

**THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**



**STAKEHOLDER ENGAGEMENT PLAN (SEP) FOR SECONDARY
EDUCATION QUALITY IMPROVEMENT PROJECT - SEQUIP**

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List of Abbreviations

AEP	Alternative Education Pathways
DP	Development Partner
CBO	Community Based Organization
CPD	Continuous Professional Development
CSO	Civil Society Organization
DLI	Disbursement Link Indicators
CLO	Community Liaison Officer
EA	Environmental Assessment
EIA	Environmental Impact Assessment
EMO	Environmental Management Officer
EPforR	Education Program for Results
ESCP	Environmental and Social Commitment Plan
ESF	Environmental and Social Framework
ESMF	Environment and Social Management Framework
ESIA	Environmental and Social Impact Assessment
ESMP	Environmental and Social Management Plan
ESS	Environmental and Social Standards
FBO	Faith Based Organization
FFBEP	Fee Free Basic Education Policy
FPIC	Free Prior and Informed Consent
FYDP	Five Year Development Plan
EMO	Environmental Management Officer
ESDP	Education Sector Development Plan
ESA	Environmental and Social Assessment
GoT	Government of Tanzania
GBV	Gender Based Violence
GCA	Game Controlled Area
GRC	Grievance Redress Committee
GRM	Grievance Redress Mechanism
ICT	Information Communication and Technology
IEC	Information Education AND Communication
LGAs	Local Government Authorities
MCDGC	The Ministry of Community Development, Gender and Children
M&E	Monitoring and Evaluation
MEP	Monitoring and Evaluation Plan
MLHSD	Ministry of Land, Housing and Human Settlement Development
MoEST	Ministry of Education Science and Technology
MSLSD	Ministry of State, Local Government and Special Department
MoTN	Ministry of Tourism and Natural Resources
NEMC	National Environment Management Council
NEP	National Environmental Policy
NGO	Non-Governmental Organizations
NPIT	National Project Implementation Team

OIP	Other Interested Parties
PAPs	Project Affected Persons
PDO	Project Development Objective
PO-RALG	President' Office Regional Administration and Local Government
PWD	People with Disabilities
PSC	Project Steering Committee
RAP	Resettlement Action Plan
RAS	Regional Administrative Secretary
REA	Rural Energy Agency
RF	Resettlement Framework
SEP	Stakeholder Engagement Plan
SGC	SEQUIP Grievance Committee
SEQUIP	Secondary Education Quality Improvement Project
SSMT	SEQUIP Senior Management Team
TANAPA	Tanzania National Parks
TANESCO	Tanzania Electric Supply Company
TFS	Tanzania Forest Service
TITC	Teacher In-service Training Service
TCPD	Teachers Continuous Professional Development
URT	United Republic of Tanzania
VPO-DOE	Vice President Office – Division of Environment
VC	Village Council
VGs	Vulnerable Groups
VGP	Vulnerable Groups Plan
VGPF	Vulnerable Group Planning Framework
WASH	Water Sanitation and Hygiene
WB	World Bank

Executive Summary

The Project

Boosting Tanzania's human capital, especially among women, is critical to accelerating shared economic growth. Girls' Access to and completion of quality secondary education is associated with many socio-economic benefits. Over the last three years, secondary education outcomes have improved. The number of children in secondary school grew substantially, largely due to the Fee Free Basic Education Policy (FBEP) introduced in 2016. However, three main challenges in secondary education remain, which the project aims to address: (i) improving access to and completion of quality secondary education for girls and boys; (ii) ensuring a safe, supportive learning environment to keep girls in school longer; and (iii) expanding effective Alternative Education Pathways (AEP) to enable girls who drop out of lower secondary school, especially young mothers, to finish the lower secondary education cycle and enter upper secondary schools.

The project consist of the following four components: (i) Component 1: Empowering Girls Through Secondary Education and Life Skills; (ii) Component 2: Digitally-Enabled and Effective Teaching and Learning; (iii) Component 3: Reducing Barriers to Girls' Education through Facilitating Access to Secondary Schools; and (iv) Component 4: Project Coordination, Monitoring and Evaluation. The Proposed AF is for (i) addressing urgent needs related to strengthening the quality of teaching and the systemic efficiency of the textbook forecasting and supply system through the addition of two new Performance Based Conditions (PBCs), (ii) restructuring of the original SEQUIP to revise the standards against which two PBCs are evaluated, (iii) reallocating funds between two PBCs, (iv) revisions in the framing and description of PDO indicator 1, (v) revising the results framework, and (vi) extending the closing date by six months. There are no changes proposed to the implementation arrangements of the project.

(i) The proposed PBC will incentivize the creation and adoption of clear guidelines for schools, heads of school, teachers, academic staff, quality assurance officers, and other stakeholders on implementing secondary Training and Continuous Professional Development (TCPD) in Secondary Education. TCPD and utilizing technology to establish effective Communities of Learning (CoLs). The PBC verification protocol includes the development of guidelines for schools and LGAs on managing Secondary-TCPD, such as:

- Conducting teacher needs assessments
- Preparing costed plans
- Establishing and running CoLs
- Monitoring the administration of continuous professional development of teachers

(ii) The proposed new PBC will encourage the Government to improve textbook forecasts, speed up procurement and distribution, increase efficiency, and reduce annual procurement costs. The PBC verification protocol will include, at minimum:

- a study on bottlenecks in textbook preparation, printing, and distribution in basic education,
- a data-driven simulation estimating the required number of textbooks by subject and grade,
- a guidance note on textbook procurement and management to accelerate delivery and improve value for money.

The newly introduced PBCs aim to boost service delivery capacity by ensuring cost-effective

instructional inputs. This initiative includes an overhauled system for textbook planning and replenishment to prevent disruptions in access to reading materials. Additionally, a sustainable structure for ongoing professional development will provide teachers with the necessary tools for delivering high-quality education. These integrated efforts are designed to create a supportive learning environment for both students and teachers, enhancing educational outcomes and broadening access to secondary education for girls.

Stakeholder Engagement

This Stakeholders Engagement Plan (SEP) is based on relevant aspects of Tanzanian law and the World Bank's Environmental and Social Framework (ESF). Nine of the Environmental and Social Standards (ESSs) within the ESF apply to the Project. Environmental and Social Standard (ESS10) on Stakeholder Engagement and Information Disclosure. The Stakeholder Engagement Plan outlines the approach to engagement and information disclosure for SEQUIP.

The key objectives of the SEP can be summarized as follows:

- i. Provide guidance for stakeholder engagement;
- ii. Identify key stakeholders;
- iii. To enable stakeholders' views to be taken into account in all elements of the project;
- iv. Identify the most effective methods to maintain communication during project implementation;
- v. Define the channels to disseminate project information;
- vi. promote and provide means for effective and inclusive engagement;
- vii. Provide stakeholders with a means to raise issues and grievances and receive a response;
- viii. Define roles and responsibilities; and
- ix. Define reporting and monitoring measures to ensure the effectiveness of the SEP.

Stakeholder Identification

The first step in the stakeholder engagement process is to identify the key stakeholders to be consulted and involved throughout the project life cycle. Stakeholders are individuals or groups who are affected or likely to be affected by the project (project affected parties PAP) and who may have an interest in the project as well as those who may have interests in a project and/or the ability to influence its outcome, either positively or negatively (other interested parties OIPs). For SEQUIP stakeholder groups include:

- **Government Authorities:** This includes Regional, Local Government Authorities and Ward and Village Councils who will have a role in implementing SEQUIP.
- **Project Affected Communities:** who can be directly or indirectly (positively or negatively) affected by the project. This group includes beneficiaries of the project (teachers, students and parents) as well as people who live near to school sites or along transportation routes for materials and equipment.
- **Vulnerable Groups:** include hunter-gatherer and pastoralist communities (in line with ESS7)

as well as vulnerable households such as elderly, youth, women especially female headed households, and persons with disabilities.

- Non-Governmental Organizations: groups who are focused on enhancing education, protection of the Human Rights, support of vulnerable groups (ESS7) rights and support of other vulnerable peoples such as the disabled, the elderly, People Living with Albinism, etc and environment (protected areas, water resources etc).
- Academia: departments at universities which may have an interest in issues that are being addressed by SEQUIP including issues related to access to education, student retention as well as school construction and environmental and social issue.
- Private Sector: stakeholders who may be able to access employment opportunities or provide goods and services as a result of SEQUIP.

Engagement Approach During Initial Preparation

During preparation consultation meetings were conducted to share and discuss the draft instruments with stakeholders in order to receive feedback and inputs for improvements. Consultation were held in three regions as follows: Singida region in Singida Municipal on 8th November, 2019; Manyara region in Babati Council on 11th November, 2019 and Coast region in Kibaha town council on 14th November, 2019. In addition, consultation with VGs was held in Mbulu district at Mongoamono village on 12th November 2019 in which there was representation of Hadzabe, Barbaig, women, men and youth. Participants were government officials including experts from Regional Secretariat officials, Local Government Authorities, Ward and villages, local leaders (Wards and villages representatives), Civil Society Organizations, local fundi's, Religious leaders, and community members. A total of 190 stakeholders were consulted as details *are in Annex 3*.

Stakeholders were invited to provide their views and comments on the Stakeholder Engagement Plan (this document), Environmental and Social Management Framework, Resettlement Framework and Vulnerable Groups Planning Framework. The instruments were disclosed (i) through emailing the participants before consultations, (ii) providing hard copies at the regional and LGAs offices in Singida, Manyara and Coast regions, (iii) providing hard copies during the documents presentations, (iv) disclosing on the MoEST and PO - RALG websites on 4th November, 2019 where stakeholders can also leave comments. During the presentations and plenary discussions in Babati, Kibaha and Singida, Kiswahili language was used throughout the discussions. To ensure intensive participation of Vulnerable Groups in Mbulu district, where Hadzabe community resides, both Kiswahili and Hadzabe languages were used in which the translator was present throughout the discussion to accommodate community members who could not speak or understand Kiswahili.

Issues raised are detailed in Annex 3.

Stakeholders Engagement During Implementation

During Project implementation, engagement activities will be undertaken in relation to project activities including school construction and Components 1 and 2. This will include a range of tools including structured and formal meetings, focus group discussions, community meetings,

one to one meetings, distribution of information such as stakeholder roles and responsibilities (using pamphlets) and site visits. The various techniques will be used depending on the project activities, the community needs, issues to be discussed and the participants in the meeting etc. to ensure that the engagement is effective and meet the needs of the stakeholders.

The following table summarizes the stakeholder engagement activities that will take place during the project.

Objectives	Messages	Means of Communication
PROJECT PREPARATION		
To present draft (for comment) and final versions of the instruments.	<p>Present the Project and its implementation schedule</p> <p>Present potential environmental and social impacts; measures for mitigation and management.</p> <p>Describe Grievance Redress Mechanism (GRM).</p> <p>Present stakeholders identified and describe approach to stakeholder engagement.</p>	<p>Organized public meetings / Consultations</p> <p>Disclosure on Websites (MoEST, PO-RALG and WB)</p> <p>Email copies of the instruments to CSOs and other institutions.</p> <p>Disclosure of executive summaries in Kiswahili in</p>
PREPARATION		
Screening of the Project Site	<p>Identification of any components or activities likely to result in positive or negative impacts</p> <p>Identification of Vulnerable Groups</p>	<p>Face to Face Meetings</p> <p>Community Meetings</p> <p>Site Visits</p>
ESIA / ESMP Preparation and Disclosure (as needed)	To inform the preparation of the Environmental Statement/ ESMP etc and present findings when drafted.	<p>Focus Group Meetings</p> <p>MoEST/ PO-RALG website</p>
Resettlement Action Plan (RAP) and Vulnerable Groups Plan (VGP) Preparation, disclosure and implementation (as needed)	<p>Meetings with affected households as needed to inform the preparation of the RAP, disclosure of RAP and monitoring.</p> <p>Meetings with Vulnerable Groups as needed to develop the VGP</p>	<p>Disclosure of Project documentation in culturally appropriate and accessible manner – hard copies in LGA and Village Offices in Kiswahili or other local languages (in case of VGs)</p>
CONSTRUCTION PHASE		

Objectives	Messages	Means of Communication
Meeting to Alert stakeholders to the start of construction	Advise stakeholders that construction will commence and provide project information Information and education on the risks and impacts, GRM, workers code of conduct etc	Public Meetings Focus Groups Discussions. Face to Face Meetings
Alert stakeholders of any new activities, Provide updates on project progress (every two weeks)	Inform public about any emerging issues, provide information on risks and impacts. GRM, workers code of conduct etc.	Public Announcements Focus Group Discussions Community Meetings Meetings with Village Council

Contact with the SEQUIP National Project Implementation (NPIT)	Maintain website with contact box for people to submit questions. Existing MoEST and PO-RALG contact details will be clearly displayed at worksites.	Websites Phone/Text LGA Offices
THROUGHOUT THE PROJECT		
Information dissemination	General information on SEQUIP, activities at the school in relation to Components 1&2 where relevant Purpose of the safe schools program and how it will be implemented in Schools and the Alternative Education Pathways (AEPs) respectively. Outreach on the AEP options for girls who have dropped out of school including as a result of pregnancy.	Posting on bulletin boards; Information leaflets Focus Group Discussions Outreach Activities Community meetings
Contact with the SEQUIP National Project Implementation Team (NPIT)	Maintain website with contact box for people to submit questions. MoEST and PO-RALG numbers will be clearly displayed at worksites.	Websites, Phone LGA Offices

Grievance Redress Mechanisms

A Grievance Redress Mechanism (GRM) is necessary for addressing the legitimate concerns of the project affected persons. Grievance handling mechanisms provide a formal avenue for affected groups or stakeholders to engage with the project on issues of concern or unaddressed impacts. In the interest of all parties concerned, the grievance redress mechanisms are designed with the objective of solving disputes at the earliest possible time.

Due to the nature of the Project Components three mechanisms exist for grievance resolution:

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

School Construction GRM

For school construction activities the grievances will be handled at the local level ideally through the school construction committee supported by the village council who will form a School Grievance Committee (SGC). Terms of Reference for the SGC will be prepared and included in the Project Operations Manual. The GRM will include the following steps:

Step 1: Submission of grievances: The affected person shall file the grievance through suggestion boxes, meetings or directly to the SGC representatives who will record the grievance in writing.

Step Two: Logging the grievances: The SGC will keep records of all complaints received and the responses made in order to track the resolution of grievances.

Step Three: Providing the initial response: the SGC will acknowledge the complaint has been received. This response will either accept or refute responsibility for the grievance and next steps in investigation and resolution or immediate actions to be taken.

Step Four: Investigating the grievance: The SGC will aim to complete investigation within two weeks of the grievance first being logged and will involve the aggrieved person/people in this investigation to ensure their views are incorporated. If needed, technical specialists from the LGA will be involved in the investigation. In case of complaints related to Gender Based Violence, grievances will be treated in confidence and referral pathways (health care, legal and psychosocial counselling) will be offered to the survivor based on their preferences.

Step Five: Communication of the Response: The SGC will outline the steps taken to ensure that the grievance does not re-occur and measures to resolve the complaint.

Step Six: Complainant Response: If complainant is satisfied the SGC should seek their sign off and determine if any follow up is needed to monitor resolution implementation.

Step Seven: Grievance closure or taking further steps if the grievance remains open: Once the measures have been implemented the grievance should be closed. If the grievance still stands then the SGC will initiate further investigation and determine the steps for future action. If the complainant is not satisfied, they would be able to appeal to the LGA and Regional administration.

Once all possible redress has been proposed and if the complainant is still not satisfied then they should be advised of their right to legal recourse.

In the case of complaints related to GBV, grievances will be treated in confidence and a referral to a GBV Service Provider will be made according to the survivors wishes. A referral pathway for available GBV Services (health care, psychosocial counselling, security and legal) will be available to facilitate this process. It is also necessary for the SGC to be trained on how to collect GBV cases confidentially, how to treat survivors with empathy, and the type of minimal data to collect on the survivor.

Operational Schools GRM

As part of the safe schools program Each school will have one or two trained guidance and counselling teachers (depending on school size and gender composition) as grievance redress focal point for students and teachers. The GRM will be accessible to teachers and students who will be able to submit grievances into sealed suggestion boxes or in person. The trained teachers will then help the complainant to resolve the issue in a manner which reduces conflict. In the event that the complainant reports an incident of GBV, the teachers will be trained to keep the issue confidential and assist the survivor to access referral pathways.

General Grievances

Currently MoEST and PO-RALG operate independent Grievance Mechanisms through which complaints and concerns can be submitted regarding wider issues. At both Ministries there are Complaints Desks at the national level. Complaints can be submitted by emailing complainants@moe.go.tz or ps@tamisemi.go.tz +255262321234, +255262963533 For PO-RALG, there is a suggestion/ complaint box at each LGA and complaints boxes are placed in schools. Grievances related to SEQUIP should be forwarded to the SEQUIP Coordination Team to be addressed. The SEQUIP Coordination team will provide capacity building and guidelines on how the grievance mechanism works.

A separate GRM will be available for project workers, as specified in the Labour Management Plan.

Monitoring and Evaluation

SEQUIP will maintain a database and activity file detailing all public consultation, disclosure information and grievances collected throughout the program, which will be available for public review on request. Stakeholder engagement shall be periodically evaluated by the NPIT. The following indicators will be used for evaluation:

- i. Level of understanding of the project by stakeholders;
- ii. Annual grievances received, speed of resolution and how they have been addressed; and
- iii. Level of involvement of affected people (disaggregated by gender and vulnerable groups) in committees and joint activities and in the project itself.

World Bank Grievance Redress System

How to access World Bank Grievance Redress System

The GRS considers a complaint admissible when:

- The complaint relates to a World Bank-supported project that is under preparation, active, or has been closed for less than 15 months
- The complaint is submitted by individuals or communities affected by a World Bank-supported project, or by their authorized representative; and
- The complainant(s) allege that they have been or will be affected by the World Bank-supported project.

Complaints must be in writing and addressed to the GRS. They can be sent by the following methods:

- Online, access the through filling [online form](#)
- By email to grievances@worldbank.org
- By letter or by hand delivery to the [World Bank Headquarters](#) in Washington D.C., United States or any [World Bank Country Office](#).

Information to include in a complaint

Complaints must:

- Identify the project subject of the complaint
- Clearly state the project's adverse impact(s)
- Identify the individual(s) submitting the complaint
- Specify if the complaint is submitted by a representative of the person(s) or community affected by the project
- If the complaint is submitted by a representative, include the name, signature, contact details, and written proof of authority of the representative.

Supporting evidence is not necessary but may be helpful in reviewing and resolving the complaint. The complaint may also include suggestions on how the individuals believe the complaint could be resolved. All complaints will be treated as confidential. The GRS will not disclose any personal data that may reveal the identity of complainants without their consent.

To access the WB GRS, complete and submit a Complaints Form to the World Bank's Grievance Redress Service (GRS) at www.worldbank.org/grs or email grievances@worldbank.org.

CHAPTER ONE

1 INTRODUCTION

1.1 Project Background

Boosting Tanzania's human capital, especially among women, is critical to accelerating shared economic growth. Girls' Access to and completion of quality secondary education is associated with many socio-economic benefits. Over the last three years, secondary education outcomes have improved. The number of children in secondary school grew substantially, largely due to the Fee Free Basic Education Policy (FBEP) introduced in 2016. However, three main challenges in secondary education remain, which the project aims to address: (i) improving access to and completion of quality secondary education for girls and boys; (ii) ensuring a safe, supportive learning environment to keep girls in school longer; and (iii) expanding effective Alternative Education Pathways (AEP) to enable girls who drop out of lower secondary school, especially young mothers, to finish the lower secondary education cycle and enter upper secondary schools.

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- Conducting teacher needs assessments
- Preparing costed plans
- Establishing and running CoLs
- Monitoring the administration of continuous professional development of teachers

(ii) The proposed new PBC will encourage the Government to improve textbook forecasts, speed up procurement and distribution, increase efficiency, and reduce annual procurement costs. The PBC verification protocol will include, at minimum:

- a study on bottlenecks in textbook preparation, printing, and distribution in basic education,
- a data-driven simulation estimating the required number of textbooks by subject and grade,
- a guidance note on textbook procurement and management to accelerate delivery and improve value for money.

The newly introduced PBCs aim to boost service delivery capacity by ensuring cost-effective instructional inputs. This initiative includes an overhauled system for textbook planning and replenishment to prevent disruptions in access to reading materials. Additionally, a sustainable structure for ongoing professional development will provide teachers with the necessary tools for delivering high-quality education. These integrated efforts are designed to create a supportive learning environment for both students and teachers, enhancing educational outcomes and broadening access to secondary education for girls.

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

Table 1-1: Overview of Project Components

Component	Key Activities
Component 1: Empowering Girls through Secondary Education and Life Skills	
Sub-component 1.1: Creating Safe Schools	<p>Commitment to Safe School Program implemented in 2,000 schools, with the objective to induce behaviour change at the school level. The Safe School Program includes:</p> <ul style="list-style-type: none"> • Trained school guidance and counseling teachers;¹ • Students' life skills training through girls' and boys' clubs by the guidance and counselling teachers; • In-service training of secondary school teachers on the teacher code of conduct and gender sensitive pedagogical approaches; • Training of school heads and School Boards on GBV, safe school issues etc.; • School and classroom monitoring system for early identification of and intervention on girls at risk of drop out; and • Community-based mechanism for safe passage to school. <p>The Safe School program will be implemented in two phases: A first phase would take place in 700 schools by year 3 to ensure smooth implementation and allow for adjustments before scale up to an additional 1,300 schools by year 5 and to a total of 2,000 secondary schools in the second phase,</p>
Sub-component 1.2: Promoting Girls' Completion of Secondary Education through Quality	<p>Strengthening the system for monitoring and outreach to secondary school girl drop-outs: Set up an ICT-enabled system for tracking girls dropping out at national and district level to provide key information for AEP planning and implementation (e.g. on where new AEP centers might need to be opened), but more importantly, enable outreach activities to these girls and their families to encourage them to continue their education and inform them of</p>

¹ Each school will have two guidance and counselling teachers, one for girls and one for boys, with the exception of All girls or all boys schools will only have one guidance and counseling teacher.

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

	<p>Equitable, gender-balanced teacher deployment to schools will include the development of the following: (i) Teacher Deployment Strategy for secondary schools focused on alleviating the math and science teacher needs and a gender-balanced deployment across schools. (ii) Multi-year Financial Simulation Teacher Model to forecast and plan teacher needs. (iii) Software for secondary teacher deployment.</p> <p>In-service teacher training/continuous professional development (CPD) to improve classroom teaching practice for secondary English, Mathematics and Science teachers on subject content knowledge, pedagogical and gender-sensitive approaches, including identification of at-risk students and remedial measures. In phase 1 about 700 select secondary schools will be established as Teacher In-service Training Centres (TITCs). The rollout of the CPD program will be evaluated to assess its effectiveness and impact on student learning outcomes. The project will also support the development of key guidelines to enable regular TCPD to be established at the school and cluster level.</p> <p>Evaluate student learning in lower secondary to provide opportunities for remedial use: to allow for targeted early intervention to prevent girl dropout due to learning difficulties.</p>
Sub-component 2.2 Digitally-enabled Teaching of Math, Sciences and English	<p>Development of an ICT in Education Strategy and plan for secondary education. This includes a mapping/baseline assessment of active and past ICT initiatives in secondary education, as well as an accompanying analysis of international best practices. During implementation special needs teachers and students may also benefit from the ICT based teaching program.</p> <p>Digital content and connectivity package: The innovative digital education package will facilitate the teaching of English, Mathematics and Science in a first phase of 700 schools.</p>
Component 3: Reducing Barriers to Girls' Education through Facilitating Access to Secondary Schools	
	<p>Expansion of the secondary school network to substantially reduce the distance to secondary schools by an expansion of the secondary school network, especially in rural areas.</p> <p>SEQUIP will disburse project funding on the basis of the number of schools in each LGA meeting minimum infrastructure standards. The new school construction program will consist of a minimum infrastructure package based on the school construction and maintenance strategy (e.g. number of classrooms/students, adequate WASH facilities, especially important for girls; multi-purpose science labs, electricity, etc.).</p>

	<p>Minimum infrastructure package for existing schools: SEQUIP will support upgrading existing secondary schools with the minimum infrastructure package, with the objective is that at least 50 percent of all existing schools in all LGAs will meet the minimum standards set. A School Infrastructure Needs Assessment will be carried out in all LGAs to assess the current situation and establish the infrastructure gap at the LGA level. The approach used for construction is the current community-based construction approach. One criterium of site selection for new schools will be water/water connection availability.</p> <p>All school construction activities will be coordinated closely with other ongoing and pipeline WB Projects and government initiatives as much as possible to ensure <i>electricity connections</i> for schools in coordination with the Rural Electrification Expansion Program; <i>internet connectivity</i> by potentially linking up with the Digital Tanzania Project during implementation and <i>Water, Sanitation and Hygiene facilities</i> and their maintenance and use at schools (water connection for schools are part of the utility service provision, this will include construction of a borehole and provision of a hand or electric pump) by coordinating with the Sustainable Rural Water Supply and Sanitation Program.</p> <p>Component 3 will be implemented by school construction committees and school boards, with the construction largely overseen, monitored and tracked by PO-RALG. MoEST will be key in ensuring the request for a new school is registered and temporarily accredited to enable construction.</p>
Component 4: Project Coordination and Impact Evaluation	
	<ul style="list-style-type: none"> • Project coordination, M&E (including impact evaluation to inform further implementation), supporting achievements of sub-components Strengthening environmental and social safeguards implementation and Grievance Redress Mechanism • Annual Verification of DLIs

1.2 Overall Project Implementation Arrangement

SEQUIP will be implemented by the Ministry of Education, Science and Technology (MoEST) and the President's Office, Regional Administration and Local Government (PO-RALG), based on the well-functioning structure in place under the ongoing EPforR. MoEST will be responsible for overall monitoring and evaluation of implementation, setting of standards and strategies. PO-RALG, through the Regional Secretariats and LGAs, will be responsible for day-to-day implementation of the Project. Overall strategic oversight of SEQUIP will be under the responsibility of the SEQUIP Project Steering Committee (PSC), co-chaired by the Permanent Secretaries of MoEST and PO- RALG.

1.3 Stakeholder Engagement

According to ESS 10, Stakeholder engagement is the continuous and iterative process by which the Borrower identifies, communicates, and facilitates a two-way dialogue with the people affected by its decisions and activities, as well as others with an interest in the implementation and outcomes of its decisions and the project. It takes into account the different access and communication needs of various groups and individuals, especially those more disadvantaged or vulnerable, including consideration of both communication and physical accessibility challenges. Engagement begins as early as possible in project preparation, because early identification of and consultation with affected and interested parties allows stakeholders' views and concerns to be considered in the project design, implementation, and operation.

The objectives of stakeholder engagement and information disclosure as outlined in ESS10 include:

- i) To establish a systematic approach to stakeholder engagement that will help Borrowers identify stakeholders and build and maintain a constructive relationship with them, in particular project-affected parties.
- ii) To assess the level of stakeholder interest and support for the project and to enable stakeholders' views to be taken into account in project design and environmental and social performance.
- iii) To promote and provide means for effective and inclusive engagement with project- affected parties throughout the project life cycle on issues that could potentially affect them.
- iv) To ensure that appropriate project information on environmental and social risks and impacts is disclosed to stakeholders in a timely, understandable, accessible and appropriate manner and format.
- v) To provide project-affected parties with accessible and inclusive means to raise issues and grievances and allow Borrowers to respond to and manage such grievances.

1.4 Objectives of the SEP for SEQUIP

The SEP seeks to define a technically and culturally appropriate approach to consultation and disclosure. The goal of this SEP is to improve and facilitate decision making and create an atmosphere of understanding that actively involves project- affected people (PAP) and other stakeholders in a timely manner, and that these groups are provided sufficient opportunity to voice their opinions and concerns that may influence Program decisions. The SEP is a useful tool for managing communications between SEQUIP and its stakeholders.

The key objectives of the SEP can be summarized as follows:

- i. Provide guidance for stakeholder engagement such that it meets the standards of the World Bank (ESS10) and national legislation;
- ii. Identify key stakeholders and assess the level of interest and support for the project;
- iii. To enable stakeholders' views to be taken into account in project design and environmental and social management, reporting, supervision, monitoring and final delivery of schools and other project activities;
- iv. Identify the most effective methods and structures through which to maintain communication with the beneficiaries and affected people during project implementation;
- v. Define the channels to disseminate project information, and to ensure regular, accessible, transparent and appropriate consultation with beneficiaries, affected people and relevant stakeholders to the project;
- vi. Guide SEQUIP to promote and provide means for effective and inclusive engagement with project-affected parties throughout the project life -cycle on issues that could potentially affect them;
- vii. Develop an engagement process that provides stakeholders with an opportunity to influence project planning and design; implementation and supervision and final delivery of the investments;
- viii. Provide project-affected parties with accessible and inclusive means to raise issues and grievances, and allow SEQUIP to respond to and manage such grievances;
- ix. Define roles and responsibilities for all staff from the government, consultants (as needed) and contractors involved in SEQUIP implementation to comply with the World Bank Environmental and Social Standards and the ESS10 and the implementation of the SEP; and
- x. Define reporting and monitoring measures to ensure the effectiveness of the SEP and periodical reviews of the SEP based on findings.

CHAPTER TWO

2 STAKEHOLDERS IDENTIFICATION AND ANALYSIS

Stakeholder engagement will be free of manipulation, interference, coercion and intimidation, and conducted on the basis of timely, relevant, understandable and accessible information, in a culturally appropriate format. It will involve interactions between identified groups of people and provides stakeholders with an opportunity to raise their concerns and opinions (e.g. by way of meetings, surveys, interviews and/or focus groups), and ensures that this information is taken into consideration when making project decisions.

The first step in the stakeholder engagement process is to identify the key stakeholders to be consulted and involved throughout the project life cycle. According to the World Bank ESF, stakeholders are individuals or groups who are affected or likely to be affected by the project (project affected parties PAP) and who may have an interest in the project as well as those who may have interests in a project and/or the ability to influence its outcome, either positively or negatively (other interested parties OIPs). Table 2.1 identifies the main stakeholders identified for the SEQUIP project and which will be critical to involve during the preparation of the project and later in its implementation.

Stakeholders' analysis involves identifying the stakeholder groups that are likely to affect or be affected by proposed project components and sorting them according to the potential impact the activities will have on them. The preliminary stakeholder analysis has identified the various interests of stakeholder groups and the influence these groups may have on the project. The analysis also shaped the design of stakeholder consultation events and how to engage them. Stakeholders interest is determined based on the extent to which they may be involved in implementing elements of the project, likelihood in being impacted (positively or negatively) or in which they may benefit from components. Influence is a measure of the extent to which stakeholders can positively or negatively influence project outcomes. It should be noted that stakeholders' interest and influence can change over time and will therefore be reviewed from time to time especially during the development of specific sub-projects.

2.1 Stakeholders

Table 2.1 identifies the main stakeholder groups identified for the SEQUIP and which will be critical to engage during the preparation of the project and later in its implementation. The stakeholder list is likely to change during the project life cycle, as additional stakeholders are identified and the components of the Project, they are most likely to interested in. Key stakeholder groups include:

Government Authorities

Consultation with Regional and LGAs at early stages of the project preparation will build consensus and ownership of the Project. In addition, it will facilitate LGAs officials' involvement in implementing SEQUIP.

Project Affected Persons

Impacted communities are groups of people who can be directly or indirectly (positively or negatively) affected by the project. The impacted community may be affected through components of the natural or social environment as a consequence of various aspects of a project in varying degrees over its life cycle. Communities will include beneficiaries of the project including teachers, students and parents. Communities near the potential project sites are likely to be either beneficiaries or affected by the project. Communities through which materials will be transported need to be considered in this group.

Vulnerable Groups and People

There are a number of vulnerable groups and people within the Project as follows:

- Hunter-gatherer and pastoralist communities: including the Hadzabe, Akie, Sandawe Maasai and Barbaig who are mainly located in the North of Tanzania (as defined in the Vulnerable Groups Planning Framework).
- Girl students in particular girls at highest risk of dropping out of education due to a range of factors including pregnancy, poor performance, GBV etc and those in the AEP system.
- Other vulnerable people of interest can be grouped into categories of the elderly, youth, women especially female headed households, and persons with disabilities (PWDs).

Consultation meetings will be planned so as to promote participation of vulnerable people (with support to them provided where possible), but in some cases separate focus group discussions may also be held to allow for their active participation.

The objective is to gather opinions on Project implementation and recommendations for project design and implementation as well as environmental and social risks and mitigation that takes into account the needs of these groups who are often underrepresented or will not speak in open community meetings.

Non-Governmental Organizations

There are a number of active Non-Governmental Organizations (NGOs) and Community Based Organizations (CBOs) in Tanzania which are primarily focused on enhancing education, protection of the Human Rights, supporting vulnerable peoples such as the disabled, the elderly, People living with Albinism, etc, supporting vulnerable groups (ESS7) rights and protecting the environment (protected areas, water resources etc). These NGOs and CBOs have substantial influence, particularly regarding activities allowed in project regions. Other NGO groups to be consulted are those working at national, regional or local level with broader knowledge of the environmental and social characteristics of the different project areas and the nearby populations even if they are not directly affected. This group identified for stakeholder engagement is per Annex 1.

Academia

There are a number of departments at universities which may have an interest in issues that are being addressed by SEQUIP including issues related to access to education and retention of girls in schools, construction of schools, improvements in architecture, construction quality, materials quality and a range of environmental issues including environmental degradation, drought and access to water. These could also provide services to the project.

Private Sector

SEQUIP offers employment opportunities for companies and individuals within the private sector. This may include companies involved in school construction (Fundis), and consultants.

Table 2-1 : Summary of Stakeholders Identification and Level of Interest

Organisation	Category Department	Interest/ Mandate/ Role	Interest	Project Affected Person (PAP)/ Other Interested Party (OIP)	Project Components of Interest
NATIONAL LEVEL STAKEHOLDERS					
VPO Division of Environment (DoE)	Government	Oversee policy, planning and implementation on environmental matters; Coordinate lead ministries in environmental management.	High	OIP	3
Prime Minister's Office- Labour, Youth, Employment and Persons with Disability	Government	To supervise and control of the activities of the sector ministries	High	OIP	1&3
Minister Responsible for Environment	Government	Issue guidelines and regulations and designate duties to various entities.	High	OIP	3
National Environment Management Council (NEMC)	Government	Undertake environmental enforcement, compliance, review and monitor environmental impact statements, research and awareness raising.	Medium	OIP	3
Ministry of	Government	Oversee utilization, management and	High	OIP	3

Organisation	Category Department	Interest/ Mandate/ Role	Interest	Project Affected Person (PAP)/ Other Interested Party (OIP)	Project Components of Interest
Water and Irrigation		development of water resources.			
Ministry of Energy	Government	Oversees the provision of Power Generation	Medium	OIP	3
Ministry of Agriculture	Government:	Food Production and development of agro-industry.	Medium	OIP	3
Ministry of Lands, Housing and Human Settlement Development	Government	Proper management of land and associated resources to support socio-economic development and environmental sustenance; responsible for land use planning, issuance of right of occupancy, valuation and compensation, and resolving land use conflicts	Medium	OIP	3
Ministry of Natural Resources and Tourism	Government	Responsible for the management of Game Reserves (GRs), Game Controlled Areas (GCAs) and all wildlife outside protected area boundaries and Wetlands	Medium	OIP	3
The Ministry of Community Development, Gender, Women and Special Groups (MoCDGWSG)	Government	Promote community development, gender equality, equity and children rights	High	OIP	1&3

Organisation	Category Department	Interest/ Mandate/ Role	Interest	Project Affected Person (PAP)/ Other Interested Party (OIP)	Project Components of Interest
Members of Parliament	Parliament	Political matters on environmental issues	Medium	OIP	1,2 &3
Tanzania Forest Service (TFS)	Government	Protection of national forest and bee reserves including protecting riparian gallery forests; increasing production capacity of natural and plantation forest reserves.	Medium	OIP	3
TANAPA	Government	Conserving important nature and wildlife reserves and resources; ensuring adequate water for wildlife and ecosystems in protected areas; promoting tourism.	Medium	OIP	3
Rural Energy Agency (REA)	Government	Promote, stimulate, facilitate and improve modern energy access for productive uses in rural areas	Medium	OIP	3
REGIONAL LEVEL STAKEHOLDERS					
Regional Secretariats	Local Government	Coordinates all environmental matters within the region including advising LGAs on implementation and	Medium	OIP	3

Organisation	Category Department	Interest/ Mandate/ Role	Interest	Project Affected Person (PAP)/ Other Interested Party (OIP)	Project Components of Interest
		enforcement of environmental requirements			
NEMC Zonal Offices	Local Government	Replicate all functions and departments of NEMC including overseeing Compliance and Enforcement	Medium	OIP	3
TANESCO regional offices	Government Body	Power supply to new schools – connections	Low	OIP	3
DISTRICT LEVEL STAKEHOLDERS					
District Commissioners	Local Government	Management of the Districts including ensuring peace, security and harmony in the district	Medium	OIP	3
Council Chairperson	Local Government	Coordinates all functions of council management committees including environmental and social issues	High	OIP	1&3
City, Municipal, Town, District Councils offices (Council Directors)	Local Government	Coordinate all environmental matters within the district including implementation of district water supply, sanitation, fisheries, livestock and irrigation development plans while protecting communities and land use.	Medium	OIP	3

Organisation	Category Department	Interest/ Mandate/ Role	Interest	Project Affected Person (PAP)/ Other Interested Party (OIP)	Project Components of Interest
City, Municipal Town and District Councils and Management Teams - Economic Development, Community Development, Education, Land, Water, Environment, Forestry, Wildlife, engineer, statisticians and logistical and planners officers	Local Government	Promoting social and economic wellbeing and development in their areas of jurisdiction. Responsible for implementation of thematic areas including water and sanitation plans for urban and rural areas	Medium	OIP	1&3
	Local Government: Environmental Management Officer (EMO) for Councils	Oversee day-to-day management of environmental aspects	Medium	OIP	3
	Local Government: Environmental Management Committee for Councils (Standing Committee on Urban Planning and Environment)	Responsible for overseeing proper management of environmental matters within the authority.	Medium	OIP	3

Organisation	Category Department	Interest/ Mandate/ Role	Interest	Project Affected Person (PAP)/ Other Interested Party (OIP)	Project Components of Interest
	Local Government: Environmental Committee for Ward, Village, Mtaa and Hamlet (Standing Committee of economic Affairs Work and Environment)	Responsible for proper management of environment in respect of the area.	Medium	OIP	3
	Local Government: Village Development Committee	Responsible for proper management of environment in respect of the area.	Medium	OIP	3
	Local Government: Environmental Management Officer (EMO) for Township, Ward, Village, Mtaa and Hamlet	Coordinate all functions and activities geared towards the protection of environment within the area	Medium	OIP	3

Organisation	Category Department	Interest/ Mandate/ Role	Interest	Project Affected Person (PAP)/ Other Interested Party (OIP)	Project Components of Interest
Urban water and sanitation authorities	Local Government	Provision of water and sanitation services in urban areas.	Low	OIP	3
WARD AND VILLAGE LEVEL STAKEHOLDERS					
Ward Executive Council	Local Government	General administration and coordination of socio-economic development at ward levels. Mobilization of local communities and access to water resources, sanitation, fisheries, livestock and agricultural and other socio-economic development.	Medium	OIP	3
Ward Councilors Office	Local Government	Local level political oversight over the natural resources sector. Responsible for mobilizing political support for programs in the sector at local level	Medium	OIP	3

Organisation	Category Department	Interest/ Mandate/ Role	Interest	Project Affected Person (PAP)/ Other Interested Party (OIP)	Project Components of Interest
Village Councils	Local Government	General administration and coordination of socio-economic development at ward and village levels. Responsible for access to water for communities for drinking, sanitation, fisheries, livestock and agricultural and other economic development	High	PAP	3
OTHER STAKEHOLDERS					
National parks, game reserves, game-controlled areas and Ramsar sites	Protected Areas Authorities	Access to water for eco-systems and biodiversity with considerations for tourism	High	OIP	3
Water Users Associations	Civil Society	Oversee water use within their geographical area	High	OIP	3
Associations of small-scale subsistence farmers	Community	Availability of water for agricultural activities and limited livestock keeping	Medium	PAP	3
Pastoralists	Community	Potential beneficiaries of Project components. Require access to grazing	Medium	PAP	3

Organisation	Category Department	Interest/ Mandate/ Role	Interest	Project Affected Person (PAP)/ Other Interested Party (OIP)	Project Components of Interest
		and water for livestock. Project may interact with access to these resources and their traditional lands.			
Community in General	Community	Potential beneficiaries of Project components. Participation required in the Project including the awareness raising, identification of sites, development of EIAs/ESMPs, etc	High	PAP	3
School Boards	Community	Involved in the development of new schools, contracting for construction and operation of schools.	High	PAP	1,2&3
Non State Actors (NGOs (National/Regional/Local), CBOs (National/Regional/Local), FBO	Civil Society	Various including providing information to inform environmental and social plans, baseline information and representation of various groups at the national, local and regional level.	High	OIP	1,2&3
Hunter- Gatherers	Community	Potential beneficiaries of Project components. Project may interact with their traditional lands or access to natural resources	Medium	PAP	3

Organisation	Category Department	Interest/ Mandate/ Role	Interest	Project Affected Person (PAP)/ Other Interested Party (OIP)	Project Components of Interest
Vulnerable People	Community	Potential beneficiaries of Project components. Individuals in society who may be vulnerable and less able to participate in engagement activities such as women, the elderly etc	Medium	PAP	1&3
Teachers/Head Teachers	Community	Role in project development and implementation of the various components	Medium	PAP	1,2&3
Students	Community	Beneficiaries of the changes in access and improvements in teaching environment	Low	PAP	1,2&3
Parents	Community	Parents of students are likely to be interested in the location of schools and the learning environment and safety of their children.	High	PAP	1,2&3
Land Owners and Users of sub-project sites	Community	Potential for physical and / or economic displacement	High	PAP	3
Media	Community	Require participation in the project	Medium	OIP	1,2&3
Companies, Fundis etc	Private Sector	Employment opportunities associated with SEQUIP	High	OIP	3
Academia	Academia	Interest in specific elements as relates to their research interests.	Medium	OIP	1,2&3

CHAPTER THREE

3 STAKEHOLDER ENGAGEMENT APPROACH

Stakeholder Engagement Plan involves developing appropriate strategies to effectively engage stakeholders throughout the lifecycle of the project, based on the analysis of their needs, interests and potential influence on project success. The key benefit of this process is that, it provides a clear, actionable plan to interact with project stakeholders to support the project's interests. Based on the information gathered in the stakeholder analysis above, and the engagement approach, SEQUIP will be responsible for engaging stakeholders throughout the lifecycle of the project.

Stakeholder engagement is the process of communicating and working with stakeholders to meet their needs and expectations, and to address issues as they occur. The engagement systematically foster appropriate stakeholder engagement in project activities throughout the life of the project. The key benefit of this process is that it allows the Project Management to increase broad support and minimize resistance from stakeholders hence increasing the chances to achieve project success.

3.1 Preparation Stage Engagement Plan

During preparation, disclosure of the draft safeguards documents for the Project will be undertaken to inform their development and to consider the views and opinions of different stakeholder groups in managing impacts associated with the Project. Draft and final documents need to be disclosed on the WB website and on the MoEST and PO - RALG website to allow for informed consultation and participation.

In addition, materials will be prepared to present to stakeholders during the consultation meetings which enable stakeholders to understand the proposed project, the likely risks and impacts, proposed mitigation and to enable them to have a say on these issues. The SEP shall also be disclosed including proposed stakeholders and approach to engagement during implementation. Feedback shall be incorporated into updated versions of the documents as required.

During consultation process of draft documents, Vulnerable group including Hadzabe community were consulted. Participants were positive about the project and felt that they have been valued to be selected as part of the consultations. Additionally, questions and suggestions raised during the meetings helped to improve the implementation of project and its instruments. During implementation, when sub-projects are being developed engagement will be undertaken to inform the development of the specific sub-project and detailed plans.

In order to undertake engagement, the following activities were done:

- 1) Disclosure of draft instruments and summary in Kiswahili version on 4th November, 2019 via the websites of both ministries.
- 2) Announcement of meetings - invitations to selected participants through email and public notice at regional and LGA levels indicating engagement activities which includes

mechanisms for stakeholders to be able to submit comments directly to the ministries if they are unable to attend consultation meetings;

- 3) Summary of draft documents which were prepared in Kiswahilli were shared with stakeholders as well as sent to regional offices where they shared with respective LGAs which were marked for consultation;
- 4) Consultation meetings on the Project and the draft instruments conducted from November on 8th to 14th November, 2019 in Singida municipal at Mwenye secondary school, Manyara at Babati town council hall and Coast Region in Kibaha town at CWT hall.
- 5) Updated instruments to reflect the findings / outcomes of the disclosure meetings.

Additionally, most questions and suggestions raised during the consultation meetings were accommodated in the instruments which will help implementation of project. Participants of the meetings showed that they were aware of the instruments and pointed out the following needs: (i) the inclusion of students with disabilities and their education needs in the project, (ii) the consideration of geographical differences in terms the costing and budgeting (designing) of construction, (iii) the need of construction of dormitories and laboratories in most areas (iv) participation of stakeholders throughout the stages of project (viii) the high demand of dormitories and provision of food for secondary schools which save students from Vulnerable Groups.

Views of stakeholders have been accommodated on the Resettlement Framework (RF), Environmental and Social Management Framework (ESMF), and the Vulnerable Groups Planning Framework (VGPF) as seen in Annex 3.

Stakeholders Engagement During Implementation

During implementation, when new schools or rehabilitation of existing schools (sub- projects) are being developed engagement will be undertaken to inform the development of the specific sub-project and detailed plans. Further engagement on the frameworks, detailed plans and components 1 and 2 will also be undertaken.

Different engagement methods are proposed and cover different needs of the stakeholders.

- 1) Structured Agenda - This agenda is prepared based on the project component/ sub-project under consultation. Using a focused agenda will ensure that key strategic and risk items can be discussed with decision-makers and influencers in an effort to mitigate risk proactively. This tool will be used with both PAPs and OIPs.
- 2) Focus Group Meetings/ Discussions - The aim of a focus group is to bring together stakeholders with the same interests or common characteristics into a meeting to discuss specific topics or project components in a focused manner. For example, focus group methods may be used to explore issues that are relevant to specific groups or sub-groups of a community – such as youth, the elderly, women, and so on.
- 3) Community consultations - These consultations are focused to identify and discuss stakeholder concerns and to disclose project information to both PAP and to a lesser extent OIP. Such consultations should, wherever feasible, make use of local languages

and be accessible (location, time, open invitation etc) in order to reach a broad range of groups and individuals within communities. Participation of both men and women should be encouraged.

- 4) Formal meetings - These meetings are focused to identify and discuss specific stakeholder concerns and to disclose project information. Participation in these meetings will be influenced by the issues under consideration and should include adequate representation of women and vulnerable people where possible. If more relevant, additional meetings with vulnerable individuals/groups may be more appropriate.
- 5) One-on-one interviews – The interviews will aim to give chance to individuals to air concerns on project and will involve PAPs and OIPs depending on the issues to be addressed. Such meetings should be available to men and women as well as vulnerable groups and individuals in a manner that would facilitate their attendance.
- 6) Distribution of pamphlets – This is a way of sharing information to a wide range of individuals.
- 7) Site visits - These visits are focused to identify and discuss stakeholder concerns and to disclose project information within communities.

Table 3-1 summarizes the main communication methods that will be used for each individual stakeholder group, indicating key characteristics and corresponding specific needs.

3.2 Plan for Engagement

The plan presented below for when engagement is needed during the implementation of the Project (ie in relation to the development of instruments and activities) and should be reviewed and updated throughout the lifecycle of the Project. During this process the focus and scope of the SEP may change to reflect the varying stages of project implementation and to encompass any changes in project design and lessons learnt from previous phases of the Project.

Table 3-1 : Summary of Stakeholders Communication Strategy

Stakeholder group	Specific needs	Language needs²	Communication Means	Timing
Government Entities (National, Regional, LGA and Village)	Inclusion in the decision making processes and implementation role	Kiswahili and English	<ul style="list-style-type: none"> • Correspondence by phone/email/ Entities (National, Regional, LGA and Village) ext/instant message • One-on-one interviews • Formal meetings • Roundtable discussions 	Disclosure Sub-Project Preparation Prior to construction During Construction/Implementation Operation Phase Prior to and during implementation of Component 1 and 2 in a community/ LGA
Communities (including parents, teachers, land owners, vulnerable people etc)	To be identified during sub-project preparation or prior to implementation of a component but likely to need sensitization as to the project, its benefits and their role. Vulnerable individuals need to be included. Information on the Project and approach to managing environmental and social issues.	National language (Kiswahili). Local language may be needed. Translator in case local language translate needed	<ul style="list-style-type: none"> • Letters from LGA to the Village and sub village leaders • Traditional notifications (Mbiu) • Disclosure of Project documentation in a culturally appropriate and accessible manner. • Community meetings. • Focus Group Discussions • Outreach activities (component 1) 	Disclosure Sub-Project Preparation Prior to construction During Construction/Implementation Operation Phase Prior to and during implementation of Component 1 and 2 in a community/ LGA

² In cases where there are stakeholders with special needs, relevant provisions will be made (e.g. sign language).

Stakeholder group	Specific needs	Language needs²	Communication Means	Timing
Vulnerable Groups	<p>To be determined based on the VG and initial discussions.</p> <p>Consultation with local leaders</p> <p>Efforts to ensure VGs feel that their issues will be heard and addressed.</p> <p>Consideration of their decision making processes,</p>	National language (Kiswahili) and their local language. Translator needed	<ul style="list-style-type: none"> • Letters from LGA to the Village and sub village leaders. • Traditional notifications (Mbiu) • Disclosure of Project documentation in a culturally appropriate and accessible manner. • Community meetings. • Focus Group Discussions • Outreach activities (component 1) 	<p>Disclosure</p> <p>Sub-Project Preparation</p> <p>Prior to construction</p> <p>During Construction/Implementation</p> <p>Operation Phase</p> <p>Prior to and during implementation of Component 1 and 2 in a community/ LGA</p>
Other interested parties (NGOs, CSOs, private sector etc)	Depend on stakeholder to be met.	National language (Kiswahili) and English	<ul style="list-style-type: none"> • Meetings, Letters, Telephone and Emails Formal Meetings 	<p>Disclosure</p> <p>Sub-Project Preparation</p> <p>Prior to construction</p> <p>During Construction/Implementat ion</p> <p>Operation Phase</p> <p>Prior to and during implementation of Component 1 and 2 in a community/ LGA</p>

3.3 Plan for Engagement

The plan presented below will be followed during the implementation of the Project (i.e. in relation to the development of instruments and activities) and should be reviewed and updated throughout the lifecycle of the Project as needed. During this process the focus and scope of the SEP may change to reflect the varying stages of project implementation and to encompass any changes in project design and lessons learnt from previous phases of the Project.

Table 3-2 Stakeholder Engagement Plan

	Objectives	Target Stakeholders	Messages/ Agenda	Means of Communication	Schedule/ Frequency	Responsible Agencies/ Groups
PROJECT PREPARATION						
1.	<p>To present drafts and get stakeholders inputs on the following instruments:</p> <ul style="list-style-type: none"> • Environmental and Social Management Framework (ESMF) • Resettlement Framework (RF) • Vulnerable Groups Planning Framework (VGPF) • Stakeholder Engagement Plan (SEP) • Environmental and Social Commitment Plan 	<p>Representatives of Regional, District, ward and village, schools and local Fundi</p> <p>National and Regional NGOs;</p> <p>Civil society</p> <p>Community groups representatives of VGs</p> <p>Youth and women;</p>	<p>a) Present the Project – objectives, rationale, components, benefits and beneficiaries, implementation arrangements.</p> <p>b) Indicative implementation schedule and period, project contacts.</p> <p>c) Potential environmental and social impacts; measures for mitigation and management as per the ESMF.</p> <p>d) Potential land requirements;</p>	<p>Organized public meetings / Consultations</p> <p>Disclosure of Project documentation in a culturally appropriate and accessible manner and summaries in Kiswahili on version on the websites of both ministries before consultation (MoEST and PO-RALG)</p>	One off activity as part of project preparation	MoEST/ PO-RALG

	(ESCP)		<p>process of land acquisition and resettlement; compensation and other resettlement assistance as detailed in the RF.</p> <p>e) Describe Grievance Redress Mechanism (GRM).</p> <p>f) Present stakeholders identified and describe approach to stakeholder engagement.</p> <p>g) Approach to managing issues associated with Projects impacting Vulnerable Groups.</p>			
2.	To disclose finalized ESMF, RF, VGPF, SEP and ESCP	<p>Government agencies,</p> <p>Representatives of Regional and District government</p> <p>National and Regional NGOs;</p> <p>Civil society, Community groups</p>	<p>Email message to advise Stakeholders of disclosure and where to access the disclosed documents.</p> <p>Advertisement in the Newspaper</p> <p>Disclosure of Project documentation in a</p>	<p>Upload on websites of Government agencies including MoEST, PO-RALG; WB and others.</p> <p>Hard copies in locally accessible places.</p> <p>Email copies to key individuals and organizations.</p>	One-off and re-disclose whenever there is any significant revision.	NPIT

		representatives	culturally appropriate and accessible manner			
PREPARATION						
3	Screening of the Project Site and completion of Checklist 1 (as part of the ESMF)	Village Council Community Leaders including VG Community Members District Engineer, Environmental and Community Development Officers Traditional Leaders of Vulnerable Groups	Identification of any components or activities likely to result in significant impacts	Face to Face Meetings Community Meeting Site Visits	Start of sub-project preparation	LGA Environmental and Social Management Experts from NPIT
4.	ESIA / ESMP Preparation	MoEST/ PO-RALG Government institutions NEMC Landowners, local NGOs and civil society Communities District Engineer, Environmental and Community Development Officers	<ul style="list-style-type: none"> To inform the preparation of the Environmental Statement engagement will be undertaken during the the Scoping Stage of the ESIA preparation the ESIA Stage 	Face-to-face meetings Public Consultation Meeting Focus Group Meeting	Sub-Project Preparation	LGA Environmental Expert Environmental and Social Experts from NPIT Experts hired to complete the ESIA/ESMP

	ESIA/ESMP Disclosure	MoEST/ PO-RALG Government institutions NEMC Landowners, local and regional NGOs and civil society	To present ESIA findings and recommendations. Document will be available on WB, MoEST and PO-RALG website, Regional and LGA offices, and Project Site (VC office or similar) <ul style="list-style-type: none"> Disclosure of Project documentation in a culturally appropriate and accessible manner 	Announcement in newspapers MoEST/ PO-RALG website	One-Off at end of Sub-Project Preparation	LGA Environmental Expert Environmental and Social Management Experts from NPIT Experts hired to complete the ESIA/ESMP
5.	RAP Preparation (as detailed in the RF)	MoEST/ PO-RALG Government institutions Landowners and users (PAPs), Local NGOs and civil society	Meeting with affected landowners and users to advise them of the land acquisition or resettlement process and to consult on mitigation measures. Detailed socio-economic survey Asset inventory	Face-to-face meetings with affected households (husband and wife/wives) or individual.	When land acquisition is identified as necessary Before project construction - All PAP's to be consulted	NPIT Social Management Project Expert VC LGA - Community Development Officer

		All Project Affected People (PAPs)	Discuss losses and resettlement measures including any financial compensation; valuation of lost assets.			
6.	RAP Disclosure		Disclosure of RAP in	On websites of Government agencies	One-off	NPIT Social Management

	Objectives	Target Stakeholders	Messages/ Agenda	Means of Communication	Schedule/ Frequency	Responsible Agencies/ Groups
			<p>draft and final version.</p> <p>Copies of RAP to be placed on website and at Government offices.</p> <p>Disclosure of Project documentation in a culturally appropriate and accessible manner</p>	and WB.		Project Expert VC LGA - Community Development Officer
7.	RAP Implementation	PAPs	<p>Monitoring and evaluation of success of RAP implementation</p> <p>Information on grievances received and resolved</p>	Face to Face Meetings	As needed during RAP implementation and detailed in the RAP	LGA
8.	Vulnerable Groups Plan (VGP) Preparation and Disclosure	MoEST/ PO-RALG Government institutions	<p>Information on Project Design</p> <p>Inputs into relevant Project Instruments</p>	<p>Face-to-face meetings</p> <p>Public Consultation Meeting</p>	Sub-Project Preparation	<p>•</p> <p>NPIT Social Management Project Expert</p>

	Objectives	Target Stakeholders	Messages/ Agenda	Means of Communication	Schedule/ Frequency	Responsible Agencies/ Groups
		Local NGOs and civil society Vulnerable Groups (including women) Traditional Leaders	(ESMP, RAP etc) Inputs into the VGP (screening, social assessment, development of plan) Disclosure of draft and final VGP in a culturally appropriate and accessible manner	Focus Group Meeting		VC LGA - Community Development Officer
COMPONENT THREE CONSTRUCTION PHASE						
9.	Meeting to inform stakeholders to the start of construction 1 month before construction	Community PAP VG Vulnerable Individuals	Advise community and PAP that construction will commence. Information and education on the risks and impacts, GRM, workers code of conduct etc Inform the community of the construction plans, builders, route for transportation of materials, water sources and land aspects.	Public Meetings Focus Groups Discussions. Face to Face Meetings	Pre-Construction	LGA – Community Development Officer School Construction Committee VC

	Objectives	Target Stakeholders	Messages/ Agenda	Means of Communication	Schedule/ Frequency	Responsible Agencies/ Groups
10.	<p>Implementation of communication plan during construction,</p> <p>Inform stakeholders of any new activities, unexpected impacts etc during construction.</p> <p>Provide updates on project progress</p>	<p>Community PAP VG</p> <p>Vulnerable Individuals</p>	<p>Inform public about any emerging issues</p> <p>Information and education on the risks and impacts, GRM, workers code of conduct etc.</p> <p>Updates on project progress etc</p>	<p>Subproject progress report-informing the community (2 pages report with photos of the works progress) and for the ESME</p> <p>Public Announcements</p> <p>Focus Group Discussions</p> <p>Community Meetings</p>	<p>Frequency –</p> <p>Progress report: 1 month</p> <p>Announcement: every 2 weeks – use of radio or other media should be used where appropriate.</p> <p>Discussions: as requested by communities</p>	<p>LGA – Community Development Officer</p> <p>School Construction Committee</p> <p>VC</p>
11.	<p>Resolve grievances received via the School Construction GRM</p>	<p>.SGC</p> <p>Persons affected by GBV/SEA</p>	<p>To address grievances related to construction activities submitted via the School Construction GRM</p> <p>To refer persons affected by project related GBV/SEA to services</p> <p>To promote accountability for violations of GBV by project staff.</p>	<p>Face-to-face meetings</p> <p>Confidential and safe face to face referral for GBV survivors</p> <p>Meetings</p>	<p>As necessary (as per GRM)</p>	<p>SGC</p>

	Objectives	Target Stakeholders	Messages/ Agenda	Means of Communication	Schedule/ Frequency	Responsible Agencies/ Groups
12.	Contact with the NPIT notably the Environmental and Social Project Experts	All interested stakeholders	MoEST and PO-RALG websites and numbers will be clearly displayed at worksites.	Websites Phone Semi-annual reports to share with district-wards- villages Visits to communities	Continuous	NPIT
THROUGHOUT THE PROJECT (ALL COMPONENTS)						
12.	Information dissemination	General public 'School' communities including parent-teacher associations, parents, etc Civil society organizations	General information on SEQUIP, activities at the school in relation to Components 1&2 where relevant Purpose of the safe schools program and how it will be implemented in Schools and the Alternative Education Pathways (AEPs) respectively. Outreach on the AEP options for girls who have dropped out of school including as a result of pregnancy. Information on grievances received and	Posting on bulletin boards; Information leaflets Community meetings Outreach activities – focus groups. One to one meetings	Prior to commencing an intervention in a school or AEP As needed to establish intervention Quarterly thereafter	NPIT Regional AEP representative School Board/ Parent-Teacher Association Headteachers for schools implementing the safe schools program.

			resolved			
13	Contact with the NPIT Environmental and Social Project Management Experts	All interested stakeholders	Maintain website with contact box for people to submit questions.	Websites Phone LGA offices (PO- RALG)	Continuous	NPIT

3.4 Engagement with Vulnerable Groups

Where Projects are located in areas where vulnerable groups are located there will be a requirement to undertake engagement in line with the requirements of the Vulnerable Groups Planning Framework (VGPF). The Vulnerable Group Planning Framework (VGPF) is based on relevant aspects of Tanzanian law and the World Bank's Environmental and Social Framework (ESF). Vulnerable Group Plans (VGPs) will be prepared through a highly participatory, flexible and pragmatic process using a participatory planning approach which will require engagement with stakeholders. In addition, Free Prior and Informed Consent (FPIC) will be sought from Vulnerable Groups as appropriate as part for this Vulnerable Groups, will be consulted in good faith based on sufficient and timely information concerning the benefits and disadvantages of a project and how the anticipated activities occur. The process for achieving FPIC if required will need to be developed for each of the VGs in turn taking into account the criteria for FPIC, the group's distinct characteristics, decision making structures and the impacts. The VGPF outlines generally how consultations will be managed with these groups to ensure that their views are sought during the consultation process and they are able to fully participate. This includes ensuring that VGs traditional leaders are informed of the proposed activities as early as possible such that VGs are aware of the Project and have an opportunity to provide input into the proposed activities and their implementation. It also includes ensuring focus group discussions with VGs on all elements of the Project, and the need to include vulnerable people such as women, the youth etc and respect for their traditional decision-making practices. Specific Vulnerable Group Plans will include community-specific communication strategies and any specifics on grievance management, that reflect the practices of specific communities

3.5 Engagement with Vulnerable People.

As outlined above there are a number of vulnerable individuals within Tanzania who may be less able to participate in stakeholder engagement activities these include women, female headed households, the disabled, people living with albinism, and other individuals marginalized because of social and economic bias etc. It is essential that they are able to participate in stakeholder engagement activities in line with the requirements of the ESS10. The following will be undertaken to ensure their participation:

- **Focus Group Discussions:** Such discussions will be held with vulnerable people in communities where project activities/ components are being undertaken to ensure that vulnerable people are able to participate. The nature of these focus groups will depend on the presence of vulnerable individuals in the community but at a minimum separate focus group discussions should be held with women and / or girls and the youth, Focus Group Discussions may also occur where there are sensitive topics to be discussed.
- **Logistics:** Meetings must be held in central locations which are easily accessible by all members of the community and at timings which will not limit attendance of certain groups as they interfere with economic and household activities. If needed, multiple meetings should be held at various locations and times. Meetings should also be announced in a timely manner and documents shared in advance so that all stakeholders

hear about the meetings and are able to plan to attend as needed.

- **Language:** All information will be shared in a culturally appropriate manner. Meetings should be undertaken in the language(s) understood by the stakeholders and translation should be provided as needed. Similarly, documents should be presented in local languages and be available in hard copies at easily accessible locations such as village offices and centres. The needs of vulnerable groups should be considered in this e.g. use of non-technical language, local languages (other than Kiswahili) etc.

3.6 Engagement on Components 1 and 2 Throughout the Project

The Project will need to make sure that there is engagement on Components 1 and 2 in particular in relation to the Safe Schools Program and Access to Alternative Education Pathways as outlined in Table 3.2.

Engagement on Safe Schools Program

As part of the safe schools program there is a requirement for community engagement as part of the Project Design. School heads, school boards and parents associations will be trained on community engagement and will then engage with the school community to implement various elements of the program such as safe passage to schools, requirements for a supportive learning environment etc as well as awareness raising of other elements of the program such as school monitoring of children at risk of drop outs.

Training of those who will undertake engagement activities (notably teachers and school heads) will be essential to ensure the community understands the program and that the principles of inclusivity, diversity and non-discrimination are built into the engagement activities themselves (so that all elements of the school community participate) and any measures under discussion.

The engagement will be undertaken during the roll out of the program and will be led by the school head. Engagement activities are likely to include: meetings with the school boards and parents associations; and meetings with the school community including parents, community leaders (including traditional leaders where VGs are present), influential people (such as religious leaders). Once the program is established it is expected that there will be ongoing engagement with the school community via the parents associations and regular meetings between the school community and head teacher (minimum yearly) to discuss and agree on any issues affecting the school.

Engagement will need to be recorded including meetings minutes and outcomes to demonstrate community support for the activities within the component and measures proposed.

Engagement in Relation to AEP Facilities

The Project design requires that there is engagement in relation to the AEP facilities to increase awareness of their presence and the services they offer. This engagement will need to focus on the safe schools program elements that are being delivered, the services offered including to girls who have dropped out of school (including due to pregnancy)

Alternative Education Centers will undertake local outreach activities to out-of-school girls in the community. The outreach program will be led by secondary school, existing community outreach mechanisms, and AEP graduate girls from the local community itself who would become real-life success stories and inspirations within their communities. This approach to sensitization will ensure a sustained presence of the outreach staff in the community.

The regional AEP representative will develop and submit an outreach/communications plan, which will include activities such as AEP center-organized community meetings for general awareness raising, information via local radio, flyers and brochures. When interacting with pregnant girls or young mothers, focus groups discussions with such groups are likely to be more appropriate due to the potential stigma faced by these individuals. The AEP/Open Distance Learning coordinators at every center will implement the center-based outreach activities, whereas the LGA and regional AEP representatives, and at national level, the Institute for Adult Education, will implement their respective AEP outreach and communications activities.

Capacity building for AEP center coordinators for effective outreach activities will be included in their in-service training. Training should also be provided to the Regional AEP Facilitators, LGA and center coordinators by the Environmental and Social Project Management Experts on the World Bank's requirements in relation to stakeholder engagement so that these requirements, including the need for inclusiveness, transparency and culturally appropriate engagement can be included in their strategies.

CHAPTER FOUR

4 GRIEVANCE REDRESS MECHANISMS

4.1 Purpose

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

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

The mechanism for grievance redress shall include:

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

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

4.2 Principles

The project SEQUIP will adopt grievance redresses mechanisms (GRMs) that will be transparent, objective and unbiased and will take both environmental and social

grievances into consideration. Steps to file grievances and seek action shall be simple enough for communities to understand.

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

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

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

4.3 School Construction GRM

The GRM will operate at three levels:

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

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

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

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

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

Grievance Procedure

a) Step 1: Submission of Grievances

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

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

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

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

b) Step Two: Logging the Grievance

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

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

c) Step Three: Providing the Initial Response

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

d) Step Four: Investigating the Grievance

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

e) Step Five: Communication of the Response

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

f) Step Six: Complainant Response

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

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

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

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

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

Gender Based Violence (GBV)

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

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

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

In cases involving a Project Worker, the contractor and LGA will be advised about the case who will in turn inform the GBV Specialist at the national level who will instigate any investigation required involving the contractor, LGA, services providers etc. They will then recommend action to be taken by the contractor/SCC in ensuring that administrative sanctions are taken against an alleged perpetrator of sexual assault.

Adaptation for Vulnerable Groups

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

Operational Schools GRM

As part of the safe schools program each school will have one or two trained guidance and

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

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

General Grievances

Currently MoEST and PO-RALG operate independent Grievance Mechanisms through which complaints and concerns can be submitted regarding wider issues. At both Ministries there are Complaints Desks at the national level. Complaints can be submitted by emailing complainants@moe.go.tz or ps@tamisemi.go.tz phoning +255 262963533, +255 262321234. For PO-RALG, there is a suggestion/ complaint box at each LGA and complaints boxes are placed in schools. Grievances related to SEQUIP should be forwarded to the SEQUIP Coordination Team to be addressed.

4.4 Record Keeping

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

4.5 Monitoring

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

4.6 How to access World Bank Grievance Redress System

The GRS considers a complaint admissible when:

- The complaint relates to a World Bank-supported project that is under preparation, active, or has been closed for less than 15 months
- The complaint is submitted by individuals or communities affected by a World Bank-supported project, or by their authorized representative; and
- The complainant(s) allege that they have been or will be affected by the World Bank-supported project.

Complaints must be in writing and addressed to the GRS. They can be sent by the following methods:

- Online, access the through filling [online form](#)
- By email to grievances@worldbank.org
- By letter or by hand delivery to the [World Bank Headquarters](#) in Washington D.C., United States or any [World Bank Country Office](#).

Information to include in a complaint

Complaints must:

- Identify the project subject of the complaint
- Clearly state the project's adverse impact(s)
- Identify the individual(s) submitting the complaint
- Specify if the complaint is submitted by a representative of the person(s) or community affected by the project
- If the complaint is submitted by a representative, include the name, signature, contact details, and written proof of authority of the representative.

Supporting evidence is not necessary but may be helpful in reviewing and resolving the complaint. The complaint may also include suggestions on how the individuals believe the complaint could be resolved. All complaints will be treated as confidential. The GRS will not disclose any personal data that may reveal the identity of complainants without their consent.

To access the WB GRS, complete and submit a Complaints Form to the World Bank's Grievance Redress Service (GRS) at www.worldbank.org/grs or email grievances@worldbank.org.

CHAPTER FIVE

5 IMPLEMENTATION ARRANGEMENTS OF THE SEP

5.1 Resources

At the national level, there are Ministries followed by Regional Secretariats, LGA under the Council Directors, there are several heads of department supporting the Directors such as planners, Environmental Officers, Education Officers, Community Development Officers and other specialists.

The National Project Implementation Team (NPIT) is the executing agency of this project and LGAs are implementing actors under the supervision of the Senior Management Team (SMT). The SMT will be responsible for overall implementation, monitoring and supervision. The resources for the implementation of stakeholder's engagements will be supported by the budget assigned in the ESMF. Both human and material resources will be required to implement the plan at all levels from the national to the community.

Environmental and social risks and impacts for SEQUIP will be managed by the national Environmental and Social Project Management Experts who will act as national coordinators. There will also be a Gender Based Violence specialist at the national level. Dedicated environmental and social specialists will work closely with the Regional, District, Village, Ward officials and the School Board to ensure all grievances, claims, recommendations are recorded, follow up, responded and resolved.

At the community level, the governance is under Village Council whereby administrative roles are executed by Village Executive Officers. The community administration is directly linked with its people, and it is at this level that community meetings are organized for the purpose of public consultation, involvement and notable participation into development activities such as projects design, planning and implementation.

5.2 Responsibility of Project Implementation Actors

Different stakeholders will play different roles and responsibilities in relation to managing and implementing Stakeholders Engagement Plans (SEP) as follows;

5.3 The National Level

At national level, Senior Management Team (SMT) together with SEQUIP Coordination Team will ensure compliance of ESS10; Stakeholder Engagement and Information Disclosure (SEID) as follows:-

- a. Providing technical support and capacity building to Regions Secretariats, LGAs, Community and other Stakeholders on the implementations of SEP;
- b. Monitoring and evaluation of the impacts of SEP at the LGAs and Community levels;
- c. Prepare progress reports on the implementation of SEP;
- d. Establishment and maintenance of effective M&E system including grievance database at this level and;

- e. Knowledge management and Learning as far as SEP is concerned

5.4 The Regional Level

The responsibilities of the Regional Secretariat in SEQUIP will be to supervise the implementation of the Project at the LGA levels in respective Regions including:-

- a) Coordination of SEP implementation in the LGAs, Wards and Villages etc;
- b) Monitor and evaluate the impact of SEP within LGAs in their regions;
- c) Prepare progress reports on the implementation of SEP from LGAs within their regions.
- d) Supporting and connecting the NPIT with the LGA and other government agencies
- e) Coordinating communications to the LGA, ward and villages officials and leaders on their responsibilities with the approved funding from the World Bank Environmental and Social Standards (ESS) and SEP.

5.5 The Local Government Authorities level

LGAs will be responsible for ensuring all stakeholders are engaged in the Project activities in their respective areas; specific responsibilities on the SEP will be as follows:

- a) Awareness creation at Village levels about the SEQUIP, SEP and GRMs;
- b) Providing technical assistance to communities as needed in the preparation and implementation of the SEP;
- c) Receiving and developing resolution of grievances as required;
- d) Ensuring that SEQUIP is mainstreamed into LGA Annual plans;
- e) Participating in the planning, implementation, monitoring and evaluation of the Sub – Projects at LGA levels;
- f) Prepare progress reports on the implementation of SEQUIP; and
- g) Monitoring and evaluation planning and implementation of the Stakeholders Engagements
- h) Ensuring there is a budget for SEP and the environmental and social management of the SEQUIP in the community

5.6 Village and Ward levels

The Village Council, will be responsible for ensuring all stakeholders are engaged in the project activities in their respective areas. Specific responsibilities will be:

- a) Awareness creation in the community about the SEP and GRMs;
- b) Facilitating meetings in the communities which involves all stakeholders;
- c) Participating in the planning, implementation, monitoring and evaluation of Project at the village level;
- d) Establishing and maintaining database for the Stakeholders engagement
- e) Address grievances at the community levels

CHAPTER SIX

6 STAKEHOLDER ENGAGEMENT MONITORING AND EVALUATION

Stakeholder Engagement monitoring is the process of monitoring overall project stakeholder relationships and adjusting strategies and plans for engaging stakeholders. Stakeholder Engagement monitoring involves collecting data, assessing the level of engagement and using insights from the data collection to adjust strategies and tactics for engaging effectively with stakeholders.

6.1 Monitoring and Evaluation

SEQUIP will develop and maintain an Environmental and Social information system detailing all environmental and social documentation, public consultation, disclosure information and grievances collected throughout the program, which will be available for public review. Stakeholder engagement shall be periodically evaluated by NPIT. The following indicators will be used for evaluation:

- iv. Meeting 1 month before construction commences and 1 week before completion to measure the level of understanding of the project stakeholders, and identify any potential issues;
- v. Develop and annual report of the annual grievances received and how they have been addressed; and
- vi. Database at the district level of involvement of beneficiaries and affected people in each committees and joint activities and in the project itself.

In order to measure these indicators, the following data will be used:

- i. Issues and management responses linked to minutes of meetings;
- ii. Monthly reports;
- iii. Feedback from primary stakeholder groups (through interviews with sample of affected people);
- iv. Annual Environmental and Social Auditor' Report
- v. Commitment and concerns register and
- vi. Grievance register.

During Project implementation there will be independent monitoring of the project performance and measuring associated impacts through annual environmental and social audits. For the SEP this will include review of documentation related to stakeholder engagement for the various components, grievance management and implementation including consideration of vulnerable groups and people. This is

discussed in more detail in the ESMF. The communities will be involved in the site identification for the construction of new schools.

During implementation, monitoring will be done on quarterly basis whereby stakeholders will be invited on rotational basis (timeline and tools to be used will be shared). At each site visit, technical advice on issues observed will be provided in the site visit book and back to office report prepared as per NPIT guidelines.

6.2 Reporting

6.2.1 Monthly Reports

There will be brief monthly reports on stakeholder engagement activities by the NPIT, which include:

- i. Activities conducted during each month;
- ii. Public outreach activities (meetings with stakeholders and newsletters);
- iii. Entries to the grievance register;
- iv. New stakeholder groups (where relevant); and
- v. Plans for the next month and longer-term plans.

Monthly reports will be used to develop annual reports reviewed by NPIT.

6.2.2 Bank Reports

Imminent Reporting. Since the NPIT and the World Bank need to be informed of any grievances or issue affecting the normal implementation of the project, the SEQUIP team will inform the Bank immediately of an imminent issue affecting the Project. Imminent means: fire, explosion, death of a worker, incidence of GBV or SEA (eg rape), a wildlife attack of a worker or student in the project area, a health or outbreak in water quality, security issues, collapse of works, others.

Six-monthly reporting. The NPIT will prepare a monthly report following the ESMF requirements in issues related to the construction or operation and will also inform any issues with the communities or grievances presented. The report must indicate details of the issues, resolution and compensation provided (if any) in line with the ESF at all times.

Annual reporting. The NPIT will compile a report summarizing SEP results on an annual basis. This report will provide a summary of all public consultation issues, grievances and resolutions. The report will provide a summary of relevant public consultation findings from informal meetings held at community level. These evaluation reports should be presented to the SMT.

6.3 Reporting to Stakeholders

Reporting to stakeholders involves providing important details on the undertakings, routines, status, and progress of the project. Reporting to stakeholders may also include new or corrected information since the last report. Keeping track of the many commitments made to various stakeholder groups at various times and communicating progress made against these commitments on a regular basis, requires planning and organization.

The report or findings on focus group discussions and progress of project activities will be shared at community level (Village assembly), LGA level and as well as National level. Emphasis will be made on availability of grievances redress mechanism and the process involved communicating grievances.

After the construction is finished and the school is equipped with the agreed materials (chairs, books, board, etc). The District with the council and community will organize a meeting and ‘review tour’ to ensure there are no pending / unresolved issues with the contractor and all aspects indicated in the Checklist 4- have been resolved.

6.4 Stakeholder Monitoring Plan

Stakeholders’ engagement plan shall commence prior to start of the project in order to identify who are key stakeholders, what role they can contribute to the program, and maintaining meaningful interaction with them throughout the program period. Stakeholders’ engagement is done throughout the project implementation when periodic monitoring is done to assess the progress, if implementation is done according to plan, and challenges are identified on time to allow for corrections. The monitoring results will be made available to the stakeholders for their review and comments in an accessible place, mainly at the project level for transparency.

Table 6-1: Stakeholder Monitoring Plan- SEP

SN	Program Phase	Type of Stakeholder	Consultation Method	Timeframe (Yr)	Expected Outcome	Monitoring Indicator
1	Planning and Assessment	LGA, Public/ villagers	Focus group Discussions (FGD), meetings, Information Education and Communication (IEC) Materials	Within Six Month	Full participation of LGAs on design and implementation	Minutes of the meetings
		Beneficiaries, VGs	IEC Materials, FGD, meetings	Within Six Month	Extends program knowledge to beneficiaries	Minutes of FGD, disseminated IEC materials
		Vulnerable Groups and communities	IEC Materials, FGD, public meetings	Within Six Month	Consultation with VGs to get views in respective areas, Have adequate involvement of VGs in the Program	Consultation reports, Minutes of the meetings, Number of VGs
		Ministries, Development	Information sharing session, work	Within Six Month	Attain needed support from	No of consultations,

SN	Program Phase	Type of Stakeholder	Consultation Method	Timeframe (Yr)	Expected Outcome	Monitoring Indicator
		Partners (DPs)	sessions on guidelines review		other stakeholders, systematic engagement of stakeholders	Minutes of the meetings
	Publication of all environmental and social documents in the website of MoEST and PO-RALG	ALL	Compliance with the SEP and ESS 10	Before appraisal	Informed all interested parties on the works to be build	The website must contain the instruments, a window for sending comments and the names and contacts of the project
	Site location and stakeholder information	Contractor Engineer Environmental and Community Officers from District	The district team together with contractor will meet with the community and explain the works to be done and the measures taken to prevent accidents and environmental and	1 month before construction begins	Community informed Contractor known Site review and agreements in final aspects with community	Minute of the meeting signed by hand or finger

SN	Program Phase	Type of Stakeholder	Consultation Method	Timeframe (Yr)	Expected Outcome	Monitoring Indicator
			social issues.			
2	Construction phase	LGAs	IEC Materials, FGD, meetings	Within Six Month	Full participation on design, implementation and participatory monitoring	Minutes of Focus Group Discussions (FGD), disseminated Information Education and Communications (IEC) materials, implementation reports
		Participants, VGs	IEC Materials, FGD, meetings	Within Six Months	Full participation of community on Program design, implementation and monitoring.	Minutes of FGD, disseminated IEC materials
		VCs	IEC Materials, FGD, meetings	Within Six Months	Provide needed support to Program implementation and participatory monitoring	Minutes of FGD, meetings, disseminated IEC materials

SN	Program Phase	Type of Stakeholder	Consultation Method	Timeframe (Yr)	Expected Outcome	Monitoring Indicator
		DPs	Meetings	Within Six Months	Provide needed support to Program design, implementation and participatory monitoring	Report from meetings, missions executed
		Participants, VGs	IEC Materials, FGD, meetings	Within Six Months	Full participation on decom-missioning	Minutes of FGD, disseminated IEC materials
		LGAs	IEC Materials, FGD, meetings	Within Six Months	Full participation on decom-missioning	Minutes of FGD, disseminated IEC materials and implementation report
	School Construction Committee meetings	Contractor- District Engineer, Environmental and Community School Board	Progress report of the contractor on the works and respond any questions. Any community member is able to submit their	1 meeting every month	Full participation of the contractor, school construction committee, and SEQUIP team at district level	Minute of the Meeting to be saved in the Environmental and Social Information System.

SN	Program Phase	Type of Stakeholder	Consultation Method	Timeframe (Yr)	Expected Outcome	Monitoring Indicator
		Council	concerns/ questions for this monthly meeting; or attend in person if they wish.			
	Completion of Checklist 4 and meeting with community	Contractor-District Engineer, Environmental and Community School Board Council	Review of Checklist 4 and discussion with the contractor of any pending work or reparation needed with the council and district staff.	1 meeting every month	School fully completed, painted, with water, no wastes, no rubbish/debris, vegetation planted, etc. No issues pending with contractor	Minute of the Meeting to be save in the Environmental and Social Information System.

7.0 CONCLUSION AND WAY FORWARD

Community engagement and awareness creation during project planning and implementation brings a sense of ownership which is important for provision of quality education. The following are some key issues that need special attention during the project implementation:

- i. Long walking distance to and from schools especially in rural areas,
- ii. Inadequate sources of water and drought which affect school attendance for girls' especially in rural areas,
- iii. Sexual harassment for girls in and outside the school was a concern in Pwani,
- iv. Girl's dropout due to early pregnancy in Coast region and for domestic works in Singida and Manyara need emphasize of life skills training for girls and boys.
- v. Shortage of teachers for children with special needs, and
- vi. Inadequate involvement of CSOs in the implementation of different projects.
- vii. Construction of new schools should consider provision of fenced dormitories where necessary to protect girls while in schools.

Annex

Annex 1: List of Non State Actors related to SEQUIP

1. Donors and Education NGOs and CSOs organizations in United Republic of Tanzania working in education, water, vulnerable groups etc
2. Tanzania Education Network (TEN/MET)
3. Tanzania Teachers' Union
4. TAMONGSCO
5. TAPEI
6. Environmental organizations - NEMC,
7. Academia – University of Dar Es Saalam, Ardhi University, Mzumbe University, Sokoine University of Agriculture etc.
8. Young representatives
9. Religious Organizations.
10. Pastoralists Indigenous NGOs Forum--- PINGOs Forum (this is an alliance with many members)
11. Tanzania Land Alliance – TALA (this is an alliance with many members)
12. Association for Law and Advocacy for Pastoralists--- ALAPA
13. Community Research and Development Services –CORDS
14. Ujamaa Community Resource Trust/Team (U---CRT)
15. Parakuyo Indigenous Community Development Organization (PAICODEO)
16. Pastoral Survival Option NAADUTARO
17. Hadzabe Survival Council of Tanzania ---HSCT
18. Masawjanda Development Organization
19. Pastoralist Livelihood and Community Education Program ---PALICEP
20. TANIPE--- Tanzania Network of Indigenous Peoples
21. Laramatak Development Organization
22. Pastoral Women Council
23. Maasai Women Development Organizations
24. Ilaramatak Lorkonerei
25. KINNAPA Development Program
26. Ngorongoro Youth Development Organizations
27. Ngorongoro NGOs Network--- NGONET
28. Huduma ya Injili na Maendeleo ya Wafugaji --- HIMWA
29. Kidupo Development Pastoralists Organization -- KIDUPO
30. Tanzania Network of Indigenous Peoples - TANIPE
31. DILEGA –Trust
32. Pastoralist livelihood initiative of Tanzania --- PALITA
33. TALA
34. Community Research and Development Services (CORDS)

35. Land Rights Research and Resources Institute (HAKI ARDHI)
36. Lawyers Environmental Action Team (LEAT)
37. Legal and Human Rights Centre (LHRC)
38. Morogoro Paralegal Center (MPLC)
39. Mtandaowa Vikundi vya Wakulima Tanzania (MVIWATA)- DSM
40. Parakuiyo Pastoralists Indigenous Community Development Organisation (PAICODEO)- MOROGORO
41. Pastoral Women's Council (PWC)
42. Pastoralist Indigenous Non-Governmental Organisations (PINGOS Forum)
43. Pastoralist Livelihood and Community Education Program ---PALICEP
44. Youth Empowerment
45. Asasi Ya Vijana Na Watoto Tandahimba
46. Kilimanjaro Youth Development Association
47. Tanzania Youth Alliance (TAYOA)
48. Wildlife Conservation Society of Tanzania
49. Envirocare
50. Urban Environmental Development Association
51. Bongoyo Conservation Group
52. Ecusini (Environmental Conservation Initiatives)
53. Tanzania Rural Community Based Environmental
54. Tanzania Green Friends (Tangreef)
55. Tanzania People and Wildlife Fund
56. Tanzania School Infrastructure Improvement and Environment Management (Tasinema)
57. Wildlife Conservation Society of Tanzania
58. Environmental Foundation For Development (EFD)
59. Tanzania School Infrastructure Improvement and Enviroment Management (Tasinema)
60. University of Dar Es Salaam
61. Mzumbe University
62. University of Dodoma
63. Ardhi University

Annex 2 Grievance Logging Form

Contact Details of Complainant	Name:		
	Address:		
	Tel:		
	E-mail:		
How would you prefer to be contacted?	In Person	By phone	By email
Details of your comments, grievance, recommendation. Please describe the problem, how it happened, when, where and how many times, as relevant			
What are the complainant's suggestions to resolve the grievance?			
Details of how Grievance Submitted	In Person:		
	In Writing:		
	By Phone:		
	Other		
Signature of Complainant(s)			Date
Name of Person Receiving Complaint			Date Logged

Grievance Resolution Form

Contact Details of Complainant	Name:
	Address:
	Tel:
	E-mail:
Grievance Number	
Summary of Grievance	

Is the Complaint Project Related?	No Justification: Communication to Stakeholder (information, form and date): Acceptance by Stakeholder: Yes _____ No _____	
	Yes _____ Cause: Communication to Stakeholder (information, form and date):	
Agreement Reached to Resolve Grievance	Yes _____ No _____ Form of the agreement	
Next Steps (either to implement resolution or resolve grievances with dates and responsible parties)		
Signature of Complainant(s)		Date
Signature of Grievance Committee		Date Logged

Annex 3: Report of Consultative Meetings on Environmental and Social Safeguard Frameworks

1.0 Introduction

The Ministry of Education, Science and Technology (MoEST) and President's Office, Regional Administration and Local Government (PO - RALG) conducted consultative meetings in three regions as follows: Singida region in Singida Municipal on 8th November, 2019; Manyara region in Babati Council on 11th November, 2019 and Coast region in Kibaha town council on 14th November, 2019 during that consultation World Bank were only observers. In addition consultation with Hadzabe people and other VGs was held in Mbulu district at Mongoamono village on 12th November 2019. A total of 190 number of stakeholders were consulted as summarized in table 1 below. Participants included representatives from women's groups, community-based organizations, People with Disabilities, etc. 36% of participants were women, 64% men, 45% from Vulnerable Groups

Table 1: Attendance of Participants

Type	Singida			Babati			Mbulu			Kibaha			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Govt official	7	7	14	12	3	15	4	0	4	6	5	11	29	15	44
Fundi	1	0	1	1	0	1	0	0	0	1	0	1	3	0	3
CSOs	1	0	1	7	4	11			0	20	10	30	28	14	42
Hadzabe			0			0	41	24	65			0	41	24	65
Barbaig			0			0	11	9	20			0	11	9	20
Sandawe	0	1	1			0			0			0	0	1	1
Wairaq							10	5	15			0	10	5	15
Total	9	8	17	20	7	27	66	38	104	27	15	42	122	68	190

Participants of the consultation meetings were earlier identified by the Ministries who also prepared letters of invitation. The Ministry of Education (MOEST) who is responsible for the project forwarded the consultation package and the identified invitees to the President's Office, Regional Administration and Local Government (PORALG) who forwarded to the Regional Administrative Secretary (RAS). The Regional Administrative Secretary (RAS) forwarded the consultation package to District Executive Directors (DED) who shared with the district community development officers (CDO), district education officers

(DEO) and district social welfare officer (SWO). These three officers were responsible for inviting respective stakeholders based on the list provided. On the other hand, MoEST sent via email the consultation package to respective Civil Society Organization.

In each region, the following stakeholders participated, REO, DEDs, DEOs, WEO, Engineers, Environment officers, Community Development Officers, Head of Schools, Village Executive Officers, Local fundis, CSOs and representatives from community members. For more information, please see **Appendix 1**.

2.0 Objective

The objective of the consultative meetings was to gather and document feedback and opinions received from stakeholders in order to improve the environmental and social documents for the project.

3.0 Methodology

Consultations meetings were organized in presentations form and followed with discussions. The main content for presentations and discussions focused on draft instruments. Presentations started with the general project description, then followed with specific instruments Stakeholder's Engagement Plan; Environmental and Social Management Framework; Resettlement Framework Plan; Vulnerable Group Plan Framework and finish up with the brief summary of Environmental and Social Commitment Plan. The instruments were shared (i) through emailing the participants before consultations, (ii) availability of hard copies at the LGAs, (iii) availability of hard copy of summaries in Kiswahili version during the documents presentations, (iv) MoEST and PO - RALG websites where stakeholders could also leave comments.

During the presentations and discussions in Babati, Kibaha and Singida, Kiswahili language was used throughout the discussions. To ensure intensive participation of Vulnerable Groups in Mbulu district, where Hadzabe community resides, both Kiswahili and Hadzabe languages were used in which the translator was present throughout the discussion to accommodate community members who could not speak and understand Kiswahili.

4.0 Opening Statements

In Manyara region the official opening was done by the Director of Policy and Planning from MoEST while Singida and Coast regions the opening was done by representatives of the Regional Education Officer by, acknowledging to participants for traveling to attend the meetings. Furthermore, the brief information about the importance of SEQUIP project was presented as well. In the concluding remarks, stakeholders and CSOs were asked to commit and contribute their comments so as to improve the draft frameworks.

5.0 Presentations and Issues Raised

This section provides issues raised during consultations. Presentations of project description followed by safeguard instruments namely VGPF, SEP, RPF and ESMF was conducted. After the presentation's participants were allowed to ask questions, give concerns and recommend on what should be done to improve the safeguard instruments. The Section has summarized issues raised in all the three regions of Singida, Manyara and Coast. In each presentation brief introduction of the instrument was highlighted followed by key issues that were covered during the presentation.

5.1 Project Description

Project Development Objective

The main objective for developing this project is to increase access to secondary education, provide responsive learning environments for girls and improve completion of quality secondary education for girls and boys.

Project Components

The following are the project components; (i) empowering girls through secondary education and life skills, (ii) digitally-Enabled and Effective Teaching and Learning, (iii) Reducing Barriers to Girls' Education through Facilitating Access to Secondary Schools and (iv) Project Coordination, Monitoring and Evaluation

The following table explains the main issue raised during the project description discussion.

Table 2: Project Description Discussion

No.	Question/Issue	Response
1.	Will the project construct teacher houses as well?	Under the project components which includes construction of new schools and infrastructures, teachers house whenever necessary will be included.
2.	The project should also focus on Behavior Communication Change in order to change the society perceptions towards girls education	Parents will be engaged in school activities through Parents Teachers Partnership to create safe pathway for girls when going and coming back from school.
3.	Will the project focus on improving laboratory facilities in schools?	Yes, the project will also construct and improve laboratories for secondary schools.
4	People with disabilities face many problems which result to poor participating in school. The project should focus on providing them with assistive devices to accommodate their needs.	Even though, the project will not provide special support for people with disabilities, to support people with special needs is a government priority and it is covered through other initiatives. However, construction of new schools and buildings will take into consideration students with special needs
5.	How will the project protect or reduce obstacles facing young mothers to finish school?	One of the project objectives is to increase opportunity for boys and girls to continue with studies, including young mothers. This includes improvement of Alternative Education Pathways for all who dropped out of school for different reasons including early pregnancy.
6	It seems that the project has many planned activities to implement while the funds allocated seem to be inadequate to cover large area.	The implementation of the project will focus on priorities by using need assessment from the community
No.	Question/Issue	Response

7	What is the structure of the project? who will supervise the implementation of the project?	The project will use existing government structure which uses force account modality in construction. The supervision will be done by experts from all levels at national, district and school levels.
8	What is the current stage of the project?	The project is at the preparation stage where environmental and social instruments are being shared to get inputs from stakeholders for improving project documents.
9	The project should not discriminate against boys.	The project focus on both girls and boys but more emphasize for girls to reduce obstacles to access education. The project will not discriminate boys
10	SEQUIP should prepare designs and drawings for schools' construction in order to have the uniformity in all areas.	Yes, the school designs and guidelines will be prepared.
11	<p>Secondary school students are walking long distance up to 12 kms to and from school. Because of the long distance they ended up dropping out in Yaeda chini secondary.</p> <p>There is a need for construction dormitories and science laboratories to keep students in school.</p>	The project components which cover school construction it also includes dormitories and science laboratory.
12	How does the project going to be implemented?	The implementation will follow Government structure supported by project coordination team from ministry to LGA level.
13	Sexual harassment for girls in and outside the school is a big concern in Pwani, girls dropout due to early pregnancy in all regions and for domestic works in Singida and Manyara is alarming the need of life skills training for girls and boys in the area.	Noted
No.	Question/Issue	Response
	Girls dropout due to early pregnancy in all regions and for domestic works in Singida and Manyara is alarming the need of life skills training for girls and boys in the area.	Noted

14		
15	shortage of teachers for children with special needs.	Noted

6.0 Stakeholder Engagement Plan

SEP presentation highlighted importance of engaging stakeholders throughout the project implementation. The presenter outlined the processes and stages of stakeholders' identification and engagement as follows; communication processes, Grievance Redress Mechanism and project monitoring as well as reporting. The following table presents the main issues discussed during the SEP consultations in all three regions.

Table 3: Stakeholders Engagement Plan Discussions.

No.	Question/Issue	Response
1	Awareness creation is important for the people affected by the project	Awareness and sensitization meetings will continue throughout the implementation.
2	Girls should be engaged from early stages of project planning and implementation because they are the most targeted group of the	More consultations will done during implementation
No.	Question/Issue	Response
	project.	
3	Dispute mechanism should be <ul style="list-style-type: none"> • Transparent • Follow hierarchy • Have timeframe for resolving the grievance 	Noted
4	There should be a system to track implementation of various recommendations given by stakeholders.	Noted for consideration

5	Qualifications/criteria for selection of members of GRM committee need to be outlined	Noted for consideration during implementation
6	There is fear that district councils may ignore other stakeholders during implement which might be an obstacle during project implementation	Noted for action. District councils will be informed to engage all relevant stakeholders. Implementation of this project will follow existing government structures.
7	Community awareness on the importance to educate girls should be conducted	This is one of the objectives of this consultation process. This will be done throughout project implementation
8	Local community should be involved in the selection of strategic project sites.	This is the main objective of the project. Villagers and local leaders will be involved in each stage of the project
9	How will the project engage people with special needs?	The project will use Stakeholders engagement framework to guide participation of all stakeholders.
10	construction committee should be	There will be establishment of
No.	Question/Issue	Response
	given mandate to deal with grievances as they will be in a better position to solve grievances than school committee	Grievance Committee to deal with all grievances during school construction.
11	In order to deal with grievances effectively, it is better if communities have direct contact with grievance desks at LGA and national level, instead of being limited to submit grievances at village or mtaa levels only.	Submission of grievances is one but important step among several steps in the proposed project grievance handling process, however, there is room for the matter at hand to be referred to LGA or Ministry's desk if need be
12	Stakeholders comments should be worked upon to a satisfactory level in order to reduce grievances.	Recommendation received and will be considered
13	How will the project engage Ward councilors in order to reduce unnecessary political interference during project implementation	All key stakeholders will initially be identified and engaged including the Councilors in various project areas.
14	Community awareness should be made clear at the lower level of society in order to increase their participation to the project	Received

15	Where are the GRM? Who are the members of GRM committee?	The government structure of GRM will be used, however the project will provide a guideline for the formation of school construction GRM committee.
16	Frameworks need to be put in simple languages/local if possible	Swahili summaries of all frameworks are available on the websites of both ministries.
17	Stakeholders engagement should consider people with special needs and provide supportive gears and services (sign)	Recommendation received and will be regarded
No.	Question/Issue	Response
	interpretation etc)	
18	More time is needed for stakeholders to read and comprehend all the frameworks	Recommendation received and that the instrument will be revised accordingly during project implementation.
19	On Inclusiveness: To what extent will the project involve children from private schools?	Special arrangement will be done to take on board private schools on areas such as capacity building to teachers and access to procurement of teaching and learning materials from TIE at their own cost.
20	Construction Committee is not qualified to deal with grievances	Grievance redress Mechanism at school will be formed according to the guidelines and the existing government structure from ward to national level will be used to address GRM cases.
21	To what extent are the Civil Societies going to be engaged?	As stakeholders, will be involved at each stage of the project based on the relevance of their field they are working with.

7.0 Environmental and Social Management Framework

The presentation highlighted objectives of Environmental and Social Management Framework (ESMF) such as, reviewing the institutional and policy frameworks, legal and political framework; outlining the process for management procedures; assessing the potential environmental and social impacts of the project and mitigation measures; establishing grievances mechanism; providing a guideline on stakeholders consultation; and defining the responsibilities and roles of the SEQUIP implementers at all levels for environmental and social management of the project.

The following table presents the main issues discussed during the Environmental and Social Management Framework consultations in all three regions.

Table 4: Environmental and Social Management Framework Discussions

No.	Question/Issue	Response
1.	The project should prepare decommissioning plan for borrow pits where materials for construction will be obtained	This will be taken care by the ESMPs
2.	There should be by laws and regulations to protect ethics and social interaction which might be affected by the influx of construction workers.	The project will prepare code of conducts for construction workers to ensure protection of cultural and other social values
3.	Flat rate cost for construction which has been used earlier does not take into account geographical and geomorphological differences leading to incomplete construction works and causes complaints from communities	The project will take into consideration various challenges in determining construction costs however LGAs are encouraged to find ways to minimize costs such as buying materials in bulk from manufacturers.
4.	How will construction workers comply with environmental and social safety?	All construction workers will be given code of conducts as part of their contracts which forces them to adhere to the frameworks on environmental and social safety
5.	Who will be responsible to find an alternative source of water for construction?	Community in collaboration with the LGA officials will identify potential water sources for construction without affecting other users
6.	School construction should consider storey design where necessary and use of aluminum materials in construction to reduce timber consumption.	This will be taken into consideration in the construction guideline
No.	Question/Issue	Response
7.	There is inadequate supervision by engineers due to lack of funds leading to construction delays and complaints from communities.	The project will set aside funds for supervision of project activities including construction

8.	Community must be educated in the importance of protecting the environment and how to prevent impacts.	The project will capacitate the community where project will be implemented through awareness meetings and trainings in order to prevent adverse impact to the environment
9.	Local community should be given skills necessary to adequately participate in the construction activities of the project	The project will not provide constructions skills for community, instead, communities are encouraged to further their skills through institutions such as Folk development colleges, VETA, etc
10.	Who will be responsible for maintenance and cleanliness of built toilets?	Head of school is responsible in maintaining cleanliness of toilets. Newly constructed toilets and other buildings will be taken care of by using existing system.
11.	Who will be responsible when the construction is conducted below standard? Force account guidelines is not clear about who should be responsible when the construction is performed below standards.	The force account guidelines and procurement regulations have well elaborated procedures for close supervision of the projects. The LGA will be overall foreseer to ensure standard compliance
12.	Officers responsible for water resources and health at the LGAs should be included among the responsible people for preventing impacts caused by construction.	The comment is received and the two experts will be involved
No.	Question/Issue	Response
13.	Tree planting initiatives should ensure survival and full growth of the same	Communities will be involved to ensure survival and full growth of the trees planted
14.	Who will conduct environmental and social impact analysis? Will these people be trained on environmental and social impact analysis?	Officials at the LGAs in collaboration with the SEQUIP Coordination team will conduct environmental and social impact analysis based on ESMF and ESMP.

15.	There is a need to have a coordination unit outside the LGA to ensure adequate monitoring. This will help to fast-track implementation of the project especially where LGA officials are the ones delaying the project or not involving stakeholders.	There will be project coordination team. Implementation of this project will follow existing government system. The main purpose of this consultation is to involve stakeholders and seek their views on various aspects pertaining to land acquisition and resettlement issues to be considered during project implementation. Team from the Ministry of Education and Ministry of Local Government will closely monitor implementation of the project.
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8.0 Resettlement Framework

It was pointed out that the main purpose of the consultation was to involve stakeholders and seek their views on various aspects pertaining to land acquisition and resettlement issues. Emphasis was placed on a fully inclusive, open and transparent participation.

It was highlighted that the project will involve construction of new schools and rehabilitation of existing schools based on priorities. Availability of land is very crucial component for the project to be successful, and therefore, there is a need of transparency in all activities related to land acquisition, compensation and resettlements to avoid conflicts that may be resulted from land related issues.

The presenter mentioned that the acquisition and compensation will follow Tanzanian law and the World Bank's Environmental and Social Framework (ESF) guidelines which require Projects to avoid forced eviction, avoid or minimize involuntary resettlement and to mitigate unavoidable adverse social and economic impacts as a result of land acquisition or restrictions on land use.

The following groups were presented as eligible for compensation:

- i. Those who have formal rights to land or assets i.e granted right of occupancy and customary right of occupancy
- ii. Those who do not have formal legal rights to land or assets (at the time the census begins) but have a claim to such land or assets that is recognized or recognizable under national law. Proof will be required.
- iii. Those who have no recognisable legal right or claim to land or assets they occupy or use.

The criteria for payment will be the cut-off date and legal status. The cut-off date shall be the “date of commencement of valuation” and that “Upon commencement of valuation, a person shall not add or improve anything to the land or such premises”.

The following table presents the main issues discussed during the Resettlement Framework consultations in all three regions.

Table 5: Resettlement Framework Discussions

No.	Question/Issue	Response
1.	To ensure unnecessary delays during implementation of the projects there should be competition between villages in showing how they will participate in the implementation of the project.	Noted for consideration
2.	Is there any due diligence mechanism in place to deal with land issues?	Yes! In case of acquisition or voluntary donation of land proof of ownership will be considered through Registry,
No.	Question/Issue	Response
		village council and questionnaires.
3.	Where the villages have land use plan in place it should be followed	Recommendation acceptable
4.	It may happen that acquisition is costly and fund is inadequate. We advise to implement vertical development/construction so as to make effective use of the available land.	Noted for consideration during designing

5.	The project should ensure adequate engagement of village councils during project implementation.	Sensitization will continue during implementation
6.	The project needs to involve community elders due to their influence in the societies.	Noted for consideration during implementation consultations
7	In order to reduce impact related to land acquisition, the report on the available through land analysis should be presented at the Council meeting for ownership. The analysis must be intensive in identifying land which will require no compensation.	The Village Council and other stakeholders should find a land that can be used for school construction.
8	Ward Development Committee should be fully involved as they are able to provide direction to villages/mtaa leaders to identify areas for school construction. The same approach was used during the ward secondary school campaign and it helped to identify land for school construction.	The suggestion will be taken into consideration during the project preparation
9	Community should be aware that World Bank is giving a loan to the government to implement the project and not to pay	Received
No.	Question/Issue	Response
	compensation for land. This will help to reduce problems that might arise because of unclear information.	
10	The project should focus on the use of the public land which are free for new construction	If the government has allocated land for construction of new schools, those areas can be used but it depends on the needs or priorities of that particular society
11	Land Valuers, local leaders and community members should be involved at the beginning of the project planning to avoid land conflict that might occur.	Feedback received and also the RF document has a section that discuss in details about valuation issues.
12	The government have many ward secondary schools which has number of challenges. The project should also focus on addressing those challenges, such as completing the laboratories, classrooms, teachers houses etc.	The project also has a component of rehabilitation, completion and building schools

9.0 Vulnerable Group Planning Framework

Vulnerable Groups Planning Framework (VGPF) was prepared to follow the World Bank ESS number 7 in order to ensure that Vulnerable Groups participate and get benefits from the project without affecting their wellbeing. The identified VGs in Tanzania were Hadzabe, Barbaig, Akie, Sandawe and Maasai.

The preparation and implementation of Vulnerable Group Plans (VGPs) will be participatory which will help to identify the impact of the project and mitigation measures. Among other things, the VGP will include the following:

- a. Baseline information on the demographic, social, cultural, and political characteristics of the affected VGs communities,
- b. A summary of the social assessment which will provide an analysis of the socio-economic, environmental and cultural context for VGs.
- c. A summary of the results of the stakeholder consultation with the affected VGs that was carried out during project preparation.
- d. A framework for ensuring free, prior, and informed consultation with the affected VGs before, during sub-project preparation and implementation and any proof of the same once achieved.
- e. The cost estimates and financing plan for the VGP
- f. Grievances Redress Mechanism.
- g. Monitoring, evaluating, and reporting on the implementation of the VGP.

The following issues were raised during the discussion on the Vulnerable Group Planning Framework:

Table 6: Vulnerable Group Planning Framework Discussions

No.	Question/Issue	Response
1.	Vulnerable Groups should include students/people with special needs, therefore the project should take care of them	Design and construction of school buildings under SEQUIP will consider students with special needs. In addition, provision of assistive devices is prioritized in the Inclusive Education Strategy.
2	There is a shortage of teachers with special skills for special needs education to support students with disabilities. The project should also construct dormitories at Dongobesh secondary school to accommodate more students	Recommendation will be taken into consideration during planning for construction
3	There are emerging cases of girl's dropout due to child labor in Singida region.	The project will have interventions for awareness creation to communities on life skills and reinforcement of Child Act to reduce girls' dropouts.
4	Hadzabe are required to contribute food for secondary school children which is difficult because they eat	The recommendation will be taken into consideration on the Fee Free Basic Education budget of food.
No.	Question/Issue	Response
	roots, meat and fruits which they cannot donate to school to feed their children. Hadzabe have neither farms no income generating activities. Honey collected in forests is yet to benefit them.	
5	The project should employ female teachers for secondary schools who can provide guidance and counselling to girls	The project will train 02 teachers (male & female) for each secondary school on guidance and counselling.
6	Hadzabe society need Primary school at Mongoamono village because children are too young to neither live in school nor walk long distance to school.	The government will construct primary school at Mongoamono village through other initiative outside SEQUIP.
7	The Hadzabe society at Mongoamono village in collaboration with village council have set aside an area of 7 acres for construction of primary school for their children.	This was commended, the government will use the land for the construction of primary school in the village other initiative outside SEQUIP.

8	Hadzabe people at Mongoamono village are ready to support implementation of project in terms of manpower and collection of building materials.	It was commended
9	There should be a follow up mechanism on grievances	The project will put down follow up mechanism on grievance management
10	Lack of employment opportunities when students graduate from college or other training institutions, which demoralizes the community will to allow their children, especially girls to attend school	Community Development Officers have been advised to support graduates to enter entrepreneurship programs through joint organization with other institutions.

10. Environmental and Social Commitment Plan

The presentation of the Environmental and Social Commitment Plan was made. It was explained that ESCP is a legal document which identifies key areas of all Environmental and Social Standard as described in the 04 prepared frameworks that the government is committed to implement.

11.0 Areas for Improvement

- i. The project should emphasize the inclusion of students with disabilities
- ii. consideration of geographical differences in establishing the cost of construction,
- iii. construction of dormitories, laboratories and provision of food to primary and secondary schools that serve VGs (especially Hadzabe),
- iv. The project / government should consider recruitment of female teachers for secondary schools to provide guidance and counselling for girls especially in Hadzabe communities,
- v. The project should ensure survival and full growth of the planted trees through community participation
- vi. The project should emphasize the use of aluminum materials to minimize consumption of timber.