

**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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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
MLHHSD	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
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
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
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

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

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

Component 1: Empowering Girls Through Secondary Education and Life Skills

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

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

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

Component 2: Digitally-Enabled Effective Teaching and Learning

2.1 Effective Teaching and Learning

- Minimum package of critical teaching and learning resources for all schools: This package consists of an adequate number of textbooks and teacher guides in core subjects (English, Math and Sciences).
- Equitable, gender-balanced teacher deployment to schools
- In-service teacher training/continuous professional development (CPD) to improve classroom teaching practice for secondary English, Mathematics and Science teachers
- Evaluate student learning in lower secondary to provide opportunities for remedial use: to allow for targeted early intervention to prevent girl dropout due to learning difficulties

2.2 Digitally-enabled Teaching of Math Sciences and English :

- Development of an ICT in Education Strategy and plan for secondary education.
- Digital content and connectivity package to facilitate the teaching of English, Mathematics and Science in phases.

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

Expansion of the secondary school network to substantially reduce the distance to secondary schools through an expansion of the secondary school network, especially in rural area EQUIP will disburse project funding on the basis of the number of schools in each LGA meeting minimum infrastructure standards s. 5

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

Component 4: Technical Assistance, Impact Evaluation and Project Coordination

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 Preparation

During preparation (this phase), disclosure of the draft environmental and social management documents for the Project has been undertaken to inform their development and to consider the views and opinions of different stakeholder groups in managing impacts associated with the Project. Engagement activities will take place in Manyara, Singida and Pwani and will be facilitated by representatives from MoEST and PO RALG. Stakeholders are 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.

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 (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 hard copy during consultations and in Regions.</p>
COMPONENT 3: PRE-CONSTRUCTION (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,	<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</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>

Objectives	Messages	Means of Communication
disclosure and implementation (as needed)	as needed to develop the VGP	
COMPONENT 3: CONSTRUCTION PHASE		
Meeting to Alert stakeholders to the start of construction	<p>Advise stakeholders that construction will commence and provide project information</p> <p>Information and education on the risks and impacts, GRM, workers code of conduct etc</p>	<p>Public Meetings</p> <p>Focus Groups Discussions.</p> <p>Face to Face Meetings</p>
<p>Alert stakeholders of any new activities,</p> <p>Provide updates on project progress (every two weeks)</p>	<p>Inform public about any emerging issues, provide information on risks and impacts.</p> <p>GRM, workers code of conduct etc.</p>	<p>Public Announcements</p> <p>Focus Group Discussions</p> <p>Community Meetings</p> <p>Meetings with Village Council</p>
Contact with the SEQUIP Coordination Team (SCT)	<p>Maintain website with contact box for people to submit questions.</p> <p>Existing MoEST and PO-RALG contact details will be clearly displayed at worksites.</p>	<p>Websites</p> <p>Phone/Text</p> <p>LGA Offices</p>
THROUGHOUT THE PROJECT		
Information dissemination	<p>General information on SEQUIP, activities at the school in relation to Components 1&2 where relevant</p> <p>Purpose of the safe schools program and how it will be</p>	<p>Posting on bulletin boards;</p> <p>Information leaflets</p> <p>Focus Group Discussions</p> <p>Outreach Activities</p>

Objectives	Messages	Means of Communication
	<p>implemented in Schools and the Alternative Education Pathways (AEPs) respectively.</p> <p>Outreach on the AEP options for girls who have dropped out of school including as a result of pregnancy.</p>	Community meetings
Contact with the SEQUIP Coordination Team (SCT)	<p>Maintain website with contact box for people to submit questions.</p> <p>MoEST and PO-RALG numbers will be clearly displayed at worksites.</p>	<p>Websites</p> <p>Phone</p> <p>LGA Offices</p>

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

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 SCT. 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.

CHAPTER ONE

1 INTRODUCTION

1.1 Project Background

The Government of the United Republic of Tanzania through the Ministry of Education, Science and Technology (MoEST) and President Office Regional Administration and Local (PO RALG) intends to implement SEQUIP which aims to to increase access to secondary education, provide responsive learning environments for girls and improve completion of quality secondary education for girls and boys.

The Program will support both Second Five-Year Development Plan (FYDP II) and the Education Sector Development Plan (ESDP). The FYDP II emphasizes education and capability development and includes key interventions and indicators for secondary education, notably:

- i. improving the teaching and learning environment, including pupil-qualified teacher ratios; and
- ii. expanding use of ICT in teaching and learning. In addition, the project's focus on digital skills, math and science in secondary education will help provide a greater pool of highly skilled technical college and university level entrants, which is currently small.

This Stakeholder Engagement Plan (SEP) will assist SEQUIP with managing and facilitating future engagement through the various stages of the Project's life cycle from identification through to construction and operations.

The Project will use the new Environmental and Social Framework (ESF) applying the 9 relevant standards out of the 10 Environmental and Social Standards (ESSs). The Environmental and Social Standards (ESS's) that apply to Project include:

- Assessment and Management of Environmental and Social Risks and Impacts (ESS1);

- Labor and Working Conditions (ESS2);
- Resource Efficiency and Pollution Prevention and Management (ESS3);
- Community Health and Safety (ESS4);
- Land Acquisition, Restrictions on Land Use and Involuntary Resettlement (ESS5);
- Biodiversity Conservation and Sustainable Management of Living Natural Resources (ESS6);
- Indigenous Peoples/Sub Saharan African Historically Underserved Traditional Local Communities (ESS7);
- Cultural Heritage (ESS8), and
- Stakeholder Engagement and Information Disclosure (ESS10).

The Standard on Financial Intermediaries (ESS9) is not relevant to this Project. This SEP is prepared to address the requirements of ESS10.

1.2 Project Description

The Project Development Objectives (PDOs) are to increase access to secondary education, provide responsive learning environments for girls and improve completion of quality secondary education for girls and boys.

The project will adopt a three-pronged approach to promoting girls' secondary education:

- i. Ensuring a safe, supportive learning environment to keep girls in school longer and delay early marriage; and strengthening their support by families and communities;
- ii. Expanding effective and clear Alternative Education Pathways (AEP) to enable girls and boys who drop out of lower secondary school, due to various reasons including early pregnancy, to finish the lower education cycle and enter upper secondary school; and
- iii. Improving access to and completion of quality secondary education for girls and boys.

The project will contribute to increasing the total number of students in secondary education including AEP by 250,000. It will directly benefit about 2 million secondary school students, including 920,000 girls, 95% of whom are enrolled in lower secondary. SEQUIP will help more girls transition from lower to upper secondary education, as

girls are underrepresented at this level. It will also support girls who had to leave lower secondary public schools due to pregnancy or other reasons to continue with their secondary education through Alternative Education Pathways (AEP) and allow them to re-enter upper secondary public school.

1.1 Project Components

Activities under SEQUIP will be structured into four main components:

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

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>

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.

<p>Sub-component 1.2: Promoting Girls' Completion of Secondary Education through Quality Alternative Education Pathways</p>	<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 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>
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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).</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</p>

	<p>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.</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>
<p>Sub-component 2.2 Digitally-enabled Teaching of Math, Sciences and English</p>	<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>
<p>Component 3: Reducing Barriers to Girls' Education through Facilitating Access to Secondary Schools</p>	
	<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. 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</p>

selection for new schools will be water/water connection availability.

All school construction activities will be coordinated closely with other ongoing and pipeline WB Projects and government initiatives as much as possible to ensure *electricity connections* for schools in coordination with the Rural Electrification Expansion Program; *internet connectivity* by potentially linking up with the Digital Tanzania Project during implementation and *Water, Sanitation and Hygiene facilities* and their maintenance and use at schools (**water connection** for schools are part of the utility service provision, this will include construction of a borehole and provision of a hand or electric pump) by coordinating with the Sustainable Rural Water Supply and Sanitation Program.

Component 3 will be implemented by school construction committees and school boards, with the construction largely overseen, monitored and tracked by PO-RALG. MoEST will be key in ensuring the request for a new school is registered and temporarily accredited to enable construction.

Component 4: Project Coordination and Impact Evaluation will focus on:

- Project coordination, M&E (including impact evaluation to inform further implementation), supporting achievements of sub-components Strengthening environmental and social safeguards implementation and Grievance Redress Mechanism
- Annual Verification of DLIs

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 Senior Management Team (SSMT), 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 and	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
Children (MCDGC)					
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 and Township, 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	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
	I Management Officer (EMO) for Township, Ward, Village, Mtaa and Hamlet				
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 Councillor 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 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 etc)	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	Medium	OIP	1,2&3

Organisation	Category Department	Interest/ Mandate/ Role	Interest	Project Affected Person (PAP)/ Other Interested Party (OIP)	Project Components of Interest
		to their research interests.			

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 the consultation process community representatives representing VGs such as Barbaig, Hadzabe, Maasai, Sandawe and Akie will participate in consultations. During implementation, when sub-projects are being developed engagement will be undertaken to inform the development of the specific sub-project and detailed plans. The meetings will be held in Manyara, Singida and Pwani and will be facilitated by representatives from MoEST and PO RALG.

In order to undertake engagement the following activities will be undertaken:

- 1) Disclosure of draft instruments on the WB website and the ministries websites.
- 2) Announcement of meetings - release of invites to selected participants and advertisements in national newspapers of engagement activities - including mechanisms for stakeholders to be able to submit comments directly to the ministries if they are unable to attend consultation meetings;
- 3) Summary and materials needed prepared in Kiswahilli and shared with stakeholders as well as be sent to regional and district offices;
- 4) Undertake consultation meetings on the Project and the draft instruments; and
- 5) Update instruments and project design to reflect the findings / outcomes of the disclosure meetings.

Views of stakeholders will be sought on the SEP, including the identification of stakeholders and the proposals for future engagement. In addition, the views of a range of stakeholders will be sought on the Resettlement Framework (RF) and Environmental and Social Management Framework (ESMF), while the views of VGs in particular will be captured for the Vulnerable Groups Planning Framework (VGPF).

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 needs	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	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. 	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

Stakeholder group	Specific needs	Language needs	Communication Means	Timing
	Project and approach to managing environmental and social issues.		<ul style="list-style-type: none"> • Focus Group Discussions • Outreach activities (component 1) 	
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	Depend on	National	Meetings, Letters,	Disclosure

Stakeholder group	Specific needs	Language needs	Communication Means	Timing
interested parties (NGOs, CSOs, private sector etc)	stakeholder to be met.	language (Kiswahili) and English	Telephone and Emails Formal Meetings	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

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 	<p>Representatives of Regional and District Government</p> <p>National and Regional NGOs;</p> <p>Civil society</p> <p>Community groups representatives including representatives of VGs.</p> <p>Women’s groups;</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</p>	<p>Organized public meetings / Consultations</p> <p>Disclosure of Project documentation in a culturally appropriate and accessible manner and summaries on the project website that must be ready before consultation (WB, MoEST and PO-RALG)</p>	<p>One off activity as part of project preparation</p>	<p>MoEST/ PO-RALG</p>

	Objectives	Target Stakeholders	Messages/ Agenda	Means of Communication	Schedule/ Frequency	Responsible Agencies/ Groups
	Engagement Plan (SEP) Environmental and Social Commitment Plan (ESCP)		<p>the ESMF.</p> <p>d) Potential land requirements; 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</p>			

	Objectives	Target Stakeholders	Messages/ Agenda	Means of Communication	Schedule/ Frequency	Responsible Agencies/ Groups
			associated with Projects impacting Vulnerable Groups.			
2.	To disclose finalized ESMF, RF, VGPF, SEP and ESCP	Government agencies, Representatives of Regional and District government National and Regional NGOs; Civil society, Community groups representatives	Email message to advise Stakeholders of disclosure and where to access the disclosed documents. Advertisement in the Newspaper Disclosure of Project documentation in a culturally appropriate and accessible manner	Upload on websites of Government agencies including MoEST, PO-RALG; WB and others. Hard copies in locally accessible places. Email copies to key individuals and organizations.	One-off and re-disclose whenever there is any significant revision.	SCT
COMPONENT 3: PRE-CONSTRUCTION (PREPARATION)						
3.	Screening of the Project Site and completion of	Village Council Community	Identification of any components or activities likely to	Face to Face Meetings	Start of sub-project preparation	LGA Environmental

	Objectives	Target Stakeholders	Messages/ Agenda	Means of Communication	Schedule/ Frequency	Responsible Agencies/ Groups
	Checklist 1 (as part of the ESMF)	Leaders including VG Community Members District Engineer, Environmental and Community Development Officers Traditional Leaders of Vulnerable Groups	result in significant impacts	Community Meeting Site Visits		and Social Management Experts from SCT
4.	ESIA / ESMP Preparation	MoEST/ PO-RALG Government institutions NEMC Landowners,	To inform the preparation of the Environmental Statement engagement will be undertaken during the • the Scoping Stage of	Face-to-face meetings Public Consultation Meeting Focus Group Meeting	Sub-Project Preparation	LGA Environmental Expert Environmental and Social Experts from

	Objectives	Target Stakeholders	Messages/ Agenda	Means of Communication	Schedule/ Frequency	Responsible Agencies/ Groups
		<p>local NGOs and civil society</p> <p>Communities</p> <p>District Engineer, Environmental and Community Development Officers</p>	<p>the ESIA preparation</p> <ul style="list-style-type: none"> the ESIA Stage 			<p>SCT</p> <p>Experts hired to complete the ESIA/ESMP</p>
	ESIA/ESMP Disclosure	<p>MoEST/ PO-RALG</p> <p>Government institutions</p> <p>NEMC</p> <p>Landowners, local and regional NGOs and civil society</p>	<p>To present ESIA findings and recommendations.</p> <p>Document will be available on WB, MoEST and PO-RALG website, Regional and LGA offices, and Project Site (VC office or similar)</p> <p>Disclosure of Project documentation in a</p>	<p>Announcement in newspapers</p> <p>MoEST/ PO-RALG website</p>	One-Off at end of Sub-Project Preparation	<p>LGA Environmental Expert</p> <p>Environmental and Social Management Experts from SCT</p> <p>Experts hired to complete the ESIA/ESMP</p>

	Objectives	Target Stakeholders	Messages/ Agenda	Means of Communication	Schedule/ Frequency	Responsible Agencies/ Groups
			culturally appropriate and accessible manner			
5.	RAP Preparation (as detailed in the RF)	MoEST/ PO-RALG Government institutions Landowners and users (PAPs), Local NGOs and civil society All Project Affected People (PAPs)	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 Discuss losses and resettlement measures including any financial compensation; valuation of lost assets.	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	SCT Social Management Project Expert VC LGA - Community Development Officer
6.	RAP Disclosure		Disclosure of RAP in draft and final version.	On websites of Government agencies	One-off	SCT Social Management

	Objectives	Target Stakeholders	Messages/ Agenda	Means of Communication	Schedule/ Frequency	Responsible Agencies/ Groups
			Copies of RAP to be placed on website and at Government offices. Disclosure of Project documentation in a culturally appropriate and accessible manner	and WB.		Project Expert VC LGA - Community Development Officer
7.	RAP Implementation	PAPs	Monitoring and evaluation of success of RAP implementation	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 Local NGOs and civil society Vulnerable	Information on Project Design Inputs into relevant Project Instruments (ESMP, RAP etc) Inputs into the VGP (screening, social assessment,	Face-to-face meetings Public Consultation Meeting Focus Group Meeting	Sub-Project Preparation	SCT Social Management Project Expert VC LGA - Community

	Objectives	Target Stakeholders	Messages/ Agenda	Means of Communication	Schedule/ Frequency	Responsible Agencies/ Groups
		Groups (including women) Traditional Leaders	development of plan) Disclosure of draft and final VGP in a culturally appropriate and accessible manner			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	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
			aspects.			
10.	<p>Implementation of communication plan during construction, Inform stakeholders of any new activities, unexpected impacts etc during construction.</p> <p>Provide updates on project progress</p>	<p>Community</p> <p>PAP</p> <p>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>Face-to-face meetings</p> <p>Confidential and safe face to face referral for</p>	<p>As necessary (as per GRM)</p>	<p>SGC</p>

	Objectives	Target Stakeholders	Messages/ Agenda	Means of Communication	Schedule/ Frequency	Responsible Agencies/ Groups
			To refer persons affected by project related GBV/SEA to services To promote accountability for violations of GBV by project staff.	GBV survivors Meetings		
12.	Contact with the SCT 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	SCT
THROUGHOUT THE PROJECT (ALL COMPONENTS)						
12.	Information dissemination	General public 'School' communities	General information on SEQUIP, activities at the school in relation to Components 1&2	Posting on bulletin boards; Information leaflets	Prior to commencing an intervention in a	SCT Regional AEP

	Objectives	Target Stakeholders	Messages/ Agenda	Means of Communication	Schedule/ Frequency	Responsible Agencies/ Groups
		including parent-teacher associations, parents, etc Civil society organizations	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.	Community meetings Outreach activities - focus groups. One to one meetings	school or AEP As needed to establish intervention Quarterly thereafter	representative School Board/ Parent-Teacher Association Headteachers for schools implementation the safe schools program.
13	Contact with the SCT 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	SCT

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 people 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, the poorest of the poor 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 channelled to proper authorities no more than 5 days after the complaint is received.

b) Step Two: Logging the Grievance

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

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

c) Step Three: Providing the Initial Response

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

d) Step Four: Investigating the Grievance

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

e) Step Five: Communication of the Response

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

f) Step Six: Complainant Response

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

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

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

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

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

Gender Based Violence (GBV)

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

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

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

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

Adaptation for Vulnerable Groups

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

Operational Schools GRM

As part of the safe schools program each school will have one or two trained guidance and counselling teachers (depending on school size and gender composition) as grievance redress focal point for students and teachers. The GRM will be accessible to

teachers and students who will be able to submit grievances into sealed suggestion boxes or in person. In case resolution cannot be reached the school head will be involved in the resolution. Should the issue be greater than can be resolved at the school level MoEST and/or PO-RALG representatives at the LGA will be brought in. The trained teachers will then help the complainant to resolve the issue in a manner which reduces conflict.

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

General Grievances

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

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 SCT Monitoring.

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 SEQUIP Coordination Team (SCT) 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 SCT 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 SCT. 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 SCT guidelines.

6.2 Reporting

6.2.1 Monthly Reports

There will be brief monthly reports on stakeholder engagement activities by the SCT, 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 SCT.

6.2.2 Bank Reports

Imminent Reporting. Since the SCT 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 SCT 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 SCT 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	Year 0	Full participation of LGAs on design and implementation	Minutes of the meetings
		Beneficiaries, VGs	IEC Materials, FGD, meetings	Year 0	Extends program knowledge to beneficiaries	Minutes of FGD, disseminated IEC materials
		Vulnerable Groups and communities	IEC Materials, FGD, public meetings	Year 0	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	Year 0	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	Year 1,2,3,4	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	Year 1,2,3,4	Full participation of community on Program design, implementation and monitoring.	Minutes of FGD, disseminated IEC materials
		VCs	IEC Materials, FGD, meetings	Year 1,2,3,4	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	Year 1,2,3,4	Provide needed support to Program design, implementation and participatory monitoring	Report from meetings, missions executed
		Participants, VGs	IEC Materials, FGD, meetings	Year 4	Full participation on decommissioning	Minutes of FGD, disseminated IEC materials
		LGAs	IEC Materials, FGD, meetings	Year 4	Full participation on decommissioning	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.

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 Environment 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 _____

	<p>Yes</p> <p>Cause:</p> <p>Communication to Stakeholder (information, form and date):</p>	
<p>Agreement Reached to Resolve Grievance</p>	<p>Yes _____</p> <p>No _____</p> <p>Form of the agreement</p>	
<p>Next Steps (either to implement resolution or resolve grievances with dates and responsible parties)</p>		
<p>Signature of Complainant(s)</p>		<p>Date</p>
<p>Signature of Grievance Committee</p>		<p>Date Logged</p>