&S policy, legal and institutional framework relevant to the proposed ESPJII. Tanzania is one of the African countries with good policies and legal frameworks for addressing E&S issues. The country's government has been developing and reviewing national policies and legislations to address pressing environmental and social challenges in various sectors. The umbrella provisions for managing the E&S problems are stipulated in the country's constitution, which states that "a clean and safe environment is a constitutional right of every Tanzanian citizen. The specific E&S policies, laws, regulations and institutions applicable for ESPJII are detailed in the Sections which follow. These laws and regulations will be applicable specifically in the provision of the mitigation measures for the identified environmental and social risks and impacts which are stipulate under Chapter Five.

##### **3.1.1 Laws and Regulations for Environmental Management in Tanzania**

###### ***National Environmental Policy of 2021***

29. The National Environmental Policy (NEP) provides the framework for incorporating and mainstreaming environmental and social considerations into the decision-making processes in Tanzania. The original NEP was issued in 1997 and led to notable achievements in environmental management, including the enactment of the main implementing legislation in 2004, the Environmental Management Act (EMA). However, the Government has recognized that despite the positive results of implementing the 1997 policy, there are still significant limitations that constrain the implementation of the policy. These include: inadequate coordination among sectors in managing environment; low public awareness and knowledge on environmental management; inadequate land use planning at various administrative levels; inadequate enforcement and compliance of legislation related to environmental management; inadequate alternative sources of energy and dependence on charcoal and firewood as the main source of energy; increased encroachment of water sources; limited capacity in terms of human and financial resources, infrastructure, technology, and tools; and inadequate environmental research, data and information on environmental issues. Furthermore, new environmental issues that were not explicitly addressed in the 1997 policy have emerged. These are: climate change; invasive species; electrical and electronic equipment wastes (e-wastes); genetically modified organisms; management of oil and gas; and sound management of chemicals. For these reasons, NEP has been revised. This policy will be a cornerstone for implementing E&S mitigation measures for the proposed program activities under ESPJII.

###### ***National Occupational Health and Safety Policy of 2010***

30. Tanzania recognizes the importance of occupational health and safety services in sustainable development in the country. They help to reduce occupational accidents and diseases and increase productivity in workplaces. An unsafe working environment can cause accidents and injuries which can contribute to a huge economic burden to individuals, enterprises and the nation as whole. In recognition of this, in 2010 Tanzania developed the National Occupational Health and Safety Policy. The main objective of this objective was to reduce the number of work-related accidents and diseases in Tanzania. To attain this, the policy requires employers to maintain the highest degree of safety and healthy working conditions and environment to ensure optimal social, mental and physical wellbeing of workers as well as safety of property.

31. The policy identifies various challenges that limit the promotion of occupational health and safety at the enterprise and national levels. These include: inadequate effective institutional framework to enhance the commitment of social partners; low awareness of occupational health and safety matters amongst workers, employers and the general public at large; low compliance to OHS standards; poor working

environment in the informal sector; inadequate OHS training and skills development; a lack of financial commitment among the social partners to enhance occupational safety and health activities; Fast technological development and globalization; inadequate OHS information; and inadequate programs to address cross cutting and sectoral issues like gender, HIV and AIDS, migrant workers, disabled people and people living in abject poverty. The policy will be useful in all the construction and upgrading activities under the ESPJII.

### ***The Environmental Management Act (EMA) of 2004***

32. The EMA continues to be the principle implementing law for NEP, and the Ministry Responsible for Environment continues to play the role of carrying out the overall coordination of policy implementation. NEP defines responsibilities of other relevant actors including line ministries, Minister of Finance, NEMC, regional and local governments, development partners, and NGOs. This framework law, which effectively supersedes all other legislation (except for the Constitution), defines management instruments, establishes roles and responsibilities for key government agencies, and requires the application of specific planning, assessment, and management methods and tools, according to the nature, scale, and location of potential impacts. Environmental Impact Assessment (EIA) became a legal requirement in Tanzania in 2004 under the Environmental Management Act (EMA). These instruments, which include the EIA,<sup>2</sup> Environmental Audit,<sup>3</sup> and Strategic Environmental Assessment (SEA), are currently in various stages of development and application.<sup>4</sup> The EMA (Section 83) requires that EIAs be done by qualified, experienced experts, following the code of conduct found in the Environmental Management (Registration and Practice of Environmental Experts) Regulations (2021). The EMA is currently under review to address emerging issues including streamlining responsibilities, institutional coordination, streamlining the ESIA process and transforming NEMC into an Authority. This law is key to all construction and upgrading activities to be implemented under ESPJII. Although weak in Social assessment, the Environmental Management Act (EMA) is the key legislation in the assessment and management of social risks and impacts in the country along side other legislation such as those related to gender, children and women, and labour issues.

### ***The Environmental Impact Assessment and Audit Regulations of 2005 and its amendments of 2018***

33. The Environmental Impact Assessment and Audit Regulations No. 349 of 2005 were made pursuant to Section 82 (1) and 230 (h) and (q) of the Environmental Management Act Cap 191 of 2004 and its amendment in 2018. The regulations provide the procedures and requirements for undertaking ESIA for various types of development projects that have significant environmental impacts. In addition, the Regulations provide a list of projects that qualify for Environmental Assessment procedures in Tanzania. Regulation 46(1) classifies projects into two types: (i) Type A Projects requiring a mandatory ESIA; and (ii) Type B projects requiring a Preliminary Environmental Assessment (PEA). The First Schedule lists typical examples of Type A and B projects. The Regulation was amended in 2018 by The Environmental Management (Environmental Impact Assessment and Audit) (Amendment) Regulations, 2018, in which and project categorization was changed to “A” category for Mandatory Projects, “B1” category for Borderline Projects, “B2” category for Non-Mandatory, and “Special Category. ESIA is mandatory for Category “A” projects and may or may not be required for Category B1 depending on NEMC’s findings when it reviews the Project Brief and Scoping Report that include a proposed ESMP. Processing times for

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<sup>2</sup> EMA (2004, Sections 81-98).

<sup>3</sup> EMA (2004, Section 101).

<sup>4</sup> Requirements for Strategic Environmental Assessment (SEA), in the identification, description, and assessment of potential positive and negative impacts and an analysis of alternatives, and proposed practical measures to avoid, mitigate or remedy negative impacts of bills, regulations, policies, strategies programs, and plans, are set forth in the EMA (Section 104).

EIA Certificate applications are shortened in the amendment. The amendment also allows the Minister to issue a Provisional Environmental Clearance on advice from NEMC for industrial or agro-processing projects and the projects determined by the Minister to be in the national or public interest. The recipient of a Provisional Environmental Clearance is obliged to submit the project ESIA within four months and to comply with other conditions that may be in that clearance. The impact assessment is anticipated for all the proposed construction of VETA colleges under ESPJII.

### **3.1.2 Legal Framework for Social Risks Management in Tanzania**

#### ***Employment and Labour Relations Act, Act No. 6 of 2004 and the Labour Institutions Act, Act No. 7 of 2004***

34. While the Employment Act provides for labour standards, rights and duties, the Labour Institutions Act provides for the government organs charged with the task of administering the labour laws. Subsequently, in 2007 several pieces of subsidiary legislation were promulgated to facilitate the enforcement of labour rights and standards stipulated in the Employment Act. The new laws further enact employment and labour standards which conform to the labour standards set by the International Labour Organization. The Employment and Labour Relations Act sets out provisions for fundamental rights and protections, which include forced labour, child labour, discrimination, and freedom of association. It also sets out employment standards, wage parameters, working hours, and dispute regulations, among others. To ensure inclusiveness in the workplace, Section 7 of the Employment and Labour Relations Act (2004) prohibits direct and indirect discrimination in the workplace including discrimination based on sex, gender, pregnancy, marital status, disability, HIV/AIDS, and age. Sexual harassment is also prohibited as articulated in Section 7(5). The law also prohibits night work for pregnant mothers under certain circumstances, whilst guaranteeing the right to maternity leave for mothers and paternity leave for fathers. This objective intended to strengthen the implementation of national ILO Minimum Labour Standards.

#### ***The Workers Compensation Act of 2008***

35. The Act established a fund to be known as the Workers Compensation Fund consisting of the assessment paid by the employers under this act; any other money paid by employers to the fund under this Act. The penalty imposed under this act other than a court; any interest on investments of the fund; any observation from the Government; and any other money legally acquired. The Act also established a board of trustees for the workers' compensation which can sue and be sued, purchase or otherwise acquire, hold, charge, and dispose movable or immovable property; and entering contracts and performing all such other acts for the proper performance of its functions under this Act which may lawfully be performed by a body corporate. This Act provides for compensation to workers for injuries suffered in the course of their employment, which results to disease causing disablement or death. This Act needs to be complied with as the Project workers will be exposed to various hazards during the project implementation.

#### ***The Occupational Health and Safety Act No. 5 of 2003***

36. This is a principal law that governs Occupation, Health and Safety (OHS) matters in Tanzania. The law is meant to improve health, safety, and the general wellbeing of workers and workplaces by promoting occupational healthy and safe practices in order to eliminate occupational accidents and diseases, hence enhancing productivity in workplaces. In addition, it provides for the protection of persons other than the workers against health and safety hazards arising out of or in connection with activities of persons at work. Section 15 gives power to the Registrar of factories and workplace to enter any factory or workplace

to perform his duties as provided by the Act. Section 16 requires that factories and workplace should register with Registrar of factories and workplaces before commencing operations.

37. Part V of the Act emphasizes the provision of adequate clean, safe, and wholesome drinking water, sufficient and suitable sanitary conveniences and washing facility. Part VI of the Act deals with special safety provisions for working places involving handling hazardous chemicals, hazardous processes or hazardous equipment. This Act is relevant for the Program, during construction and operation since it involves high voltage electricity, working at heights, and use of machines and instruments that may affect workers or other people. The need to ensure that all workers and workstations adhere to the laws is imperative. Wearing of personal protective gear all the times the worker is at the site must be enforced to the maximum, and the people who are not relevant to the site should be prohibited.

#### ***The Occupational Health and Safety (First aid and Welfare Facilities) Rules of 2015***

38. These occupational health and safety (first aid and welfare facilities) rules provide for the duty and responsibilities of the employer, first aider and employees, regarding first aid and welfare facilities. The law has provisions and directives on first aid and supplies of basic facilities such as: first aid attendant qualifications; basic requirements related to equipment, supplies, facilities, first aid attendants and services; first aid procedures and information on post exposure; sanitation, accommodation for clothing, change-rooms and dining room; prohibition, seats, and condition of rooms and facilities; first aid attendant, first aid records, first aid attendant responsibilities; and offences and penalties. The law is relevant to this Program. Activities such as construction of medium voltage (MV) and low voltage (LV) lines; installation of MV/LV distribution transformers; procurement and installation of service cables and meters; and supply of renewable electricity in rural areas will require numerous laborers that will require welfare facilities including drinking water, accommodation, toilets and other sanitation facilities. Therefore, the employer/contractor and or consultant will be required to abide by the provisions of this law to ensure the health and safety of the workers are protected and any unnecessary burden to the host communities is avoided.

#### ***Law of the Child Act of 2009***

39. The act provides standards for identifying, referring, and responding to cases of child abuse and other forms of violence. They incorporate the essential elements required to build a protective environment, including a child-friendly justice system. Child abuse is defined in detail as “contravention of the rights of the child which causes physical, moral or emotional harm including beatings, insults, discrimination, neglect, sexual abuse and exploitative labour.” Employment and Labour Relations Act, Act No. 6 of 2004 define a child as a person under the age of 14 years; provided that for the employment in hazardous sectors, child means a person under the age of 18 years. The law prohibits child labour. Section 78 of the law stipulates that no person “shall not employ or engage a child in any kind of exploitative labour”. At the same time night work by a child and forced labour are also prohibited in Sections 79 and 80 respectively.

40. Sexual exploitation is prohibited by Section 83 and is comprehensively defined to include any work/trade (paid or unpaid) that exposes the child to activities related sexual acts. In terms of character, this would include inducement or coercion in the encouragement of a child to engage in any sexual activity; children in prostitution or other unlawful sexual practices or children in pornographic performances or materials. The bleach of this section is subject to a fine of not less than 1 million Tanzanian shillings and not more than 5 million or imprisonment for a term of not less than 1 year and not more than 20 years or both. In instances where a child is a witness of sexual offence, the Act complements the Evidence Act by stating that “Notwithstanding the provisions of this section, where in any criminal proceedings involving sexual offence the only independent evidence is that of the child or

victim of the sexual offence, the court shall receive the evidence and may, after assessing the credibility of the child or victim of sexual offence, on its own merits, notwithstanding that such evidence is not corroborated, proceed to convict for reasons to be recorded in the proceedings, if the court is satisfied that the child is telling nothing but the truth". To support the implementation of the Act, four regulations have been developed, namely the Children Court Rules, the Foster Care Regulation, the Children Care and Protection Regulation and the Approved Residential Establishment Regulation. The ESPJII Program will abide to the law and avoid child labour and any form of child exploitation.

#### ***Village Land Act of 1999 and its Cap 114 R.E of 2019***

41. The Village Land Act (Cap 114) provides details on the governance and administration of Village Land. The purpose of the Act is to recognize and secure customary rights in land in rural communities. As such, the Act vests all village land in the Village Assembly, while the Village Council administers the land through the authority of the Village Assembly.

42. The Act provides for equal rights to access, use and control of land, recognizes, and protects the rights of women and vulnerable groups concerning land access. It also includes information on the application of the National Land Policy on Village Land, management and administration, dispute resolution and transfers of land. Under the Act, Village Land shall be divided into communal village land (Section 13), land that is occupied or used by an individual or family under customary rights of occupancy (Section 14) and land that may be available for communal or individual occupation and use through allocation by the Village Council. The Act also defines parties that can claim land under a customary or granted right of occupancy. Once allocated, those with customary rights of occupancy are entitled to receive full, fair and prompt compensation from the loss or diminution of the value of the land and the buildings and other improvements on it. In this ESPJII program issues of land ownership are not expected to cause any impact which might require application of this law because the land where program activities will take place are pre owned by the TVET institutions, however, appropriate mitigation measures will be put in place in case issues related to land ownership surfaces.

#### ***The Court (Land Disputes Settlements) Act No. 2 of 2002***

43. The Land Disputes Courts Act provides for the establishment of land courts. Section 3 (1) of the Act stipulates that subject, to section 167 of the Land Act, Cap 113, and section 62 of the Village Land Act, Cap114, every dispute or complaint concerning land shall be instituted in the Court having, jurisdiction, to determine land disputes in a given area. It provides for the establishment and jurisdiction of:

- (a) The Village Land Council;
- (b) The Ward Tribunal;
- (c) The District Land and Housing Tribunal;
- (d) The High Court (Land Division);
- (e) The Court of Appeal of Tanzania.

44. Section 5(1) stipulates that the Village Land Council shall consist of seven members of whom three shall be women, and each member shall be nominated by the village council and approved by the Village Assembly. The functions of the Village Council according to Section 7 include:

- (a) to receive complaints from parties in respect of the land;
- (b) to convene meetings for hearing of disputes from parties; and

- (c) to mediate between and assist parties to arrive at a mutually acceptable settlement of the disputes on any matter concerning, land within its area of jurisdiction.

45. Section 9 stipulates that where the parties to the dispute before the Village Land Council are not satisfied with the decision of the Council, the dispute in question shall be referred to the Ward Tribunal under section 62 of the Village Land Act, Cap 113. The primary function of each Tribunal is to secure peace and harmony, in the area for which it is established, by mediating between and assisting parties to arrive at a mutually acceptable solution on any matter concerning land within its jurisdiction. Section 15 however limits the jurisdiction of the Tribunal to handling cases of disputed land or property valued at three million shillings.

46. Where a party to the dispute fails to comply with the order of the Ward Tribunal, the Ward Tribunal shall refer the matter to the District Land and Housing Tribunal for enforcement. Any party, who is aggrieved by a decision or order of the District Land and Housing Tribunal in the exercise of its appellate or provisional jurisdiction, may within sixty days after the date, of the decision or order, appeal to the High Court (Land Division) as stated in Section 38 (1). Despite the project does not entail land acquisition and resettlement as it will utilize the existing structure there is still need to abide to this law and not touch any individuals land during rehabilitation of buildings. In this ESPJII program issues of land ownership are not expected to cause any impact which might require application of this law because the land where program activities will take place are pre owned by the TVET institutions, however, appropriate mitigation measures will be put in place in case issues related to land ownership surfaces.

#### ***Local Government (District Authorities) Act of 1982***

47. This Act provides for a detailed responsibility for the District Councils on the administration of day-to-day activities within its area of jurisdiction. The Act applies to every district authority established under the Act. Part V of the Act provides for the functions of the local government authorities. Under Section 111 the following basic functions are spelled out;

- (a) to maintain and facilitate the maintenance of peace, order, and good governance within its area of jurisdiction;
- (b) to promote the social welfare and economic well-being of all persons within its area of jurisdiction;
- (c) Subject to the national policy and plans for rural and urban development, to further the social and economic development of its area of jurisdiction.

48. Section 118 (1) states that in addition, to the functions and duties conferred or imposed on local government authorities under section 111, it shall be the function of every district council, concerning its area of jurisdiction - '(a) "to formulate, coordinate and supervise the implementation of all plans of the economic, commercial, industrial and social development in its area of jurisdiction. Local government leaders will work hand in hand with project implementors for smooth implementation of the ESPJII project especially on grievance management, employment process during rehabilitation works, ensuring inclusion of men, women, and girls in the program, coordination of stakeholder engagement activities, and any other important activities of the project. In the implementation of ESPJII the local government will be responsible for undertaking activities under selected DLIs especially on the upgrading of the technical secondary schools which makes this law applicable.

### ***National Gender Policy of 2002***

49. Tanzania recognizes that gender inequality is a major obstacle to the socio-economic and political development of its people. The marginalization of females has contributed to the slow development of individual households and the country as a whole. Women are found to be disadvantaged in socio-economic development projects, and often vulnerable to changes brought about by development projects.

50. In recognition of this fact, the government has taken various measures to ensure gender equality among all of its citizens. The National Gender Policy has explicitly emphasized gender equality and equal opportunity for both men and women to benefit from large development projects, including the ESPJII project. Additional key policy statements to be considered for the Project include but are not limited to the following:

- Decision-making and power;
- Access and ownership of resources;
- Community participation; and
- Economic empowerment.

#### ***Other National Policies, Plans and Regulation Related to the ESPJII Project are***

- National Policy on HIV/AIDS (2001);
- National Health Policy (URT, 2003);
- Sexual Offenses Act (1998)
- Action Plan against Gender Based Violence (since 2010).

### **3.2 Technical guidelines**

51. The Government of Tanzania, through MOEST established a Development Grant (DG) in 2004 with the overall objective to improve the quality of and access to secondary education in Tanzania. The architectural and engineering standards and construction guidelines, along with verification, reporting and monitoring instructions were defined in a series of Technical Guidelines and Handbook. Here are the requirements for all existing and new schools/constructions which to some extent could be reflected in the rehabilitation of beneficiary training institutions where required/ applicable:

- Drinking water facilities must be available or included as part of the community or DG contribution.
- Latrines or toilets must be available or included as part of the community or DG contribution. The Head of School must ensure that hygiene awareness training is available to students and separate latrines or toilets are allocated for girls.
- An effective School Construction Committee must be in place for new schools, and should be made up of at least 30 percent women.

52. The standardized guidelines for monitoring quality control of works include aspects related to the location and siting of the school building, habitat conservation, foundations, and school building design, among others.



#### 4 INSTITUTIONAL RESPONSIBILITIES FOR MANAGEMENT OF ENVIRONMENTAL, SOCIAL HEALTH, AND SAFETY SYSTEMS FOR THE PROPOSED PROGRAM

53. This section describes the country's institutional framework for the management of ESHS risks and impacts for realization of the proposed program benefits.

54. The ESSA found that several institutions have varying degrees of mandates for the management of ESHS effects. However, the efforts of these institutions are uncoordinated, and their activities are not planned in reference to each other. Consequently, there are limited consultations among the institutions, and in most cases, they operate independently of each other, with the result that their effectiveness is hardly felt in practice for each entity.

55. The Tables below presents the various institutions that will be involved in the management of ESHS effects of the proposed Program.

##### 4.1 Institutional Framework for overall Environment, Social, Health, and Safety (ESHS) Management Systems

56. The following institutions involved in the overall management of ESHS risks at the implementation level. and will play a key role in the program of the program.

Table 4-1: Institutional Framework for overall ESHS Management under the Program

s/n	Institution	Responsibilities	Relevance to the program
1.	Ministry of Education, Science, and Technology (MoEST)	MoEST oversees the Education and Training Policy (2014, version 2023), formal technical and vocational education and training (TVET), and the implementation of the curriculum under the technical secondary schools. It is mandated to develop and implement education policies which provide equal opportunity to quality education for all Tanzanians and ensure development of a productive quality human resource base through education and training.	MoEST will be the main implementing agency of the program, and will be responsible for ensuring that all institutions implement all environmental, social, health and safety aspects of the program are implemented as per the requirements of the country systems
2.	President's Office Regional Administration and Local Government (PO-RALG)	PO-RALG oversees regional development management and administration by coordinating rural and urban development management policies and strategies as well as the activity of Regional Secretariats. It helps to builds the administrative capacity of local governments and to strengthen channels of communication between national and sub-national bodies to further devolve power to the local level, ultimately aiming to improve the quality of life for Tanzanians	PO-RALG will be the main implementing agency of the program, and will be responsible for overseeing that all environmental, social, health and safety aspects of the program are implemented as per the requirements of the country systems
3.	Prime Minister's Office Labour,	PMO-LEYD provides oversight and coordination on labour matters in Tanzania	The ministry will support in management of Program social risks

s/n	Institution	Responsibilities	Relevance to the program
	Youths, Employment and Persons with Disabilities (PMO-LEYD)	<p>The Ministry is responsible for the following portfolio functions:</p> <ul style="list-style-type: none"> <li>• Prepare, review and monitor implementation of labour policies, Legislations and guidelines on prevention of disputes.</li> <li>• Prepare, review and recommend guidelines on labour inspection services and monitor and evaluate their implementation.</li> <li>• Educate employers and employees on their rights and obligations in the contract of service.</li> <li>• Conduct labour inspections and monitoring at workplace and advise; accordingly, and</li> <li>• Develop, monitor, evaluate and review the implementation of programmes for elimination of child labour and advise accordingly</li> </ul>	<p>and impacts on labour related issues such as child labour, labour discrimination, among others to identify and mitigate related social risks during project inception, implementation, and operation phases.</p> <p>The Department will be expected to carry out inspections for compliance with the labour laws and preside over the resolution of labour disputes that may arise in Program implementation.</p>
4.	Participating institutions	At the institutional level, the Principals of the TIs and VTCs will coordinate implementation consistent with the day-to-day management functions. At the secondary school levels including technical schools, implementation will be coordinated by the head teachers and deputies in collaboration with the various committees	The Principals and Head teachers will ensure that their institutions and subprojects adhere to ALL the ESHS requirements of the program including but not limited to conducting ESHS screening, ESIA/ESMPs, develop and operationalize GRMs, monitoring and reporting of ESHS implementation, among others. They will also ensure that all the contractors/subcontractors adhere to the ESHS requirements including training, adhering to labour requirements, CoC, GBV risks management, etc

#### 4.2 Institutional Framework for Environment, Health, and Safety (SHS) Management Systems

57. The implementation of the proposed program will have to mitigate the environmental, health and safety (EHS) risks by paying careful attention to the institutional context. The following institutions involved in management of social risks and will play a key role in the program.

Table 4-2: Institutional Framework for EHS Management Under the Program

s/n	Institution	Responsibilities	Relevance to the program
1.	Vice Presidents Office (VPO)	The Vice President's Office has the overall mandate to oversee environmental and climate change issues. The Minister responsible for environmental affairs namely (Waziri wa Masuala ya Muungano na Mazingira) is under the Vice President's Office (VPO). The Minister	Program- activities shall be carried out in manner that ensures appropriate usage of the environment, water, and natural resources.

s/n	Institution	Responsibilities	Relevance to the program
		is responsible to issue guidelines and regulations relating to the environment, including the articulation of policy guidelines for its promotion, protection, and sustainable management, and designating duties to relevant entities. These responsibilities are provided by the EMA Cap.191 Section 13.	
2.	Division of Environment DoE	The Division of Environment (DoE) is led by the Director for Environment which is under the Minister responsible for Environmental Affairs (VPOs) is established under EMA, Section 14. According to section 15 of the EMA Act, 2004 and 2015 (Mainland and Zanzibar respectively), the Director of Environment among others is to coordinate various environment management activities; promote the integration of environment considerations into development policies, plans, programmes, strategies, and projects; undertake strategic environmental risk assessment; advise the Government on legislative and other measures for the management of the environment; advise the Government on international environmental agreements to which Tanzania should be a member or withdraw its membership; monitor and assess activities being carried out by relevant.	The Division will be responsible for providing overall policy guidance, coordination, expertise and services for sustainable environmental management and development for the proposed program.
3.	National Environment Management Council (NEMC)	In Tanzania Mainland, the Environmental Management Act establishes the NEMC. NEMC are statutory bodies, with the main functions ensure environmental compliance and enforcement, coordinate environmental impact assessment, audit, monitor the quality of the environment, enforce and ensure compliance of the national environmental quality standards and environmental compliance advice on land-use planning and ensures that environmental management is integrated into development policies, Programs, plans and projects.	NEMC will be responsible for providing guidance on the applicable E&S risk management instrument to be applied based on the screening results and approving EIAs of proposed infrastructural developments in the Program.  The implementing agencies will liaise with NEMC in monitoring compliance and implementation of ESMPs. ZEMA will also play a critical role in undertaking the capacity building of implementing agencies.
4.	Directorate of Occupational	The Directorate of Occupational Safety and Health is mandated to occupational safety and health of the workers in Tanzania.	In fulfilment of its responsibility of identifying hazards at workplaces and assessment of risks with a view

s/n	Institution	Responsibilities	Relevance to the program
	Safety and Health (DOSH)	DOSH mandate is to promote and enforce occupational health and safety standards at places of work to ensure a safe and healthy working environment. The programmes and activities of the department is consequently focused on the prevention of occupational diseases and accidents in the world of work.	to preventing accidents, diseases, and damage to property, the Directorate will play a key role in the Program by inspecting and auditing workplaces to promote the best practices and ensure compliance with safety and health standards as set out in Occupational Health and Safety Act, 2003 and it's subsidiary legislations
5.	National Council for Construction (NCC) Tanzania	The National Council for Construction (NCC) is a statutory body governed by the National Council for Construction Act 2007 under the Laws of Tanzania. NCC is charged with the responsibility of providing for the promotion, development, training, and regulation of the construction Industry in Tanzania including regulating, promoting and building the capacity of the construction industry for sustainable infrastructure development.	The NCC promotes environmentally sustainable construction practices including health and safety aspects. NCC will register contractors and works supervisors involved in rolling out Program activities of construction and maintenance of the proposed subprojects under the program.
6.	Village Committees	The Village committees in Tanzania are responsible for enforcing the principles of EMA (2004) at local level; reporting on the state of the local environment including making investigations, mediating conflicts related to environmental and social matters and intervening in the case of a with respect to environmental quality. The village committees also play a key role in local stakeholder engagement, including ensuring inclusiveness of VMGs in the programs	During the implementation of the proposed program, Sheha/ village committees will play an important role on disseminating information to the community and community engagement in general, including ensuring the implementation of E&S mitigation measures. The committees will also be used as starting points for community members and affected persons to file grievance related to the sub-projects

### 4.3 Institutional Framework for Social Management Systems

58. The implementation of the proposed program will have to mitigate the social risks by paying careful attention to the institutional context. The following institutions involved in management of social risks of the program.

Table 4-3: Institutions responsible for Social Risk Management

No	Institution	Responsibilities	Relevance to the program
1.	Ministry of Community Development and Social Services (MCDSS)	<p>The ministry is responsible for overseeing and coordinating the implementation of policies and laws that foster social protection and address vulnerability issues. These policies and laws emphasize and provide strategies for gender equity in all aspects of social, political, and economic life; gender equity in decision-making; rights of the girl child to education; protection of minors against sexual abuses and other forms of violence; and establishment of anti-Violence Against Women and Children platforms at the community level.</p> <p>The Ministry responsible for the socio-economic empowerment of the poor and vulnerable but viable households with various Social Protection interventions to enhance their livelihoods for self-sustainability and poverty reduction. This is done through the implementation of various livelihoods and empowerment-enhancing programmes in all 116 Districts across the Country. The approach to Community Development is community-driven and people-centred to enhance the human development and ultimately the socio-economic development of the targeted beneficiary households.</p>	<p>The ministries are well represented in all the wards across Tanzania, and very familiar with community mobilization and sensitization on government programs to enhance the livelihoods of the communities, including the poor and vulnerable groups.</p> <p>The ministry and its Community Development Officers at the LGA level will work with the implementing agencies in subprojects identification, mobilization of communities for support in mobilization of stakeholder engagement at the local level</p>
2.	Village Committees	<p>The Village committees in Tanzania are responsible for enforcing the principles of EMA (2004) at local level; reporting on the state of the local environment including making investigations, mediating conflicts related to environmental and social matters and intervening in the case of a with respect to environmental quality.</p> <p>The village committees also play a key role in local stakeholder engagement, including</p>	<p>During the implementation of the proposed program, village committees will play an important role on disseminating information to the community and community engagement in general, including ensuring the implementation of E&amp;S mitigation measures. The committees will also be used as starting points for community</p>

N o	Institution	Responsibilities	Relevance to the program
		ensuring inclusiveness of VMGs in the programs	members and affected persons to file grievance related to the sub-projects
3.	Community-Level Political Structures	<p>Tanzania has a tiered structure of development committees which include Village Committees, Ward Development Committees (WDC), and District Development Coordinating Committees (DDC). The committees have representation from all groups of community members including the elderly, youth, women, men etc.</p> <p>The role of these representatives is to prioritize and address the various issues consolidated through the lower tiers and to administrate the matching program or project priorities with funds from the government</p> <p>The constitution has provided an added measure of stakeholder interest in ensuring the proposed subprojects are carried out with full and meaningful consultation and in accordance to expectations of equity and efficiency, as well as a well-functioning grievance system.</p>	This tiered structure of LGA is significant for the proposed program for its potential to assist in communications and information dissemination and stakeholder engagement, grievance resolution, announcement, and the overall implementation of the program.
4.	Civil society groups (CSGs) - Civil Society Organizations (CSOs) and Community Based Organizations (CBOs)	CSGs have been widely recognized as an essential 'third' sector, most importantly for its advocacy role as regards good governance tenets like transparency, responsiveness and accountability in service delivery and for its ability to bring to public attention environmental, social and community concerns. The role of CSGs is of an engagement and supporting nature, and will be complementary to the program, especially when it comes to inclusion of VMGs in the program benefits.	Civil society groups (CSGs) will play a key role to mobilize, create awareness, and sensitize communities at the grassroots level, to articulate community interests in the engagement process at local and national levels, and sensitize communities on inclusion of program benefits to VMGs.

## 5 POTENTIAL ENVIRONMENTAL AND SOCIAL IMPACTS OF THE PROGRAM

### 5.1 Introduction

59. The potential environmental and social risks of the program are rated to be **Substantial**. It is expected that the implementation of the Program activities might have both positive and negative environmental and social impacts. The environmental and social impacts of the program activities are not anticipated to be irreversible. The program is not likely to cause negative changes in land use pattern and/or resource use.

### 5.2 Scope of Projects

60. The scope of subprojects to be undertaken under the Program will range from small to medium-scale civil works involving construction of new classrooms and laboratories, and rehabilitation/renovation of infrastructures within TVET institutions. Consistent with the requirements of the Bank PforR Policy, the proposed Program operation will not finance activities that have a high E&S risk under the Environmental and Social Framework (ESF), and/or on the exclusion list developed for the types of investments that would be considered ineligible.

61. Based on the scope and scale of sub-projects to be financed under RA 2, the environmental social and health and safety (ESHS) impacts are expected to be low to moderate in scale, with the most adverse impacts being site-specific and temporary, and limited during the construction and rehabilitation/renovation phase of the subprojects. All investments will undergo an environmental and social impact screening and assessment process as per the national environmental and social management systems requirements.

### 5.3 Environment, Social, Health, and Safety Risk Rating

62. The overall risk of the program is rated **Substantial** due to; (i) the participating regions are geographically spread across mainland Tanzania; (ii) likely different scales of investments; (iii) the wide range of environmental, social, health and safety (ESHS) impacts associated with the activities of the program; (iv) the low capacity of the implementing agencies to manage ESHS risks, and; (v) the numerous capacity gaps identified in the institutions responsible for managing environmental, social and health risks at all levels of the program.

### 5.4 Exclusion Criteria

63. In managing program implemented under PforR and financed by the World Bank, the exclusion principle is applied to program activities that do not meet the agreed criteria, regardless of the borrower's capacity to manage such effects. In the PforR context, the concept of exclusion means that an activity is not included in the identified program of expenditures. Also, an activity is not included if it requires completion of a non-eligible activity to achieve its contribution to the Project Development Objective (PDO) or any specific Disbursement Linked Indicators (DLI). The six Core Principles under the PforR Policy will apply to all investments as a mechanism for avoiding, minimizing, or mitigating adverse environmental and social impacts. The program shall exclude projects that are likely to involve:

- a) Significant conversion or degradation of critical natural habitats or cultural heritage sites.

- b) Air, water, or soil contamination leading to significant adverse impacts on the health or safety of individuals, communities, or ecosystems.
- c) Workplace conditions that expose workers to significant health and personal safety risks.
- d) Activities that warrant land acquisition and/or resettlement of a scale can have significant adverse impacts on the affected people, or the use of forced eviction without a mechanism to mitigate the resultant impact.
- e) Large-scale changes in land use or access to land and/or natural resources.
- f) Adverse E&S impacts covering large geographical areas, including transboundary impacts, or global impacts such as greenhouse gas (GHG) emissions.
- g) Significant cumulative, induced, or indirect impacts.
- h) Activities that involve forced labour or child labour.
- i) Marginalization of social groups, or conflict within or among them.
- j) Activities with high risk of GBV and SEA.
- k) Activities which have adverse impacts on land and natural resources subject to traditional ownership or customary use or occupation,
- l) Activities which can cause the relocation of VMGs from land and natural resources that are subject to traditional ownership or under customary use or occupation, or
- m) Activities which have significant impacts on the cultural heritage that is central to the identity and/or cultural, ceremonial, or spiritual aspects of the affected communities.

## 5.5 Potential Environmental and Social Economic Benefits

64. From the planned interventions across the proposed RAs, the PforR component of the proposed program will generate direct and indirect ESHS benefits which will include but not limited to:

**TVET System Strengthening:** ESPJ II will support efforts to strengthen the TVET system by improving the quality, relevance, and accessibility of vocational training programs. This includes upgrading infrastructure, enhancing curriculum development, and providing training for TVET instructors to ensure they are equipped with the necessary skills and knowledge.

**Service Delivery Enhancement:** The program will focus on improving the delivery of TVET services to ensure they meet the needs of industry and employers. This may involve establishing partnerships with private sector entities, enhancing career guidance and counseling services, and promoting entrepreneurship education to foster innovation and job creation.

**Skilling Out-of-School Youth:** ESPJ II will target out-of-school youth, particularly those from disadvantaged backgrounds, to provide them with opportunities for skills development and employment. This may include apprenticeship programs, on-the-job training initiatives, and support for youth-led enterprises to facilitate their transition into the labor market.

**Improved Employability:** By equipping youth with market-relevant skills and certifications, ESPJ II has the potential to enhance their employability and income-earning opportunities. This, in turn, can contribute to poverty reduction and socio-economic empowerment at the individual and household levels.

**Enhanced Productivity:** A skilled workforce is essential for driving productivity and innovation across various sectors of the economy. Through targeted investments in TVET infrastructure and curriculum development, ESPJ II can contribute to improved productivity and competitiveness, thereby stimulating economic growth and development.



**Reduced Youth Unemployment:** Tanzania faces a significant challenge of youth unemployment, with many young people struggling to find decent and sustainable employment opportunities. By providing youth with the skills and support they need to enter the labor market or start their own businesses, ESPJ II can help reduce unemployment rates and mitigate social tensions associated with youth disenfranchisement.

**Promotion of Inclusive Growth:** ESPJ II aims to promote inclusive growth by targeting marginalized and vulnerable groups, including women, persons with disabilities, and rural youth. By ensuring equitable access to skills development opportunities, the program can contribute to reducing disparities and fostering social cohesion within Tanzanian society.

**Environmental Sustainability:** While not the primary focus, ESPJ II will consider environmental sustainability in its activities, promoting green practices and resource-efficient technologies where feasible. By integrating environmental considerations into TVET programs, the program can contribute to building a more sustainable and resilient economy.

## **5.6 Potential Negative Environmental Impacts**

65. These environmental risks and impacts are those caused by the civil works during construction and upgrading of technical colleges, FDCs, VTCs and secondary education technical/vocational schools to meet the minimum quality standards as well as e-waste from disposal of equipment. The potential construction and upgrade related impacts include but not limited to:

- (i) Increased generation and unsafe disposal of construction solid waste and wastewater.
- (ii) Traffic obstruction and increased traffic related safety risks.
- (iii) Disruption of existing infrastructure or services such as drainage, sanitation, telecommunication utilities, power, and water supply especially during construction phase.
- (iv) Water (surface and groundwater) pollution risks from transport, treatment and disposal of wastewater and fecal sludge from pit latrines, septic tanks, and other onsite sanitation facilities, if not properly handled.
- (v) generation of dust which might lead to air pollution and cause air borne and the related disease,
- (vi) erosion due to excavation and clearance of construction sites,
- (vii) resources depletion due to extraction of construction materials such as sand and water
- (viii) Improper and indiscriminate disposal of e-waste (old IT equipment) may result in soil and water contamination through the release of heavy metals (lead, arsenic, and cadmium, and
- (ix) impacts associated with the occupational health and safety during construction and use of the facilities including accidents.

## **5.7 Potential Negative Social Impacts**

66. The potential social risks and impacts of the program are likely to be associated with

- a) the potential exclusion of disadvantaged persons such as people living with disabilities, women, the elderly, and other vulnerable groups and marginalized communities, resulting from limited access to information and project benefits, including exclusion of girls and women in grant opportunities.
- b) Rehabilitation and improvement of classrooms and buildings will require engagement and interactions of external project workers with local communities and between the workers

themselves. Such forms of engagement and interaction are likely to exacerbate the spread of Sexually Transmitted Diseases (STDs) including HIV/AIDS.

- c) Potential increase GBV/SEA/SH risks, unplanned pregnancies, School dropouts, criminal acts, conflicts due to cultural shock and struggle over resources, moral decay, marriage conflicts and early marriages.
- d) Labour-related issues such as possible exploitation and unfair treatment by employers (Contractors) including long working hours, lack of rest periods, irregular payments, underpayment, and lack of employment contracts are also potential risks. (
- e) There is potential for labor influx risk during civil works activities to rehabilitation activities, movement of people who will be searching for employment is expected in different work sites
- f) Inadequate targeting and inclusion of VMGs and other disadvantaged or vulnerable individuals and groups to Program information, benefits, and opportunities
- g) Elite capture and/or political interference in beneficiary targeting as well as selection and prioritization of admissions.
- h) The risks associated with the land take is not expected because all project activities will be implemented in government land owned by the implementing institutions and these lands are expected to have been pre acquired before commencement of the ESPJII. The ESSA however will recommend the potential mitigation measures in case there will be a possibility of land take to avoid conflicts, grievance and complaints related to land take.

67. Mitigation measures for the negative environmental and social impacts will be based on the available laws, regulations and guidelines stipulated in **Chapter three**.

## 6 OPERATIONAL PERFORMANCE AND INSTITUTIONAL CAPACITY FOR PROGRAM IMPLEMENTATION

### 6.1 Introduction

68. This section provides a summary of the extent to which the Tanzanian environmental and social safeguards system is consistent with World Bank safeguards principles for PforR financing. The assessment is based on the screening of environmental and social effects (benefits, impacts and risks) of the Program and the consultations and discussions with stakeholders. It also provides a review of the implementing agencies' capacity and aspects where gaps exist between Bank policy requirements and the country systems.

69. A number of mitigation measures to strengthen the existing system are integrated into the relevant DLIs and DLRs as well as the Program Action Plan (PAP). The proposed ESPJII program is set to be achieved through DLIs which are established surrounding two result areas; **Result Area 1**. Improving equitable access to quality and relevant skills development in the priority sectors, and **Result Area 2**. Strengthening the capacity of the skills development system.

### 6.2 Institutional Performance and Implementation Capacity

70. Tanzania has a long positive history of PforR operations, and this will be the fourth for the education sector. Some of the implementing entities such as the Ministry of Education, Science and Technology (MOEST) and Presidents Office, Regional Administration and Local Government (PORALG) successfully completed implementation of ESPJ 1 under P4R and are still implementing BOOST and SEQUIP which are P4R with an IPF component.

71. In all the programs the client has shown a significant improvement in using the country system in the management of environmental and social aspects. Irrespective of the above strength, experience shows that some of the activities which involved large construction under ESPJII such as construction of VETA colleges in selected districts were undertaken without observation of the country's laws and regulations and that no environmental and social impacts assessment report was prepared due to, among others, poor E&S assessment and management system.

72. It was also observed that new institutions which have been included to be part of ESPJII have inadequate capacity to manage E&S risks and impacts caused by lack of awareness on project activities and overall WB project related activities by their teams. It was also observed that some of the implementing institutions lack dedicated unit and teams for managing E&S risks and impacts. For example, while MOEST, PORALG and FETA have dedicated staff for managing E&S risks and impacts, others such as NCT, TEA, VETA, SIDO, NACTVET and LITA have no dedicated team and that some of the safeguard issues are scattered and managed by different departments and units within the institutions. Institutions have no dedicated policies on ESHS and use country laws and regulations on some occasions to manage E&S risks.

73. Overall, implementing institutions have not been allocating adequate budget which is specific for managing E&S issues probably because there are no dedicated teams for managing E&S risks and impacts and that some of the issues are scattered and managed by different departments and units within the institutions. For example, while issues such as those related to solid waste management are managed by the Estate department, those related to complaints, GRM and gender based are handled by the Administration units.

74. For ESPJII, the set of E&S issues within the institutions should be identified, pulled together and assigned a dedicated team and budget to manage its risks and impacts. As a necessary measure to address shortcomings, this ESSA have made several recommendations at program level to strengthen system performance for Environmental and Social Management.

75. The content presented in **Table 6-1** reflect the capacity of the safeguards system applicable to ESPJII in its present form – i.e., incorporating the capacity of implementing institutions namely MOEST, PORALG, PMO-LYED, NCT, TEA, NACTVET, SIDO and LITA, national regulatory bodies (VPO, NEMC & OSHA); and other relevant national policy, legislation or regulations, all of which have been described in the preceding sections of this ESSA. Main findings are presented using the SWOT (Strengths-Weaknesses-Opportunities-Threats) approach, which is adapted and applied to the PforR context in the following way:

- Strengths of the system, or where it functions effectively and efficiently and is consistent with the Bank Policy
- Inconsistencies and gaps (“weaknesses”) between the principles espoused in the Bank policy and Directives and the countries/implementing institutions’ environmental and social systems and capacity constraints
- Actions (“opportunities”) required to strengthen the existing system within implementing institutions to address social and environmental issues.
- Threats (Risks) that are likely to affect program implementation and performance.

76. The Table below summarizes the country’s environmental and social system and institutional capacity assessment based on the WB PforR core principles.

Table 6-1 : Environmental and Social System and Institutional Capacity Assessment

**Core Principle 1: General Principle of Environmental and Social Management**

<p><b>Bank Policy for Program for Results Financing:</b> Environmental and social management procedures and processes are designed to (a) promote environmental and social sustainability in Program design; (b) avoid, minimize, or mitigate against adverse impacts; and (c) promote informed decision-making relating to a program's environmental and social effects.</p>	
<p><b>Bank Directive for Program for Results Financing:</b> Program procedures will:</p> <ul style="list-style-type: none"> <li>• Operate within an adequate legal and regulatory framework to guide environmental and social impact assessments at the program level.</li> <li>• Incorporate recognized elements of environmental and social assessment good practice, including (a) early screening of potential effects; (b) consideration of strategic, technical, and site alternatives (including the “no action” alternative); (c) explicit assessment of potential induced, cumulative, and trans-boundary impacts; (d) identification of measures to mitigate adverse environmental or social impacts that cannot be otherwise avoided or minimized; (e) clear articulation of institutional responsibilities and resources to support implementation of plans; and (f) responsiveness and accountability through stakeholder consultation, timely dissemination of program information, and responsive grievance redress measures.</li> </ul>	
<p><b>The Core Principle No. 1 is Applicable</b></p> <p>Building upon the outcomes of previous initiatives and in alignment with national development strategies, ESPJ II seeks to enhance the capacity of the skills development system to deliver market-relevant training programs and improve youth employability, particularly in priority sectors vital for economic growth. ESPJ II aligns closely with the National Skills Development Strategy (NSDS) for 2016/17–2025/26, the Third National Development Plan (NDP III) for Tanzania, and the TVET national plan for 2021/22–2024/25.</p>	
<p><b>Summary Findings</b></p> <p>There is an adequate national regulatory framework in Tanzania and a procedure exists for environmental and social due diligence with respect to the potential impacts of the Program. The Environmental and Social Impacts Assessment (ESIA) process outlines required screening procedure for environmental and social impacts and calls for risk mitigation plans prior to commencement of project implementation. There is Occupational Health and Safety Act to deal with related issues during construction. However, implementation and enforcement of the regulations has not been up to standards and the assessed weaknesses are systemic, related to insufficient resources (both financial and manpower) for overseeing, monitoring, and reporting of implementation of environmental and social measures and enforcement.</p>	
<p><b>System Strengths</b></p> <ul style="list-style-type: none"> <li>• The EMA, the Environmental Assessment and Audit Regulations, and the procedures established thereunder by NEMC provide the basis for full achievement of objectives defined for this core principle. NEMC has strengthened its capacity by posting additional personnel in its nine zonal offices and has refined its risk categories, screening procedures, and ESIA/ESMP preparation processes in a 2018 revision to the Environmental Assessment and Audit regulations.</li> <li>• MOEST, PORALG and PMO LYED and their implementing institutions such as NCT, TEA, NACTVET, VETA, SIDO, LITA and FETA recognize the importance of environmental sustainability and have agreed to appoint a dedicated team to manage E&amp;S</li> </ul>	<p><b>Gaps</b></p> <p><b>Weak implementation:</b></p> <ul style="list-style-type: none"> <li>• Apart from MOEST and PORALG who have units and staffing for the implementation of E&amp;S the rest of the implementing institutions namely NCT, TEA, NACTVET, VETA, SIDO, LITA and FETA have no dedicated units and staff to oversee E&amp;S issues. Thus, it is not yet clear how they will meet Program's E&amp;S requirements. The planned construction and renovation of TVET institutions will likely cause substantial environmental and social impacts especially during construction and renovation phase including Gender Based Violence, potential transmissions off HIV/AIDS and other STDs due to interaction between construction workers and communities. Violation of Workers' rights, Health and Safety Hazards, Accidents and Emergencies are also likely to occur during project construction and implementation phases.</li> </ul>

<p>risks and impacts caused by the implementation of program activities.</p> <ul style="list-style-type: none"> <li>• PORALG, MOEST and FETA have units responsible for E&amp;S and appropriate staff capacity. Other implementing institutions have E&amp;S staff scattered in different departments and units.</li> <li>• Environmental Policies under the Vice President's Office and regulations under National Environment Management Council (NEMC) are in place and these are applicable at all implementing agencies.</li> <li>• MOEST and PORALG have experience in working with the World Bank projects such as ESPJ I, BOOST, SEQUIP and EP4R.</li> <li>• MOEST has GRM while NCT, SIDO and other implementing agencies will strengthen the existing complaints system to be streamlined to a full GRM for ESPJII.</li> <li>• Health and safety issues during construction and upgrading of TVET institutions will be managed by the Occupational Health and Safety Act of 2007 which is applied in all construction activities within the country.</li> </ul>	<ul style="list-style-type: none"> <li>• Absence of environmental section/department within some implementing agencies can contribute to inadequate management of E&amp;S issues.</li> <li>• Inadequate monitoring and enforcement of E&amp;S regulations</li> <li>• Relevant SRM laws are fragmented across different ministries and departments.</li> <li>• The social risk management systems at the national and Regional levels are not well defined, developed, and coordinated.</li> <li>• Poor coordination among the various implementers and inadequate attention to environmental and social concerns, particularly at the regional levels.</li> <li>• Low budget allocation for NEMC, OSHA, Social, Gender, Children, Labour Officers (etc), Regional governments for Environmental and Social management.</li> <li>• Inadequate of integrating of ESHS clauses as part of the bidding/contract documents which makes it difficult to enhance compliance during project implementation.</li> <li>• The existing Grievance Redress Mechanism (GRM) systems are fragmented, poorly functioning, and ineffective in the timely resolution of complaints. These systems do not adequately address specific issues (e.g., GBV/SEA/SH, worker complaints) as they are customized to handle mainstream community complaints.</li> </ul>
<p><b>Actions and Opportunities</b></p> <ul style="list-style-type: none"> <li>• Implementing institutions namely MOEST, PMO-LYED, PORALG and their institutions which are NCT, TEA, NACTVET, VETA, SIDO, LITA and FETA to improve their capacity to integrate environmental and social issues in its operation. This should be done by including seeking the assistance of the environmental and social expert from within the government system to assist in the implementation of the project activities.</li> <li>• Review of EMA will improve implementation of E&amp;S issues, other laws such as Health and Safety, Gender and labour issues will compliment on the management of E&amp;S during the review of EMA.</li> </ul>	<p><b>Risks</b></p> <ul style="list-style-type: none"> <li>• Lack of budget and incentives in implementing institutions might hinder E&amp;S personnel to engage in monitoring and supervising ESPJII activities.</li> </ul>

## Core Principle 2: Natural Habitats and Physical Cultural Resources

**Bank Policy for Program for Results Financing:** Environmental and social management procedures and processes are designed to avoid, minimize, and mitigate against adverse effects on natural habitats and physical cultural resources resulting from program.

**Bank Directive for Program for Results Financing:** As relevant, the program to be supported:

- Includes appropriate measures for early identification and screening of potentially important biodiversity and cultural resource areas.
- Supports and promotes the conservation, maintenance, and rehabilitation of natural habitats; avoids the significant conversion or degradation of critical natural habitats, and if avoiding the significant conversion of natural habitats is not technically feasible, includes measures to mitigate or offset impacts or program activities.
- Considers potential adverse effects on physical cultural property and as warranted, provides adequate measures to avoid, minimize, or mitigate such effects.

### The Core Principle No 2 is Applicable

The provisions in Core Principle 2 are considered as part of the ESIA process analyzed under Core Principle 1. The analysis confirmed that Program investments will neither impact nor convert critical natural habitats as all the proposed investments will not cause degradation of biodiversity. The construction and rehabilitation of TVET institutes will take place in the already secured land. However, as a necessary measure to mitigating this core principle, the program shall exclude projects that are likely to involve significant conversion or degradation of critical natural habitats or cultural heritage sites. Critical assessment will be conducted as part of ESIA to determine whether the proposed area is of biological importance and that activities might lead to degradation of natural habitat and physical cultural resources.

## Core Principle 3: Public and Worker Safety

**Bank Policy for Program for Results Financing:** Environmental and social management procedures and processes are designed to protect public and worker safety against the potential risks associated with (a) construction and/or operations of facilities or other operational practices developed or promoted under the program; (b) exposure to toxic chemicals, hazardous wastes, and otherwise dangerous materials; and (c) reconstruction or rehabilitation of infrastructure located in areas prone to natural hazards.

**Bank Directive for Program for Results Financing:**

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

### The Core Principle No. 3 is Applicable

Rehabilitation, construction, and operation of various physical infrastructures under the program

- The provisions in Core Principle # 3 are considered as part of the EIA process analysed under Core Principle # 1. Public and worker safety could result under risk through:
  - Improper and indiscriminate disposal of e-waste (old IT equipment) may result in soil and water contamination through the release of heavy metals (lead, arsenic, and cadmium).

<ul style="list-style-type: none"> <li>○ Air pollution by release of hydrocarbons in the atmosphere through melting of materials if not properly managed.</li> <li>○ Transformer and backup generator equipment may potentially contain used oils, Polychlorinated Biphenyls (PCBs) which can pollute water and soils, while cooling equipment may contain refrigerants (potential Ozone Depleting Substances, ODSs).</li> <li>○ Construction phase related impacts such as disturbance of existing vegetation, air pollution from dust; nuisances such as noise, vibration impacts, and traffic interruptions.</li> <li>○ Water and soil pollution from the accidental spillage of fuels or other materials associated with civil works;</li> <li>○ Environments prone to risks of occupational health and safety incidents through injuries or accidents to the workers at construction sites.</li> <li>○ Increase in communicable diseases such as HIV/AIDs.</li> <li>○ Cases of GBV/SEA/SH; and</li> <li>○ Child labour.</li> </ul>	
<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• All implementing institutions recognize the importance of environmental sustainability after consultation conducted during preparation of this ESSA, and have agreed to formulate dedicated teams for managing E&amp;S risks and impacts.</li> <li>• Environmental Policies and Legislations under the Vice President's Office and regulations under National Environment Management Council (NEMC) are in place and these are applicable to the proposed civil works in the program.</li> <li>• Availability of the Occupation Health and safety Act of 2003. This law will be instrumental in guiding Health and safety issues. All upgrading activities for TVET institutions will be required to provide a good working environment to workers in order to safeguard their health and ensure safety at the workplace.</li> </ul>	<p><b>Gaps</b></p> <ul style="list-style-type: none"> <li>• Apart from MOEST and PORALG who have units and staffing for the implementation of E&amp;S the rest of the implementing institutions namely NCT, TEA, NACTVET, VETA, SIDO, LITA and FETA have no dedicated units and staff to oversee E&amp;S issues. Thus, it is not yet clear how they will meet Program's E&amp;S requirements. There are no clear guidelines that indicate how these institutions handle environmental and social issues.</li> <li>• Implementing institutions in general have no dedicated policies on Environmental, Social, Health and Safety (ESHS)</li> <li>• Limited awareness, capacity, and enforcement of the relevant provisions for addressing community health and safety risks and impacts related to construction sites such as environmental pollution, labour influx risks (GBV- SEAH, spread of HIV/AIDs and communicable diseases).</li> <li>• Limited human and financial resources allocation to DOSHS staff and Labour Officers resulting to poor supervision of infrastructure projects to ensure compliance to required national standards as per the OSH Act - some regions do not have DOSHS representatives.</li> <li>• Limited capacity in technical personnel, safety equipment provision, and poor budget allocation by consultants/contractors to comply with national requirements and international good practices.</li> </ul>
<p><b>Actions and Opportunities</b></p> <ul style="list-style-type: none"> <li>• All institutions engaged in the construction and renovation activities of the TVET institutional facilities as proposed under the ESPJII to maintain close collaboration with OSHA for support on Occupation, Health and Safety risk management during upgrading activities. OSHA requirements such as workplace registration, undertaking statutory inspections, risk assessment; training and information on occupational health</li> </ul>	<p><b>Risks</b></p> <p>Lack of dedicated E&amp;S team in institutions such as NCT, TEA, NACTVET, VETA, SIDO, LITA and FETA. In few institutions, E&amp;S issues are scattered in different departments.</p>



<p>and safety, diagnosis of occupational diseases especially at work camps; occupational health surveillance, work environment monitoring, investigation of accidents; and authorization of first aiders shall be adhered in all upgrading activities.</p> <ul style="list-style-type: none"> <li>• All institutions engaged in the construction and renovation activities to maintain close collaboration with Labour Department at the PMO-LEWD to foster workers' rights especially for unskilled laborers. Being among the implementing institutions the PMO-LEWD is expected to provide support to other implementing institutions to observe workers' rights. In addition to that code of conduct with special attention to GBV/SEA will be implemented by the implementing institutions.</li> <li>• Implementing institutions develop targeted policies on ESHS and GBV/SEA/SH, and ERP guidelines.</li> <li>• Provision of training on OHS, CoCs, GBV/SEA/SH, ERP, workers' GRM</li> </ul>	
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#### Core Principle 4: Land Acquisition

<p><b>Bank Policy for Program for Results Financing:</b> Land acquisition and loss of access to natural resources are managed in a way that avoids or minimizes displacement, and affected people are assisted in improving, or at least restoring, their livelihoods and living standards.</p>	
<p><b>Bank Directive for Program for Results Financing:</b> As relevant, the program to be supported:</p> <ul style="list-style-type: none"> <li>• Avoids or minimizes land acquisition and related adverse impacts.</li> <li>• Identifies and addresses economic and social impacts caused by land acquisition or loss of access to natural resources, including those affecting people who may lack full legal rights to assets or resources they use or occupy.</li> <li>• Provides compensation sufficient to purchase replacement assets of equivalent value and to meet any necessary transitional expenses, paid prior to taking of land or restricting access.</li> <li>• Provides supplemental livelihood improvement or restoration measures if taking of land causes loss of income-generating opportunity (e.g., loss of crop production or employment); and</li> <li>• Restores or replaces public infrastructure and community services that may be adversely affected.</li> </ul>	
<p><b>Core Principle 4: Land Acquisition is Applicable</b></p> <ul style="list-style-type: none"> <li>• Construction of VETA colleges might trigger land acquisition. The impacts are however expected to be minimal because VETA relies on government land provided by the district/municipal council for the construction of its colleges.</li> <li>• The government's right to acquire land compulsorily will only be used where it is unavoidable and implemented per the relevant national laws, and where households are physically and/or economically displaced, the districts will provide options to the PAPs in line with the guidance provided in the ESHRIM manual.</li> <li>• Land acquisition guidelines including preparation of RAPs /ARAPs will be outlined in the ESHRIM manual, which will be part of the POM. In addition, the land acquisition process will have to be acceptable to the WB ESS4 requirements if land acquisition will be inevitable</li> </ul>	
<p><b>System Strengths</b></p> <p><b>Clear land laws, policies, and regulations:</b> The land acquisition and compensation including their dispute resolution and grievance mechanisms are governed under the following land laws and regulations.</p> <ul style="list-style-type: none"> <li>• Land Acquisition Act, Cap. 118 (R.E 2002);</li> </ul>	<p><b>Gaps:</b></p> <ul style="list-style-type: none"> <li>• Tanzanian law has clear procedures for landholders and generally extends eligibility for compensation to recognized or customary land users or occupiers lacking full title, but does not recognize tenants, squatters or</li> </ul>

<ul style="list-style-type: none"> <li>• Land (Assessment of the Value of Land for Compensation) Regulations (2001);</li> <li>• Land (Compensation Claims) regulations (2001);</li> <li>• Courts (Land Disputes Settlements) Act, Cap. 216 (2002).</li> </ul> <p>The districts acquiring land for the construction of VETA colleges are expected to observe such laws and regulations.</p> <p><b>Grievance procedures and dispute resolution.</b> There is a system where complaints on land issues are channeled upward, starting with the <i>Mtaa</i><sup>5</sup>, Ward Executive Officer, District Commissioner, then to the Region, and up to the PORALG. If still unsatisfied Project Affected people (PAP) can seek recourse for grievances in the courts.</p> <p><b>Consultations:</b> The districts acquiring land for the construction of VETA colleges are expected to ensure adequate consultation is conducted during acquisition process.</p> <p><b>Analysis and Guidance</b> There is good guidance on resettlement and compensation in Tanzania as stipulated in the Land Act and its Regulations.</p> <p><b>In addition,</b> Part III of the Environmental Management (Environmental Impact Assessment and Audit) (Amendment) Regulations, 2018 on Project Registration and Screening direct that 'in preparing ESIA, the project description shall include the proof of land ownership; and the Minister shall issue the Provisional Environmental Clearance if he is satisfied that the developer or proponent has attached proof of land ownership from relevant authorities. VETA will be required to produce proof of ownership during ESIA process to confirm their ownership.</p>	<p>encroachers as being entitled to assistance or any allowances for transportation and disturbances.</p> <ul style="list-style-type: none"> <li>• Weak capacities to ensure compliance with required national standards within the implementing agency and entities</li> <li>• There is no clear definition of the rights of those occupying public land and their entitlement, especially on livelihood restoration.</li> <li>• Tanzania Law does not recognize tenants, squatters, or encroachers as being entitled to assistance or any allowances for transportation or disturbances to this particular group</li> <li>• Tanzania Law uses a depreciated replacement cost approach, which does not result in full replacement costs of the lost assets</li> <li>• The Law does not stipulate that resettlement should be avoided wherever possible; on the contrary, as long as a project is for the public interest, involuntary resettlement is considered to be inevitable</li> <li>• Inadequate implementation of policy and legislation guidance on resettlement and livelihood restoration</li> <li>• Insufficient of budgetary allocation for land acquisition and resettlement processes.</li> </ul>
<p><b>Technical Guidance and Implementation Capacity</b></p> <p>The appointed dedicated team for E&amp;S for the implementing institutions specifically for VETA who will be the main player in the construction of VETA colleges, will ensure that local legal and regulatory requirements are followed. For this case they will ensure that environmental and social due diligence for all proposed project sites are undertaken. Among others E&amp;S due diligence will clarify land tenure status of all proposed project areas and submit the report to the bank. VETA dedicated team for E&amp;S will be required to share land ownership legal documents on the proposed sites with the Bank before commencement of construction. If the land to be acquired will have tenants, encroachers or squatters, the program will require to recognize this group and compensate accordingly to the satisfaction of the Bank requirements. If it is confirmed that</p>	<p><b>Risks</b></p> <p>The risk of not addressing the gaps identified described above, could result in inconsistency with the Core Principles 4, if there is large scale land acquisition that is unmitigated. The need for land acquisition and this risk is low since land required for the construction of VETA and other TVET institutions is expected to be owned by the government.</p>

<sup>5</sup> A small urban area or geographical division of a ward.

the land for the construction of VETA and other TVET institutions was unlawful acquired in a scale or nature that will have significant adverse impacts on affected people, or the use of forced evictions without demonstration of mechanism to mitigate, such land will be excluded from the implementation of any program activities.	
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### Core Principle 5: Indigenous Peoples and Vulnerable Groups

**Bank Policy for Program for Results Financing:** Due consideration is given to cultural appropriateness of, and equitable access to, program benefits giving special attention to rights and interests of Indigenous Peoples and to the needs or concerns of vulnerable groups.

**Bank Directive for Program for Results Financing:**

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

**The Core Principle 5 is Applicable**

**Assessment summary:** Core Principle 5 is applicable. Although Tanzania does not recognize the term indigenous people as it considers all Tanzanians to be the same, for the purpose of this ESSA indigenous people are considered as those vulnerable and because of their status it might be difficult for them to equally access the opportunities presented by ESPJII such as enrollment to TVET institutions. Vulnerable groups considered in this ESSA focused on children, persons with disabilities, youths (unemployed, females, youths with unreliable incomes), people living with long illnesses (e.g. HIV/AIDS, TB, etc.), women (female headed households, widows and those not able to support themselves), drug addicts and alcoholics, and disadvantaged communities such as pastoralists and hunters. The approach of the Government is to ensure that all vulnerable groups are consulted and benefit from Government programs and therefore these groups are covered by different laws and regulations in Tanzania, although there is currently no specific legislation or policy in place in Tanzania which pulls the vulnerable people as one group. While considering the applicability of this Core Principle, the analysis found that it was relevant to ensure that vulnerable groups are included in the planning process (especially needs prioritization), implementation and monitoring of program activities; that vulnerable groups have access to program benefits; and that the needs of vulnerable groups are considered with respect to the Programs impacts.

**System Strength**

Tanzania has various policies and laws which specifically address different categories of vulnerable groups such the National Gender Policy and National Policy on HIV/AIDs, Labour laws, which prevent discrimination and promote equity.

**Gaps**

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

***Vulnerable and marginalized communities:*** There is no specific legislation governing Indigenous Peoples in Tanzania. As mentioned above, there is no system in place that confers any right, status, or special position upon any citizen of Tanzania on the basis of lineage, tradition, or descent, including vulnerable and marginalized communities.

***Identification of Vulnerable Groups:*** While vulnerable groups are generally included in the screening process for ESIA through EMA or in the Tanzanian system for land acquisition and resettlement, there is some risk that this may not be

	<p>adequately handled in the program especially in the area of enrollment by the TVET institutions.</p> <p>The experience with vulnerable groups of PAPs could benefit from further information and action – it is clear that at least in donor-funded programs with Environmental and Social management/and or Resettlement Action Plans, vulnerability is screened for and taken into consideration; however, there is little information on how vulnerability is considered in the actual practice of compensation and/or relocation where necessary.</p> <p><b>Monitoring:</b> Monitoring of gender, poverty, economic and social vulnerability, and HIV/AIDS in the development planning process needs strengthening.</p>
<p><b>Actions and Opportunities</b></p> <p>ESIA and other environmental assessment under ESPJII to recognize all the vulnerable group and establish mitigation measures to ensure that equal rights and opportunities are practiced within the program, and that all institutions will develop Inclusion Strategy to achieve the above purpose.</p> <p>Where applicable, the ESIA process will ensure the inclusion of IPs and adherence to FPIC requirements</p> <p><b>Addressing Resource Constraints:</b> E&amp;S dedicated teams which will be formed within the implementing institutions will be trained to provide inputs on identifying, consulting with, and assisting vulnerable groups that may be impacted by the types of activities that will be financed by this program and/or promoting social inclusion. The Program capacity building and training plan can include measures for good practices on inclusive consultations, monitoring and feedback of all groups of people.</p> <p>Other actions include:</p> <ul style="list-style-type: none"> <li>• Improved staff management and training on the applicability of these principles to the program</li> <li>• opportunity to enhance the inclusion of VMGs and other disadvantaged or vulnerable groups and individuals</li> <li>• Program to strengthen monitoring of performance in terms of gender and VMGs equality as part of its performance measures</li> </ul>	<p><b>Risks</b></p> <ul style="list-style-type: none"> <li>• Weak compliance enforcement, leading to the exclusion of VMGs and other disadvantaged or vulnerable individuals and groups from the consultation process and access to Program benefits and opportunities.</li> <li>• Introduction of barriers that hinder progress towards achieving the objective of social inclusion and increased equity brought about by elite capture, political interests, corruption, cultural, ethnic and gender disparities.</li> </ul>

#### Core Principle 6: Social Conflict

**Bank Policy for Program for Results Financing:** Avoid exacerbating social conflict, especially in fragile states, post-conflict areas, or areas subject to territorial disputes.

**Bank Directive for Program for Results Financing:** Considers conflict risks, including distributional equity and cultural sensitivities.

**The Core Principle 6 on Social Conflict is Not Applicable**

The Program will not entail social conflict in fragile states, post-conflict areas or areas subject to territorial disputes, nor will the Program cause social conflict or impact distributional equity or associated cultural sensitivities. As such, the ESSA did not consider the Program with regards to Core Principle 6 as this Core principle and key element are not applicable to the Program

## 7 FIELD WORK AND STAKEHOLDERS' CONSULTATIONS

### 7.1 Description of the ESSA Process

77. The ESSA process involved extensive consultations, field work, and discussions with project implementing institutions and other relevant partners including: MOEST, PORALG, MoA, PMO-LYED, FETA, LITA, NCT, NACTVET, TEA, VETA, TPSF, SIDO, Technical Secondary School.

78. The field work and consultations were conducted from 5<sup>th</sup> to 12<sup>th</sup> May in Dodoma and Arusha, and from 13<sup>th</sup> to 17<sup>th</sup> May in Dar es Salaam. The lists of stakeholders met, and their profile are included in **Annex 1A**. After the draft ESSA was developed the preliminary findings were presented and shared during the ESPJII mission to a wider participant including the management of the implementing institutions which was conducted from August 26<sup>th</sup> to September 7<sup>th</sup> 2024 in Arusha and Dar es Salaam. List of mission participants is attached as **Annex 1B**. The ESSA findings and draft report was then presented during stakeholder consultation and training meetings conducted in Dodoma on 19<sup>th</sup> and 20<sup>th</sup> September 2024 and CSO and private sectors validation meeting conducted on 21<sup>st</sup> November 2024 in Dar es salaam. List of participants to the consultation and training meetings conducted in Dodoma and Dar se salaam are attached as **Annex 1C and 1D**.

79. The field work and consultations were conducted in May, August and September 2024 and mainly focused at (i) understanding experience of participating institutions in implementing donor funded and World Bank Projects; (ii) major lessons obtained by the TVET institutions which were part of ESPJ I and other new institutions which have implemented a donor funded project; (iii) Presence of Unit for management of environmental and social and the availability of staff. Other issues of interests were (v) their experience in collaboration with development partners and private Sector; opportunities and challenges; (vi) experience of participating institutions specifically VETA in implementation of civil works and the management of environmental and social issues, VETA will undertake large construction of colleges; (vii) operational structures, conflict resolution, E&S mainstreaming and performance; existence of bylaws guidelines and environmental and social documents for project implementation; and (viii) existence of Grievance Redress Mechanism within the participating institutions. In addition, issues related to gender inclusions, budgeting for E&S activities, handling of Gender Based Violence (GBV) and Sexual Exploitation and Abuse (SEA), interactions with the public, private and other stakeholders were covered.

### 7.2 Finding from the stakeholder Consultation and field works

80. Findings from the consultations and field works highly informed ESSA and particularly informed the suggested measures to strengthen system performance for E&S management for the implementation of the ESPJII. Summary of findings from the institutions is attached as **Annex 2** while those from the consultation with the NGOs, CSOs and private sector is attached as **Annex 3**.

81. Overall, the following are key finding from the field work and stakeholders' consultations:

- The country has adequate E&S laws such as Environmental Management Act (EMA), 2004 which is the main legislation for managing the environment, other sectoral laws and regulations, as well as institutions such as the Vice President's Office, Environment Division (VPO), the National Environmental Management Council (NEMC), Occupational Safety and Health Authority (OSHA), regional and district levels to manage potential risks and impacts;
- The MoEST and PORALG have capacity in implementing donor and WB financed projects. For the past five to ten years the government of Tanzania through the two Ministries has implemented various donor and WB financed projects such as ESPJI, SEQUIP, BOOST, EP4R, TSCP, ULGSP and

DMDP. These projects were financed by the World Bank and were following strict WB E&S guidelines.

- MoEST and PORALG have units and teams for E&S which have been crucial in the implementation of WB financed projects mentioned earlier, other organizations such as FETA have staff for E&S while NCT has a policy on E&S. MoEST also has a GRM while NCT, SIDO and other implementing institutions will improve the existing complaints system to a full GRM.
- Participating institutions demonstrate strong collaboration with development partners including the private sectors and other institutions from outside Tanzania. Such experience is vital as can inform implementation of ESPJII program especially on the provision of technical education.
- The MoEST, PORALG and PMO-LYED and their participating institutions have experience in working with different stakeholders including vulnerable groups such as PwD who have been enrolled in various training. The institutions however do not have inclusion strategy to ensure that vulnerable groups such as PwD, women, people living with HIV/AIDS participate fully in the program through enrolment to various training programs. There was however lack of data to establish the case that vulnerable groups are also beneficiaries of the programs offered by the TVET institutions.
- The MoEST and PORALG and participating institutions have been implementing various activities related to the construction of colleges, classrooms, laboratories and office buildings all over the country. Some of these construction activities have been implemented through the World Bank financing such as those implemented under the ESPJII where VETA used the fund to construct more than 10 colleges in different districts.
- In all the construction activities especially, those conducted under the WB financing the MoEST and PORALG have been implementing E&S activities as stipulated in various policies and acts.
- The MoEST, PMO-LYED and PORALG and the implementing institutions have desks special for registering and dealing with complaints. This was a government initiative where all the institutions are required to have an electronic system (e-mrejesho) as well as a physical desk for receiving complaints and giving feedback of the same. For outsiders, all complains are directed to the Permanent Secretary where each complains is directed to a respective division, or unit to resolve it and report again to the PS who will provide clarification to the complainant. The ESSA findings however could not verify whether there is a timeframe for handling these complaints, stage by stage and how transparent is the system in responding and giving feedback to the complainants.
- Budget for handling E&S to all implementing institutions is a challenge. Implementing institutions do not prioritize issues related to E&S risks and impacts which affects budget allocation in that area.

### **7.3 Actions required for capacity building**

- i. Conduct safeguard trainings to all the dedicated E&S risk management teams which will be selected / designated by the implementing institutions to enable them meet Project' safeguard requirements as per the country policies, laws, regulations and guidelines. This will involve E&S teams from all the implementing institutions namely MOEST, PORALG, PMO-LYED, FETA, LITA, NCT, NACTVET, TEA, VETA, TPSF, SIDO, Technical Secondary School.
- ii. Conduct at least one safeguard training to the implementing institutions management teams to increase awareness and enhance their perception on E&S risk management. This will include the management teams from all the implementing institutions mentioned above.
- iii. Follow up safeguard trainings to E&S teams from all the implementing institutions should be conducted at least once a year.

## 7.4 Integrated Risk Assessment

82. The project will use P4R and the country's E&S system to manage the potential environmental and social risks and impacts of the program which are likely to be associated with implementing a number of DLIs under the proposed components. These E&S risks and impacts are those caused by the construction of technical colleges, upgrade existing FDCs, VTCs and secondary education technical/vocational schools to meet the minimum quality standards as well as e-waste from purchasing of equipment.

83. The potential construction and upgrade related impacts include but not limited to i) generation of dust which might lead to air pollution and cause air borne and the related disease, ii) pollution of land and water due to construction waste, iii) erosion due to excavation and clearance of construction sites, iv) resources depletion due to extraction of construction materials such as sand and water and v) impacts associated with the occupational health and safety during construction and use of the facilities including accidents. Based on the risks and challenges of the ESSA analysis and findings, the table below aggregates the risks discussed above as well as the challenges described earlier, and proposed measures to mitigate them.

*Table 7-1: Risk Assessment and Management*

Risk Description	Risk Management
<p>The potential environmental and social risks and impacts of the program are likely to be associated with implementing a number of DLIs under the proposed components. These E&amp;S risks and impacts are those caused by the construction of technical colleges, upgrade existing FDCs, VTCs and secondary education technical/vocational schools to meet the minimum quality standards as well as e-waste from purchasing of equipment. The potential construction and upgrade related impacts include but not limited to i) generation of dust which might lead to air pollution and cause air borne and the related disease, ii) pollution of land and water due to construction waste, iii) erosion due to excavation and clearance of construction sites, iv) resources depletion due to extraction of construction materials such as sand and water and v) impacts associated with the occupational health and safety during construction and use of the facilities including accidents.</p>	<p>ESPJII environmental, health, and safety risks are rated <b>Substantial</b>.</p> <ul style="list-style-type: none"> <li>• The construction of technical colleges especially by VETA will be required to prepare environmental and social impact assessment (ESIA) to determine environmental and social impacts of the proposed construction.</li> <li>• The upgrading of existing FDCs, VTCs and secondary education technical/vocational schools will require preparation of site-specific environmental management plan (ESMP) to guide upgrading activities.</li> </ul>
<p>Presence of workers in construction sites are likely to escalate spread of HIV/AIDS and other STDs as well as GBV and SEA</p>	<ul style="list-style-type: none"> <li>• Determine GBV prevalence in all the institutions where construction and upgrading activities will be carried out.</li> <li>• Develop Code of Conduct on GBV to avoid the project to escalate GBV and sexual harassment.</li> </ul>



	<ul style="list-style-type: none"> <li>• The code of conduct shall clearly state that ‘the project will not tolerate any forms of gender violence and will constitute grounds for penalties and/or termination of employment’.</li> <li>• All project employees including those responsible for construction / upgrading activities (as well as those under force account) shall be required to sign code of conduct before commencement of work.</li> <li>• Providing GBV/SEA requirements in the bid documents (in case contractors are used) and signing and adherence to Workers’ Code of Conduct.</li> <li>• Training all construction workers and stakeholders on GBV and sexual harassment.</li> <li>• Awareness raising within the local community and labour force on sexual exploitation and abuse and avenues to report such cases if they arise.</li> <li>• Establishing and operationalizing GRM whose approach is sensitive to issues of GBV and SEA. Implementing institutions have been advised to improve complaints handling system into a full GRM, and training on how to establish GRM / upgrade the complaints system was provided to E&amp;S teams from all the implementing institutions in September, 2024. The establishment of the GRM by the implementing institutions should be in consistent with the general WB statement as described in the PAD which states that:</li> </ul> <p><b>“Grievance Redress.</b> Communities and individuals who believe that they are adversely affected as a result of a Bank supported PforR operation, as defined by the applicable policy and procedures, may submit complaints to the existing program grievance mechanism or the Bank’s Grievance Redress Service (GRS). The GRS ensures that complaints received are promptly reviewed in order to address pertinent concerns. Project affected communities and individuals may submit their complaint to the Bank’s independent Accountability Mechanism (AM). The AM houses the Inspection Panel, which determines whether harm occurred, or could occur, as a result of Bank non-compliance with its policies and procedures, and the Dispute Resolution Service, which provides communities and borrowers with the opportunity to address complaints through dispute resolution. Complaints may be submitted at any time after concerns have been brought directly to the Bank’s attention, and Bank Management has been given an opportunity to respond. For information on how to submit complaints to the Bank’s Grievance Redress Service (GRS), visit <a href="https://www.worldbank.org/GRS">https://www.worldbank.org/GRS</a>. For information on how to submit complaints to the Bank’s Accountability Mechanism, visit <a href="https://accountability.worldbank.org">https://accountability.worldbank.org</a>.”</p>
The risks associated with the land take is not expected because all project activities will be implemented in government land owned by the implementing institutions and these lands are expected to have been pre acquired before commencement of the ESPJII. The ESSA however recommends the potential mitigation measures in case there will be a possibility of land take to avoid conflicts, grievance and complaints related to land take	<ul style="list-style-type: none"> <li>• Conduct due diligence on all proposed sites where construction of VETA and other colleges will be undertaken.</li> <li>• In case land acquisition is required, the responsible institution will be required to conduct assessment of the value of land and ensure prompt and fair compensation is provided to all project affected people (PAP) as per the land laws and other country’s legislation and guidelines.</li> </ul>
Poor perception of the implementing institutions top management on the	<ul style="list-style-type: none"> <li>• Train top leadership of the implementing institutions and those from the ministries especially on the E&amp;S requirements during implementation of P4R</li> </ul>

management of environmental and social risks and impacts in their institutions based on their understanding	program and the need for their support to ensure compliance as per the country's laws and regulations. Given their time limit a half day training on P4R requirement can help improve their perception on projects' E&S
Weak collaboration between TVET institutions and among the Ministries: One of the challenges identified by the program, and as addressed by the result area 2 by DLI number 6 is weak coordination within the TVET ecosystem.	<ul style="list-style-type: none"> <li>Strengthen collaboration between the MoEST, PORALG and the PMO-LYED and its implementing institutions namely FETA, LITA, NCT, NACTVET, TEA, VETA, TPSF, SIDO and Technical Secondary School on E&amp;S matters.</li> <li>Clarify roles and responsibilities of each of the implementing ministry and institutions during undertaking of the program activities.</li> </ul>
Lack of dedicated E&S Units and personnel for some of the implementing institutions	<ul style="list-style-type: none"> <li>All implementing institution for this project must ensure that they have a dedicated E&amp;S teams in place with the appropriate staff before commencement of the project. The ESSA mission recommends the E&amp;S teams from all the implementing institutions which attended the stakeholder consultation and training in Dodoma on the 19<sup>th</sup> and 20<sup>th</sup> of September 2024 be maintained to assist the management of E&amp;S risks and impacts.</li> <li>The team to get capacity building training on P4R financing and the management of E&amp;S risks and impacts before commencement of the program and in annual basis to update them on the management of the program's activities.</li> </ul>
Poor budget allocation for environmental and social risks and impacts management within the implementing institutions	<ul style="list-style-type: none"> <li>Budget will be needed by the implementing institutions for the preparation of the safeguard documents namely ESIA /ESMP (where appropriately) as well as management and monitoring of E&amp;S risks and impacts during implementation of program activities. The ESSA team recommends for all institutions to ensure that they allocate adequate budget for the management of E&amp;S risks and impacts during implementation of ESPJII activities.</li> </ul>
Inadequate procedures to promote equitable benefits sharing to vulnerable groups such as people living with HIV/AIDS, PWD and women. There is lack of data on the beneficiaries from vulnerable groups such as people living with HIV/AIDS, women and PWDs	<ul style="list-style-type: none"> <li>Provide guidance for screening to detect the presence of vulnerable or disadvantaged groups, and measures for their consultation and participation so that that project plans and designs take into consideration their needs, priorities, and preferences.</li> <li>Define mechanisms whereby vulnerable and disadvantaged groups will be provided with relevant project information in local languages and in form and manner socially acceptable to them.</li> <li>Specify that any project planning to acquire land in an area where vulnerable groups are present will undertake free, prior and informed consultation leading to broad community support.</li> <li>Emphasize that each project will utilize the GRM.</li> <li>All the implementing institutions will be required to establish Inclusion Strategy to implement number i to iv above to encourage and ensure enrolment of vulnerable groups is improved and the data which are gender segregated are available. Such data are important to ensure that all groups within the society have equal opportunities to attend training programs provided by the TVET institutions.</li> </ul>

## 8 RECOMMENDED MEASURES TO IMPROVE ENVIRONMENTAL AND SOCIAL SYSTEM

### 8.1 Lessons Learnt from other PforR projects

84. Despite the experience demonstrated by the implementing institutions for ESPJI in terms of meeting project's E&S requirements, Insights from previous PforR programs in Tanzania have revealed several shortcomings that need to be addressed to enhance the environmental and social system. These shortcomings include, but are not limited to, the following:

- i. ***Weak collaboration between TVET institutions and among the Ministries:*** One of the challenges identified by the program is weak coordination within the TVET ecosystem. As noted above, there are adequate policy and legal frameworks at the national level, operational structures, established complaints handling mechanism, guidelines, and manuals for the implementation of the projects within ministries and the level of other implementing institutions. The assessment however found that there is weak collaboration among TVET institutions when it comes to undertaking of its activities. For example, VETA have their own system which cut across from the national, zonal to regional and district level. SIDO and other institutions whose activities are spread all over the country also have their administrative system which runs from the national to the lowest/district/regional level. It was however established that collaboration between VETA for example and other institutions such as SIDO, TEA, FDCs is not clear. These institutions will be brought together under ESPJII where collaboration in the implementation of some activities might be needed. The same collaboration will be crucial for the implementation of E&S activities where institutions can share staffing and documents to enhance and improve project performance. On the same note, collaboration between one implementing ministry such as PORALG, MoEST and PMO-LYED is not clear. The collaboration between the MoEST, PORALG and the PMO-LYED and their implementing institutions needs to be strengthened, and roles and responsibilities of each institution must be clear during implementation of the ESPJII program which will also enhance and improve their capacity to manage E&S risks and impacts.
- ii. ***Low number of available staffs for managing Environmental and Social risks and impacts and service delivery:*** The MoEST and PORALG were confirmed to have units and staffing for the management of E&S risks and impacts while other institutions have no unit or staff dedicated for E&S issues. Staff with the knowledge on E&S are found in different units / department within the institution. During consultation the ESSA team found that institutions have staffing with the E&S knowledge but are not pulled together in one unit and have never been engaged in the implementation of ESPJI or preparation of ESPJII program. Following this assessment, the mission recommends that all implementing institutions namely MOEST, PORALG, PMO-LYED, FETA, LITA, NCT, NACTVET, TEA, VETA, TPSF, SIDO, Technical Secondary School for the ESPJII program to have a dedicated E&S team in place with the appropriate staff before commencement of the project.
- iii. ***Inadequate knowledge and skills among the environmental and social risk management staff within the implementing institutions:*** E&S staff at the MoEST and PORALG and those scattered in other implementing institutions should be trained more on the country's E&S laws as well as the WB guidelines for P4R. The training should be conducted periodically to bring them up to speed. It is important that they are aware of the requirement of the country laws and guidelines during implementation of program activities. It is also important that they are equipped with the

requirement of P4R for technical training since this will be the first time for some of the implementing institutions, but also those who were there during ESPJI do not have adequate skills for managing program E&S risks and impacts.

- iv. ***Poor budget allocation for environmental and social risks and impacts management:*** Overall implementing institutions have not been allocating adequate dedicated budget for managing E&S issues probably because there are no dedicated teams for managing E&S risks and impacts and that some of the issues are scattered and managed by different departments within the institutions. Budget will be needed for the preparation of the safeguard documents namely ESIA /ESMP (where appropriately) as well as management and monitoring of E&S risks and impacts during implementation of program activities by the implementing institutions. The ESSA team recommends for all institutions to ensure that they allocate adequate budget for the management of E&S risks and impacts during implementation of ESPJII activities.
- v. ***Poor perception of the implementing institutions top management on the management of environmental and social risks and impacts in their institutions based on their understanding:*** Although top management is aware of E&S issues but their support to ensure that their institutions implement E&S issues is not adequate. As evidenced during ESPJI top institutional leadership did not provide adequate support to the E&S teams to ensure that the implementation of E&S requirement is as described in the program manuals. For example, VETA constructed more than 10 colleges without proper documentation on E&S risks and impacts and their mitigation measures. It is therefore important to train top leadership of the implementing institutions and those from the ministries especially on the E&S requirements during implementation of P4R program and the need for their support to ensure compliance as per the country's laws and regulations. Given their time limit a half day training on P4R requirement can help improve their perception on projects' E&S.
- vi. ***Lack of effective implementation of environmental and social management documents at the institutional level:*** Implementing institutions have the management hierarchy spanning from the national (ministry) level through zonal, regional and district levels and all of them (except for NCT who confirmed to have a specific policy on environment) have no policies on E&S risk management. Under the proposed P4R financing for technical education program all the implementing institutions will be required to prepare E&S risk management documents using government policies, laws and guidelines. The following are recommended in order to ensure effective implementation of the above-mentioned documents at the lower level:
  - E&S policy statements and / or guidelines for E&S risk management such as ESMPs, which can include or prepared separately with the HIV/AIDS Management plan, Health and Safety Management plan, community awareness creation materials, and others should be prepared in a language that is easily understandable even to low community members living surrounding TVET institutions.
  - They should not be bulky and/or confusing, must be friendly for local users especially using Kiswahili where possible and necessary.
  - Pictures and Images should be used to replace text where possible and appropriate for easy understanding.
- vii. ***Lack of data on the beneficiaries from vulnerable groups such as people living with HIV/AIDS, women and PWDs:*** Implementing institutions do not capture and keep data on how many beneficiaries are coming from the vulnerable groups. Although these beneficiaries are there but

their specific data on the number, gender, type of preferred training program, their participation and other information were missing. Also, information on the ratio of vulnerable groups within the locality versus those who get opportunities to attend the TVET institutions is lacking. This would inform whether the initiatives undertaken by the TVET institutions to enrol vulnerable groups is adequate, and if not, what should be done to improve the situation. Details of the findings on the number of issues for selected specific institution is attached as **Annex 2**.

- viii. The existing Grievance Redress Mechanism (GRM) systems are fragmented, poorly functioning, and ineffective in the timely resolution of complaints. These systems do not adequately address specific issues (e.g., GBV/SEA/SH, worker complaints) as they are customized to handle mainstream community complaints.

## 8.2 Key ESSA Findings

85. The ESSA has found that:

- The country has adequate E&S laws such as Environmental Management Act (EMA), 2004 which is the main legislation for managing the environment, other sectoral laws and regulations, as well as institutions such as the Vice President's Office, Environment Division (VPO), the National Environmental Management Council (NEMC), Occupational Safety and Health Authority (OSHA), regional and district levels to manage potential risks and impacts;
- The MoEST and PORALG have capacity in implementing donor and WB financed projects. For the past five to ten years the government of Tanzania through the two Ministries has implemented various donor and WB financed projects such as Education and Skills For Productive Jobs Program For Results Phase 1 (ESPJI), Secondary Education Quality Improvement Project (SEQUIP), Boost Primary Student Learning Operation (BOOST), Education Program For Results (EP4R), Tanzania Strategic Cities Project (TSCP), Urban Local Government Strengthening Program (ULGSP) and Dar Es Salaam Metropolitan Development Program (DMDP). These projects were financed by the World Bank and were following strict WB E&S guidelines.
- MoEST and PORALG have units and teams for E&S which have been crucial in the implementation of WB financed projects mentioned earlier, Other organizations such as FETA have staff for E&S while NCT has a policy on E&S. MoEST also has a GRM while NCT, SIDO and other implementing institutions will improve the existing complaints system to a full GRM.
- Participating institutions demonstrate strong collaboration with development partners including the private sectors and other institutions from outside Tanzania. Such experience is vital as can inform implementation of ESPJII program especially on the provision of technical education.
- The MoEST, PORALG and PMO-LYED and their participating institutions have experience in working with different stakeholders including vulnerable groups such as PwD who have been enrolled in various training. The institutions however do not have inclusion strategy to ensure that vulnerable groups such as PwD, women, people living with HIV/AIDS participate fully in the program through enrolment to various training programs. There was however lack of data to establish the case that vulnerable groups are also beneficiaries of the programs offered by the TVET institutions.
- The MoEST and PORALG and participating institutions have been implementing various activities related to the construction of colleges, classrooms, laboratories and office buildings all over the country. Some of these construction activities have been implemented through the World Bank financing such as those implemented under the ESPJI where VETA used the fund to construct more than 10 colleges in different districts.
- In all the construction activities especially, those conducted under the WB financing the MoEST and PORALG have been implementing E&S activities as stipulated in various policies and Acts.

- The MoEST, PMO-LYED and PORALG and the implementing institutions have desks special for registering and addressing complaints. This was a government initiative where all the institutions are required to have an electronic system (e-mrejesho) as well as a physical desk for receiving complaints and giving feedback of the same. For outsiders, all complains are directed to the Permanent Secretary where each complains is directed to a respective division, or unit to resolve it and report again to the PS who will provide clarification to the complainant. The ESSA findings however could not verify whether there is a timeframe for handling these complaints, stage by stage and how transparent is the system in responding and giving feedback to the complainants.
- Budget for handling E&S to all implementing institutions is a challenge. Implementing institutions do not prioritize issues related to E&S risks and impacts which affects budget allocation in that area.

### **8.3 Recommendations**

86. The analysis presented above confirms that, with strengthening the identified shortcomings in Tanzania's environmental and social management system is adequate to effectively address the environmental, health, safety, and social risks associated with the ESPJII. The MoEST and PORALG have experience in working with the World Bank project which will be crucial for the implementation of ESPJII program activities. Although other ministry and implementing institutions namely PMO-LYED, FETA, LITA, NCT, NACTVET, TEA, VETA, TPSF, SIDO and Technical Secondary School have inadequate capacity but there is an opportunity to further strengthen environmental and social management capacity and enhance performance at the program level given the requirement by the country's laws and regulations.

87. The analysis identified the following main areas to be part of program action plan in order to ensure that the ESPJII interventions are aligned with the Core Principles 1, 2, 3, 4, and 5 of Bank Policy: Program-for-Results Financing. The ESSA therefore recommends the following key measures to be taken for improved environmental and social due diligence in the Program (**Table 8-1**).

*Table 8-1 Measures to Strengthen System Performance for Environmental and Social Management for the implementation of the ESPJII (Program Action Plan)*

s/n	Target Objective	Measures to be taken	Timeframe	Responsible	Indicator
1	<b>Strengthen the Environmental, Social, Health and Safety Management Systems (ESHS) of the participating institutions</b>	<p><b>Develop and adopt an Environmental, Social, Health, and Safety Risk and Impacts Management (ESHSRIM) Manual as an annex to the Program Operations Manual (POM).</b></p> <p>The manual to include protocols on ESHS screening, process to conduct ESIA/ESMP, meaningful engagement and inclusion of minority VMGS and other disadvantaged or vulnerable individuals and groups; land acquisition and compensation; labour management procedures and CoC for contractors, GBV risk management, training program for NPCT and PCU staff on the manual; ESHS risks and impacts management verification protocol in APA; ESHS clauses and budgets for civil works bidding and contract documents; monitoring arrangements and indicators; sub-project GM structure, and ESHS reporting and monitoring templates.</p>	Within 3 months of Program effectiveness	MoEST, PORALG PMO-LYED, FETA, LITA, NCT, NACTVET, TEA, VETA, TPSF, SIDO and Technical Secondary School	<ul style="list-style-type: none"> <li>• ESHSRIM Manual developed annexed to POM.</li> <li>• Training of ESHSRIM manual for all participating institutions and NPCU staff.</li> <li>• Operationalization of the ESHSRIM by all participating institutions</li> </ul>
2	<b>Build and strengthen capacity for staff of implementing agencies and contractors involved in the Program to enhance ESHS performance</b>	Appoint dedicated E&S teams in all the program implementing institutions.	Teams to be appointed before commencement of the program activities while capacity building training to occur within first 3 months of the ESPJII effectiveness	MoEST, PORALG PMO-LYED, FETA, LITA, NCT, NACTVET, TEA, VETA, TPSF, SIDO and Technical Secondary School	<ul style="list-style-type: none"> <li>• E&amp;S teams available within all the implementing institutions</li> </ul>

s/n	Target Objective	Measures to be taken	Timeframe	Responsible	Indicator
		Train E&S team, Principals and head teachers, and contractors /subcontractors of participating institutions on program's ESHS requirements (including topics on country ESHS legal and regulatory frameworks, CoC, GRM, GBV, among others)	Before commencement of any construction and upgrading activities	All implementing institutions	<ul style="list-style-type: none"> <li>• Training reports and signed attendance records</li> </ul>
<b>3</b>	<b>Strengthen the implementation and monitoring of the ESHS risk management</b>	<ul style="list-style-type: none"> <li>• Include a robust ESHS risks and impacts management verification protocol in Annual Performance Assessment (APA) ToRs (eg ESIA licences and other statutory requirements for the subprojects)</li> </ul>	Within 1 year of Program effectiveness	MoEST, PORALG and all participating institutions	<ul style="list-style-type: none"> <li>• Functional GRM systems rolled out at ALL participating institutions.</li> <li>• Supervision and monitoring reports and confirmed through APA.</li> <li>• Confirmed annually through APA.</li> </ul>
		NPCU to conduct an independent annual ESHS audit for all infrastructure investments, and reports shared with the WB	Annual for each subproject	MoEST, PORALG and all participating institutions	<ul style="list-style-type: none"> <li>• Annual E&amp;S audit reports</li> </ul>
		Include all the applicable ESHS clauses and budgets in the bidding and contract documents for civil works.	Prior to the procurement of any civil works	MoEST, PORALG and all participating institutions	<ul style="list-style-type: none"> <li>• Bidding and Contract document templates with ESHS aspects.</li> <li>• Inclusion of ESHS in bills of quantities for all subprojects</li> </ul>
					<ul style="list-style-type: none"> <li>•</li> </ul>
<b>4</b>	<b>Strengthen procedures to promote equitable benefits sharing to</b>	<ul style="list-style-type: none"> <li>• Provide guidance for screening to detect the presence of vulnerable or disadvantaged groups, and measures</li> </ul>	Throughout project cycle	All implementing institutions	<ul style="list-style-type: none"> <li>• Copy of stakeholders engagement</li> </ul>



s/n	Target Objective	Measures to be taken	Timeframe	Responsible	Indicator
	<b>vulnerable groups such as people living with HIV/AIDS, PWD and women. There is lack of data on the beneficiaries from vulnerable groups such as people living with HIV/AIDS, women and PWDs</b>	<p>for their consultation and participation so that that project plans and designs take into consideration their needs, priorities, and preferences;</p> <ul style="list-style-type: none"> <li>Define mechanisms whereby vulnerable and disadvantaged groups will be provided with relevant project information in local languages and in form and manner socially acceptable to them;</li> <li>Specify in ESHRIM that any project planning to acquire land in an area where vulnerable groups are present will undertake free, prior and informed consultation leading to broad community support;</li> <li>Emphasize that each project will utilize the GRM.</li> <li>All the implementing institutions will be required to establish Inclusion Strategy to implement number to encourage and ensure enrolment of vulnerable groups is improved and the data which are gender segregated are available.</li> </ul>			<p>strategies developed for the program</p> <ul style="list-style-type: none"> <li>Progress report accompanied by the copies of Inclusion Strategy from the implementing institutions</li> <li>Number of students admitted from VMGs communities and groups</li> </ul>
<b>5</b>	<b>Strengthen the implementation and monitoring of Institutional GRM system</b>	<ul style="list-style-type: none"> <li>Establishment of functional GRM system should be included as an annex to the Program Operations Manual (POM).</li> <li>ALL participating institutions to develop and manage functional GRM systems that also address their needs and are GBV-</li> </ul>	Throughout project cycle	All implementing institutions	<ul style="list-style-type: none"> <li>GRM constituted and grievances being logged, responded, and resolved for sub-project levels</li> </ul>

s/n	Target Objective	Measures to be taken	Timeframe	Responsible	Indicator
		SEAH responsive. <ul style="list-style-type: none"> <li>• Conduct awareness to stakeholders on Institutional GRM systems (process and procedures)</li> <li>• Conduct training to key stakeholders (e.g. Gender Desk, Contractors, Consultants, Suppliers, Institutional Management).</li> </ul>			<ul style="list-style-type: none"> <li>• Progress reports on GRM performance and information on GRM are available to the public.</li> <li>• Inclusion of GRM clause into POM</li> <li>•</li> </ul>

## LIST OF ANNEXES

### Annex IA: List of Stakeholders Consulted During Preparation of the ESSA

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## Annex 1C: List of participants to the consultation and training meetings in Dodoma

TANZANIA: Consultation Meeting for Environmental and Social Systems Assessment (ESSA) for Education and Skills for Productive Jobs (ESPJ)  
II) Program-For-Results (P500754) - September 19-20, 2024

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**Annex 1D: Attendance List of participants for the consultation with NGO's, CSO's and private sectors.**

**ENVIRONMENTAL AND SOCIAL SYSTEMS ASSESSMENT (ESSA) CONSULTATION**

**Attendance**

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## Annex 2: Details of findings for selected institutions on the number of issues regarding management of E&S risks and impacts

Issue	Institution						
	NCT	VETA	SIDO	NACTVET	FETA	LITA	MOEST
Activity in Program	-Upgrading facilities	Upgrading and expansion	-Rehabilitation -Capacity building	-Expansion of offices -Vehicles -Training	-Rehabilitation and expansion of building and vessels	-Expansion of buildings	-Construction, Procurement of instruments, training
Instruments and GRM	-Plan to strengthen GRM and SEP	-No specific GRM	-Plan to strengthen GRM	-Gender policy, - Communication strategy -No specific GRM	-No specific instrument	-No specific instruments	Yes, there is GRM
Inclusion strategy	-To prepare plan / strategy for inclusion	-Plan to prepare inclusion strategy/plan	-Plan to prepare	-To prepare Inclusion strategy to cover vulnerable groups	Inclusion strategy will be prepared	No inclusion strategy, to be prepared.	To be strengthened
E&S staff	-Plan to establish PMU with E&S staff	-No specific E&S staff	-Use Staff from the government -No specific staff for E&S	No E&S staff	Yes, there are staff	Staff are from ministry and HQ	Yes
Impacts	-Social disruption -Waste -Exclusion of some groups. -Grievances	GBV, Waste , Social disruption	-Waste disposal	Corruption, GBV, waste, accidents and incidents.		Waste GBV Social disruption	Waste Social disruption, GBV
E&S policy	Yes	NO specific	Use the national policy. No org policy	No E&S policy		No policy	No specific
Challenges	-Lack of awareness on E&S within the organization	Inadequate E&S staff	Lack of E&S within	-Absence of E&S personnel -Inadequate awareness. Operatuonal costs.		-No specific E&S Dependence on the ministry	
Main Grievances		No specific	no	No any		no	Relocation of communities
Budget			yes	yes		NO	
GBV management	Yes, GRM includes GBV management	Government system	Yes, there is inclusion of GBV			Yes	no
Best way to improve	-Capacity building and training -Stakeholders' engagement.	-Stakeholders engagement and capacity building	-Stakeholders participation	-Strengthen GRM -Strengthen stakeholders' engagement		-Stakeholders engagement -Dedicated staff	-Alternative finance for E&S activities. -Appointment of specific officers to deal

							with E&s especially GRM.
Contingency fund	-Yes, has access to cogency fund.	Yes	yes	yes		no	
Challenges on E&S		-Inadequate E&S staff	-Cost implication when using local staff for E&S	Lack of E&S personnel		Lack of dedicated E&S staff	
Capacity on E&S	-Have E&S unit and 5 personnel	no	-No staff -Use of Local government staff from the Ministry	No personnel			
Experience with WB projects	Yes	No	yes	Yes		Yes	Yes
Construction expected	Yes	Expansion	Yes, incubation Centers	Not confirmed		Yes	Yes

### **Annex 3: Stakeholders' consultation Forum for the ESSA**

#### **Consultation Report (Records of discussions)**

**Date: November 21, 2024**

**Venue: NACTVET Conference Hall, Dar es salaam.**

##### **1.0. Introduction**

Upon conclusion of institutional assessments by the World Bank's Environmental and Social safeguards team to the proposed ESPJ-II implementing agencies (IAs), a stakeholders' consultation forum was conducted on November 21, 2024. The forum drew in a diverse range of key players in the TVET and skills development subsector from across mainland Tanzania. The purpose of the meeting was to have these stakeholders (list of attendance attached) have their views heard both on the findings of the assessments, and the ESPJ-II program as well. Below is a summary of proceedings during the consultation.

##### **2.0. ESPJ II PforR – objectives, thrust, scope and intended beneficiaries.**

The following were highlighted to the stakeholders in attendance by GoT program coordination team about the Second Education and skills for productive jobs (ESPJ-II) PforR.

- A brief background on the key accomplishments achieved during the implementation of ESPJ-I which concluded in 2023. ESPJ I mainly focused on infrastructure development including building new VTCs in a number of districts across mainland Tanzania, supporting training to youths, and employer-based programs across the six priority sectors, establishment of sector skills councils coordinated by Tanzania private sector foundation (TPSF), among other interventions. The program coverage focused on six priority sectors (Agriculture, Tourism/hospitality, Transport, works, communication, and energy with related interventions drawn from the National Skills Development Strategy (NSDS-I) and other national strategies and plans such as Five-Year Development plan (FYDP)etc.
- Despite the accomplishments registered under ESPJ –I, a range of challenges remain requiring attention particularly on both access/service delivery and TVET system strengthening thus need for a follow-on program/project to help respond to the unfinished work and the evolving needs of the Tanzania's skills development subsector, hence ESPJ II.

- Major areas for improvement which ESPJ II focuses on are, (i) service delivery through improving quality of programs on offer in response to labor market needs through improved facilities/equipment, improved curriculum/occupational standards, developing a competent/quality TVET teaching force(instructors), and promoting and sustaining providers-industry collaboration among other things. and (ii) the program also focuses on TVET system improvement through a strengthened regulatory regime, achieving sustainable TVET financing, and an effective and well-functioning TVET coordination.
- In terms of program's thematic/sectoral scope, ten priority sectors will be covered by the program, up from six sectoral concentration under ESPJ-I. The sectors include agriculture & Agribusiness, Energy, Construction, ICT, Tourism & hospitality, transport and logistics, Livestock & fisheries, manufacturing, healthcare, and Mining
- the program aims to benefit over 1.5 million direct beneficiaries with strong emphasis on inclusivity across a diverse range of social groups including a achieving female-male gender balance, PWDs, and vulnerable youth across all priority sectors.
- The program intends to emphasize on imparting soft skills to beneficiaries such as entrepreneurship to promote self-employability.

### **3.0. E&S assessments of the proposed Implementing Agencies (IAs) with stakeholders' comments.**

- The stakeholders were introduced to the basics of the World Bank financing instruments namely (i) Independent Program Financing, (ii) Program for Results, and (iii) Development Policy Operations (DPOs), and how they compare to each other on one hand and on the other, how these instruments differ from one another.
- Further highlights on the centrality of conducting E&S systems assessment as part of the Bank's fundamental lending policies and for the purpose of gauging institutional capacity within their structures to effectively handle E&S aspects prior and during project implementation.
- Stakeholders also informed that upon concluding the assessments, recommendations are put forth highlighting areas for improvement, which are subsequently submitted to key stakeholders to seek their views on the likely E&S risks relating to the proposed project. The stakeholders' comments and recommendations are then incorporated to form part of the final ESSA report to be later published in the Bank's website for public disclosure purposes.
- With risks identified and recommendations set forth, a program action plan is developed detailing the recommended actions on what each implementing agency needs to do both prior and during project implementation to help improve the E&S systems.
- Again the stakeholders were made aware of the World Bank policy and guidance regarding E&S risks, and on the 6 key principles to be observed in the development of ESSA, covering (i) E&S sustainability, (ii) adverse impact mitigation on natural habitats, (iii) protecting public and workers safety, (iv) safe, fair, and just management of any likely displacement or avoidance and minimization of the same, (v)

prioritization of and attention to the rights of special/vulnerable groups including indigenous, traditional, and/or local communities, and (vi) conflict avoidance/minimization and conflict management.

- This part concluded by emphasizing on the Bank's cardinal policy relating to E&S risks where the Bank confines its support only to projects with low or moderate E&S risk(s).

#### **4.0. Findings on E&S Assessments conducted to the proposed implementing agencies**

Key findings of the conducted E&S Assessments were in two parts namely; (i) potential benefits, and (ii) likely risks that may happen during implementation of the project.

- (i) Likely benefits include;
  - a. Likely increase of employability following improved quality of TVET and other skilled tailored trainings.
  - b. Enhanced productivity on account of improved quality and breadth of programs offered,
  - c. Potential decline in unemployment following improved programs' relevance to labor market demand.
- (ii) Potential adverse happening(risks)
  - a. Likely spread of STDs on reasons of an abrupt increase in social interaction during project implementation
  - b. Likely exclusion of special and vulnerable groups access to project benefits.
  - c. Likely conflicts over employment opportunities that may influenced by biases and similar practices.
  - d. Adverse Labor related occurrences relating to exploitation, unfair rewards (underpay, irregular pay, long working hours etc..).
  - e. Land acquisition's related impacts particularly where construction works are envisaged.
  - f. Adverse effects caused by increased number of enrolments such as unbearable pressure on utilities, sewage management systems, water pollution etc..
  - g. Likely marriage conflicts resulting from early marriages, unplanned pregnancies particularly in areas expected to have construction/renovation works.

##### **4.1. Causes of the identified risks include;**

- Lack of E&S specialists within the implementing agencies.
- Lack of clear and well managed E&S guidelines at institutional level despite existence of such instruments at national level but not yet effectively adopted by institutions.
- Limited or lack of institutional budget prioritization for the E&S activities e.g. GBV awareness.
- Missing inclusion/inclusivity strategy(ies) to safeguard vulnerable groups.

- Capacity deficiencies relating to E&S risk management.
- Absence of institutionalized or presence of ineffective/poorly functioning GRM system and related record keeping.
- Irrelevant participants to the E&S training which yield no improvement on trainee return to the respective Implementing agency.

## **5.0. Proposed E&S Program action plan to strengthen systems performance**

### **5.1. existing potential for E&S system improvement**

- At national level, there exists plans, policies, and legislation governing E&S landscape.
- In terms of legal framework, there exists such which support the system to address both E&S issues. Needed is only effective implementation of the available legal instruments.
- On occupational health and safety law, labor management law, land act, and HIV/AIDs mitigation guidelines also available.
- Much needed is adoption of such customized frameworks/guidelines at an institutional level to warrant effective enforcement.
- 

## **6.0. Proposed improvement going forward.**

The implementing agencies were advised to;

- Develop a stakeholders'/community engagement plan
- Develop Inclusion strategy
- Strengthen existing GRM framework/systems. Specific for the ESPJ II, the IAs need to put in place a dedicated GRM system customized to program's needs. The system should be designed such that it can be accessed by everyone in need, with a proper complaints recording mechanism and with a dedicated staff deployed for that purpose.
- Appointment and deployment of dedicated E&S specialists for the program at each Implementing agency
- Conduct capacity building to the institutions' E&S teams
- Conduct training on GBV AND SEA to designated E&S program staff.
- Provide for sufficient and requisite budget allocation to support implementation of the needed E&S interventions as necessary.
- Community engagement and awareness to ensure un-interrupted interface with stakeholders throughout the project life cycle.

## **7.0. The voice of stakeholders on the following;**

Stakeholders provided further observations regarding the proposed ESPJ-II PforR as follows;

- (i) In terms of **stakeholders' perception about the program benefits and/or disadvantages**. The following were noted;
- The project is rated good with considerable potential benefits at national, individual and sector levels in terms of increasing beneficiaries' potential for employability and self-employment, strengthening TVET system, improving TVET program relevance and quality,
  - **On disadvantages** – Importance of beneficiaries' perception and acceptability/adoption/ of the project because with negative perception and weak beneficiaries' commitment, delivering impactful interventions may becoming challenging.
- (ii) **Additional E&S aspects to be included in the project;**
- Some areas for improvement may include paying special attention on PWDs, and male beneficiaries/given the seemingly declining attention to a boy child, thus a call for a balanced approach to inclusivity including gender equity.
  - A consideration for collaboration with Gender and children focal points and NGOs involved in the fight against GBVs.
  - Streamlining anti-GBV framework and GRM within the existing institutional structures rather than viewing it as condition for securing development financing.
  - Adding an ordinal scale to identified E&S risks by rating each risk as either low, moderate or high.
  - While appreciating presence of E&S regime at national level, there is need to have a well-established, and sustained E&S structure at institutional level with proper resourcing both in terms of human and financial resources.
- (iii) **The roles each stakeholder may play during the program execution**
- Industry –providers' collaboration – critically need to improve, thus an emphasis is imperatively needed (role of industry/employers in improving practical training thus helping to address skills relevance to market demand).
  - M&E framework – making it capture/responsive to the evolving dynamics of the skills subsector (M&E with learning as implementation progresses).
  - Opportunities for volunteer expert(s) to support project implementation in some skills areas where the country has deficits (Volunteer Support Organization-VSO offered to support on this area).
  - TPSF/ATE to support providers-industry linkages in promoting/actualizing of industry attachments for both students and instructors.
- (iv) **Specific needs to be considered in the project design or in the implementation process**
- E&S need to develop capacity on both tendering processes and GRM framework as well.
  - More production centers/workshops/tech development centers to expand reach and impact for self-employability
  - Need for the IAs to enhance grievance handling process and stakeholders' engagement



- Support regulatory bodies to effectively regulate the tailor made short course programs, and ensure the attained qualification is recognized by the National Qualification framework (NQF). This will help beneficiaries to be employed, and provide room for potential upward academic transition.
- Sustainability beyond the project life cycle is particularly imperative
- Emphasis on results for a sustained program's impact.
- Need to broaden scope of IAs to include private TVET providers mindful their size (i.e. private providers constitute a sizeable proportion of the TVET subsector), experience, and efficiency in TVET program delivery
- A particular attention to TVET instructors' capacity building to support them gain modern and innovative approaches to delivery of TVET programs including industry attachments, Continuous Professional Development programs (CPDs), upskilling, training on improved pedagogical techniques to program's delivery etc.
- Emphasis on possible linkage with the labor market and/or self-employment opportunities.
- A peculiar emphasis on developing critical mass of skilled youth on rare-earth resources that are highly demanded given the growing global shift to emerging technologies such as renewable energy which highly use these rare-metals, thus calling for prioritizing the mining sector in the program design.
- A possible remedy in the program design to address coordination weaknesses facing the established sector skills council (a key milestone under ESPJ-I).
- Clarity needed as to content, ambition, expected outcomes, responsibility, and accountability relating to the program's Disbursement Linked Indicators (DLIs)
- Possible leverages on the TVET expanding capacity to help train for skills export to neighboring countries with high demand for skilled workforce while maintaining balance with the local skills demand and supply landscape.