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Report No: PAD3378

INTERNATIONAL DEVELOPMENT ASSOCIATION

PROJECT APPRAISAL DOCUMENT

ON A

PROPOSED CREDIT

IN THE AMOUNT OF SDR 364.2 MILLION
(US\$500 MILLION EQUIVALENT)

TO THE

UNITED REPUBLIC OF TANZANIA

FOR A

SECONDARY EDUCATION QUALITY IMPROVEMENT PROJECT (SEQUIP)

December 31, 2019

Education Global Practice
Africa Region

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CURRENCY EQUIVALENTS

(Exchange Rate Effective November 30, 2019)

Currency Unit =

US\$1 = TZS 2,302

US\$1 = SDR 0.7284

FISCAL YEAR

July 1 - June 30

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ABBREVIATIONS AND ACRONYMS

AEP	Alternative Education Pathway
CAG	Controller and Auditor General
CBMS	Central Budget Management System
CG	Capitation Grant
CPA	Certified Public Accountant
CPD	Continuous Professional Development
CPF	Country Partnership Framework
DFID	United Kingdom Department for International Development
DLI	Disbursement-linked Indicator
DLR	Disbursement-linked Result
DP	Development Partner
EEP	Eligible Expenditure Program
EMIS	Education Management Information System
EPforR	Education Program for Results
ESCP	Environmental and Social Commitment Plan
ESDP	Education Sector Development Plan
ESF	Environmental and Social Framework
ESMF	Environmental and Social Management Framework
ETP	Education and Training Policy
FBEP	Fee-Free Basic Education Policy
FDC	Folk Development College
FFARS	Facility Financial Accounting and Reporting System
FM	Financial Management
FYDP	Five Year National Development Plan
GBV	Gender Based Violence
GRM	Grievance Redress Mechanism
GRS	Grievance Redress Service
HCI	Human Capital Index
IAE	Institute of Adult Education
ICT	Information Communication Technology
IFMR	Integrated Financial Management Report
IFR	Interim Financial Report
INSET	In-service Education and Training
IPF	Investment Project Financing
IVE	Independent Verification Entity
LAAM	Local Authority Accounting Manual
LAFM	Local Authority Financial Memorandum
LGA	Local Government Authority
LIC	Low-Income Country

LMIC	Lower-Middle Income Country
M&E	Monitoring and Evaluation
MoEST	Ministry of Education, Science, and Technology
MoFP	Ministry of Finance and Planning
MoWTC	Ministry of Works, Transport and Communications
NECTA	National Examinations Council of Tanzania
NPV	Net Present Value
NSIE	National Strategy for Inclusive Education
ODL	Open Distance Learning
PDO	Project Development Objective
PforR	Program for Results
PFMRP	Public Financial Management Reform Program
PMU	Procurement Management Unit
POM	Project Operations Manual
PO-PSM	President's Office, Public Service Management
PO-RALG	President's Office, Regional Administration and Local Government
PP	Procurement Plan
PPRA	Public Procurement Regulatory Authority
PPSD	Project Procurement Strategy for Development
REA	Rural Energy Agency
RPF	Resettlement Policy Framework
RWSA	Rural Water Supply Agency
SBAS	Strategic Budget Allocation Software
SEDP	Secondary Education Development Project
SEP	Stakeholder Engagement Plan
SEQUIP	Secondary Education Quality Improvement Project
SMT	Senior Management Team
SPD	Standard Procurement Document
SQA	School Quality Assurance
SSA	Sub-Saharan Africa
SSP	Safe School Program
STEP	Systematic Tracking of Exchanges in Procurement
STHEP	Science and Technology Higher Education Project
TASAF	Tanzania Social Action Fund
TIE	Tanzania Institute of Education
ToR	Terms of Reference
VGPF	Vulnerable Groups Planning Framework
USAID	United States Agency for International Development
WASH	Water, Sanitation, and Health
WEO	Ward Education Officer



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The World Bank

Tanzania Secondary Education Quality Improvement Project (SEQUIP) (P170480)



DATASHEET

BASIC INFORMATION

Country(ies)	Project Name	
Tanzania	Tanzania Secondary Education Quality Improvement Project (SEQUIP)	
Project ID	Financing Instrument	Environmental and Social Risk Classification
P170480	Investment Project Financing	Substantial

Financing & Implementation Modalities

<input type="checkbox"/> Multiphase Programmatic Approach (MPA)	<input type="checkbox"/> Contingent Emergency Response Component (CERC)
<input type="checkbox"/> Series of Projects (SOP)	<input type="checkbox"/> Fragile State(s)
<input checked="" type="checkbox"/> Disbursement-linked Indicators (DLIs)	<input type="checkbox"/> Small State(s)
<input type="checkbox"/> Financial Intermediaries (FI)	<input type="checkbox"/> Fragile within a non-fragile Country
<input type="checkbox"/> Project-Based Guarantee	<input type="checkbox"/> Conflict
<input type="checkbox"/> Deferred Drawdown	<input type="checkbox"/> Responding to Natural or Man-made Disaster
<input type="checkbox"/> Alternate Procurement Arrangements (APA)	

Expected Approval Date	Expected Closing Date
30-Jan-2020	31-Jan-2026

Bank/IFC Collaboration

No

Proposed Development Objective(s)

To increase access to secondary education, provide responsive learning environments for girls, and improve completion of quality secondary education for girls and boys.

Components

Component Name	Cost (US\$, millions)
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Component 1: Empowering Girls Through Secondary Education and Life Skills	180.00
Component 2: Digitally-Enabled Effective Teaching and Learning	115.00
Component 3: Reducing Barriers to Girls' Education through Facilitating Access to Secondary Schools	185.00
Component 4: Project Coordination, Monitoring and Evaluation	20.00

Organizations

Borrower: Ministry of Finance and Planning

Implementing Agency: President's Office, Regional; Administration and Local Government
Ministry of Education, Science and Technology

PROJECT FINANCING DATA (US\$, Millions)

SUMMARY

Total Project Cost	500.00
Total Financing	500.00
of which IBRD/IDA	500.00
Financing Gap	0.00

DETAILS

World Bank Group Financing

International Development Association (IDA)	500.00
IDA Credit	500.00

IDA Resources (in US\$, Millions)

	Credit Amount	Grant Amount	Guarantee Amount	Total Amount
Tanzania	500.00	0.00	0.00	500.00
National PBA	500.00	0.00	0.00	500.00
Total	500.00	0.00	0.00	500.00

Expected Disbursements (in US\$, Millions)



WB Fiscal Year	2020	2021	2022	2023	2024	2025	2026
Annual	8.52	63.95	101.10	114.73	98.52	85.37	27.81
Cumulative	8.52	72.47	173.57	288.31	386.82	472.19	500.00

INSTITUTIONAL DATA

Practice Area (Lead)

Education

Contributing Practice Areas

Gender

Climate Change and Disaster Screening

This operation has been screened for short and long-term climate change and disaster risks

SYSTEMATIC OPERATIONS RISK-RATING TOOL (SORT)

Risk Category	Rating
1. Political and Governance	● Substantial
2. Macroeconomic	● Moderate
3. Sector Strategies and Policies	● Moderate
4. Technical Design of Project or Program	● Substantial
5. Institutional Capacity for Implementation and Sustainability	● Substantial
6. Fiduciary	● Substantial
7. Environment and Social	● Substantial
8. Stakeholders	● Moderate
9. Other	
10. Overall	● Substantial



COMPLIANCE

Policy

Does the project depart from the CPF in content or in other significant respects?

Yes No

Does the project require any waivers of Bank policies?

Yes No

Environmental and Social Standards Relevance Given its Context at the Time of Appraisal

E & S Standards	Relevance
Assessment and Management of Environmental and Social Risks and Impacts	Relevant
Stakeholder Engagement and Information Disclosure	Relevant
Labor and Working Conditions	Relevant
Resource Efficiency and Pollution Prevention and Management	Relevant
Community Health and Safety	Relevant
Land Acquisition, Restrictions on Land Use and Involuntary Resettlement	Relevant
Biodiversity Conservation and Sustainable Management of Living Natural Resources	Relevant
Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities	Relevant
Cultural Heritage	Relevant
Financial Intermediaries	Not Currently Relevant

NOTE: For further information regarding the World Bank’s due diligence assessment of the Project’s potential environmental and social risks and impacts, please refer to the Project’s Appraisal Environmental and Social Review Summary (ESRS).

Legal Covenants

Sections and Description



Section I.A.2 of Schedule 2 to the Financing Agreement:

GoT to maintain a Senior Management Team, co-chaired by the Permanent Secretaries of MoEST and PO-RALG, and representatives of MoFP, PO-PSM and IAE to provide overall strategic oversight of the Project.

Sections and Description

Section I.A.3 of Schedule 2 to the Financing Agreement:

GoT through MoEST to be responsible for overall implementation, monitoring and evaluation of the Project as well as setting of standards and strategies for the Project.

Sections and Description

Section I.A.4 of Schedule 2 to the Financing Agreement:

GoT through PO-RALK to be responsible for the day-to-day implementation and monitoring and evaluation of school-level activities under the Project.

Sections and Description

Section I.A.5 of Schedule 2 to the Financing Agreement:

GoT to maintain a cross-ministerial Project Coordination Team composed of key staff with qualifications and under terms of reference acceptable to the Association, including environmental, social and GBV experts, procurement, FM, communication, M&E, occupational health & safety, and district field specialists, engineers, internal auditors, etc. as further detailed in the Operations Manual.

Sections and Description

Sections I.B.1 through 3 of Schedule 2 to the Legal Agreements:

GoT to: (i) prepared an Operation Manual for the Project in accordance with terms of reference acceptable to the Association (including, among others, the Schools Construction Standards setting out standards for design and safety in school construction); (ii) furnish it to the Association for approval; and (iii) carry out the Project in accordance with the approved Operations Manual.

Sections and Description

Section I.B.4 of Schedule 2 to the Financing Agreement:

GoT to: (i) appoint, within three (3) months of effectiveness, and maintain throughout implementation, and independent verification entity (IVE) under terms of reference acceptable to the Association; and (ii) ensure that the IVE carries out the verification and prepares independent verification reports in a timely manner and in form and substance satisfactory to the Association.

Sections and Description

Sections I.B.5 through 7 of Schedule 2 to the Financing Agreement:

GoT to: (i) prepare draft annual work plans and budgets (AWPB) for project activities proposed to be implemented in the following year; (ii) furnish those AWPB to the Association for approval by not later than August 31 of each year (except for the first year AWPB which shall be furnished within one (1) month of effectiveness), and (iii) carry out Project activities in accordance with the approved AWPB.

Sections and Description

Section I.B.8 of Schedule 2 of the Financing Agreement:



GoT to appoint/hire, within six (6) months of effectiveness, an Implementation Support Team for purposes of carrying out Part 3 of the Project, and thereafter maintain it for at least two years unless the Association otherwise requests, which team shall be responsible for providing hands-on support to, among others, the district engineers in the LGAs and other implementing entities for the implementation of the environmental and safeguards obligations under the Project.

Sections and Description

Section I.C.4 of Schedule 2 to the Financing Agreement:

GoT to maintain and publicize the availability of a grievance mechanism to hear and determine fairly and in good faith all complaints raised in relation to the Project.

Sections and Description

Sections I.C. 1 and 2 of Schedule 2 to the Financing Agreement:

GoT to ensure that the Project is: (i) carried out in accordance with the Environmental and Social Standards; (ii) implemented in accordance with the ESCP, including provision of sufficient funds, and the maintenance of policies, procedures and qualified staff as specified in the ESCP.

Sections and Description

Section I.C.3 of Schedule 2 to the Financing Agreement:

GoT to: (i) take measures necessary to collect, compile and furnish to the Association through regular reports, as specified in the ESCP, information on the status of compliance with the ESCP, and the management tools and instruments referred in it; and (ii) promptly notify the Association of any incident or accident related to or having an impact on the Project which has, or is likely to have, a significant adverse effect on the environment, the affected communities, the public or works.

Conditions

Type	Description
Effectiveness	GoT to prepare and adopt the Operations Manual for the Project (with prior approval by the Association) as set forth in the Financing Agreement.
Type Disbursement	Description Prior to disbursing any funds on account of DLI(s) from Category (1) beyond the advance authorized by the “claw-back” provision (except disbursements for DLIs 11.1 through 11.3), GoT to furnish the Association with: (i) evidence that the respective DLI(s) have been and duly verified; (ii) evidence that the actual expenditure under the EEP have been incurred and verified; and (iii) the EEP withdrawal application, all in form and substance satisfactory to the Association.
Type Disbursement	Description Prior to disbursing any funds from Category (2) on account of DLI(s) 11.1 through 11.3, GoT to furnish the Association with: (i) evidence that the Implementation Support Team has been appointed and/or hired at least one (1) year prior to the completion of the assessment and costed LGA plans referred to in DIR 11.1 as well as the commencement of the civil works on



	Project-financed government schools contemplated under DLRs 11.2 and 11.3; (ii) evidence that the respective DLI(s) have been and duly verified; (iii) evidence that the actual expenditures under the EEP have been incurred and verified; and (iv) the EEP withdrawal application, all in form and substance satisfactory to the Association.
Type Disbursement	<p>Description</p> <p>If by the Disbursement Deadline Date, GoT has failed to provide the Association evidence that sufficient DLI(s) for amounts equivalent to or greater than the one time advance of SDR 53,900,000 has/have been fully achieved, GoT to promptly refund to the Association the Withdrawn Credit Balance withdrawn from Category (1) in excess of the amounts corresponding to fully verified DLIs.</p>



I. STRATEGIC CONTEXT

1. **The Secondary Education Quality Improvement Project (SEQUIP) will focus on enabling young girls to continue their secondary education despite social and economic barriers.** More generally, SEQUIP will improve the completion of quality, learner-friendly secondary education for girls and boys. In 2018, 1,025,629 girls and 965,242 boys attended lower secondary school. However, in the same year, a further 134,000 children, half of whom were girls, qualified to continue their schooling but were unable to because of lack of spaces in government secondary schools. Drop-out rates are high for both boys and girls with a quarter of students leaving before they complete their lower secondary schooling. In 2017, about 5,500 girls were not able to continue with their secondary education due to adolescent pregnancy and early motherhood. SEQUIP will contribute to addressing these key challenges by:

- (a) *creating a gender sensitive, learner-friendly school environment* through investing in supportive structures in the school and community including trained school guidance counselors, stronger links with the community through Parent Teacher Associations and life skills training.
- (b) *supporting female students to avoid dropping out of secondary school due to pregnancy* through measures that include (a) encouraging community awareness of risks for girls; (b) supporting safe passage and reducing the distance to schools to lower the risks of gender-based violence on the way to and from school; and (c) supporting girls who become pregnant to access recognized, quality Alternative Education Pathways (AEPs) to obtain lower secondary certification and continue with upper secondary education or post-secondary education.
- (c) *improving the quality of secondary school teaching and learning environments* through the hiring of additional qualified teachers in core subjects and providing textbooks in core subjects.
- (d) *increasing the number of secondary school spaces* through the construction of new classrooms that meet minimum infrastructure standards and supporting the expansion of the school network to bring schools closer to communities.
- (e) *using innovative digital technology to facilitate mathematics and science teaching and improve learning.*

2. **These SEQUIP interventions are aligned with the Government's Education Sector Development Plan (ESDP) (2016/17–2020/21) and related strategies.** SEQUIP design also draws on lessons learned from previous and ongoing World Bank and Development Partner (DP) support to education in Tanzania. Overall, SEQUIP will contribute to increasing total enrolment in secondary school by 1.8 million students and increase the number of girls graduating from both secondary schools and alternative secondary education pathways. Over its lifetime, the Project will directly benefit about 6.5 million new and existing secondary school students, including 3.2 million girls.¹ SEQUIP will help more girls transition from lower to upper secondary education, including girls who had to leave lower secondary government schools due to pregnancy.

A. Country Context

3. **Boosting Tanzania's human capital, especially among women, is critical to accelerating shared economic growth and reducing poverty.** Tanzania's poverty rate declined from 28 to 26 percent between 2012 and 2018 but the absolute number of poor people increased from 12.3 million to 13.3 million over the same period due to population growth.²

¹ In 2018 there were 1.8 million children enrolled in government secondary schools and projections suggest that enrolment will increase to 3.6 million by 2024. Beneficiaries are calculated by summing up enrolment in 2018 with all new enrolment in government secondary schools over the lifetime of the Project.

² World Bank, 2019, Poverty Assessment 2018, Volume 1, based on National Bureau of Statistics Household Budget Surveys 2018.



Educational attainment is critical among the factors which affect economic mobility across generations and therefore the ability of poorer households to break the cycle of poverty. Around a third of households with no education or incomplete primary education fall below the poverty line compared with only 6 percent of households with lower secondary education. Only 7 percent of Tanzanian adults, and less than 3 percent of the poor, achieve education beyond primary when the father has no education. In Tanzania, education, particularly secondary education, is the most directly associated with higher living standards and poverty reduction in rural and urban areas, and indirectly through its impact on health gains, and productivity and social mobility.³

4. **Access to and completion of quality secondary education, particularly for girls, is associated with substantially higher earnings in adulthood and many other socio-economic benefits.** In 2011, the rate of return to secondary education for girls was estimated at 18 percent compared to 13 percent for boys.⁴ Given the high rate of labor force participation among Tanzanian women (84 percent in 2014), raising their secondary education attainment will improve productivity, living standards and reduce poverty. In Tanzania, women who completed lower secondary education marry later, are 24 years of age on average at the time of their first pregnancy and have only 3.6 children, compared to 19.6 years and 5.2 children for women with only primary education.⁵ Reducing the fertility rate by one child could lead to a 19 percent improvement in real gross domestic product per capita by 2050.⁶ Approximately US\$637 million of income is estimated to have been lost for adult women working today due to early marriage and childbearing.⁷ Limited education access and early marriage affects girls' life trajectories, as once a girl is married it is difficult to keep her in school due to socio-cultural expectations. Less than one percent of girls aged 15–19 years are married and in school.⁸ Girls' education has substantial intergenerational benefits through its positive effects on children's health and education. The mother's education level is among the most important factors shaping children's opportunities in urban areas of Tanzania.⁹

5. **Reducing poverty and developing human capital, especially for women, requires a more conducive, gender-sensitive environment.** Violence against women and girls can have severe physical and mental health consequences impacting women's wellbeing, labor force participation and earnings. In Tanzania, women in formal wage work who experienced severe abuse at the hand of their partner have 60 percent lower earnings.¹⁰ Nationally representative data estimates that 40 percent of women aged 15-49 have experienced physical violence and 17 percent sexual violence in their lifetime.¹¹ The Violence Against Children Survey found that 27.9 percent of girls had experienced sexual violence before their 18th birthday.¹²

6. **Tanzania's Human Capital Index (HCI) in 2018 was 0.40 and its ranking was 128 out of 157 countries with the relevant data.** This implies that a child born in Tanzania today is 40 percent as productive when she grows up as she

³ World Bank, 2019, Poverty Assessment 2018.

⁴ Psacharopoulos, G., Patrinos H., 2018, Returns to Investment in Education: A Decennial Review of the Global Literature, Policy Research Working Paper No. 8402, World Bank, Washington.

⁵ World Bank, 2017, Demographic Challenges and Opportunities in Tanzania.

⁶ Ibid.

⁷ World Bank, 2019, Tanzania Economic Update – The Power of Investing in Girls. The loss is estimated as Purchasing Power Parity (PPP). Enabling girls to remain in school was identified as the key priority to eliminate early marriage and childbearing.

⁸ World Bank, 2019, Tanzania Economic Update – The Power of Investing in Girls.

⁹ World Bank, 2015, Tanzania Poverty Assessment, Washington, DC

¹⁰ Vyas, Seema. 2013. Estimating the Association between Women's Earnings and Partner Violence: Evidence from the 2008–2009 Tanzania National Panel Survey. Women's Voice, Agency, and Participation Research Paper 2, World Bank, Washington, DC.

¹¹ Tanzania Demographic and Health Survey, 2015-2016.

¹² United Republic of Tanzania, Unicef and CDC. 2011, Violence Against Children in Tanzania: Findings from a National Survey 2009. URT, Dar es Salaam.



could be if she enjoyed complete quality education and full health.¹³ The low HCI is due to low performance in both health and education.¹⁴ Children in Tanzania can expect to complete 7.8 years of pre-primary, primary and secondary school by age 18. However, when years of schooling are adjusted for quality of learning, this is only equivalent to 4.8 years: a learning gap of three years. To address this and to indicate its strong commitment to improving human capital, Tanzania joined the World Bank's Human Capital Project (HCP) initiative in May 2019. While the education attainment of the population has grown steadily, only 16 percent of the population aged 15 years and above completed secondary education.¹⁵ About 800,000 to 1 million youth enter the labor market annually with mostly low levels of education and skills and their number is expected to grow to 1.6 million by 2030.¹⁶ About 40 percent of firms in Tanzania identified an inadequately educated workforce as a constraint to their businesses, compared to the Sub-Saharan Africa (SSA) average of 23 percent.¹⁷ Strengthening secondary education outcomes is vital to change this picture and increase the skills of the labor force.

B. Sectoral and Institutional Context

Issue 1: Access to and completion of quality secondary education for girls and boys

7. **Over the last three years, secondary education outcomes of girls and boys have seen some improvements.** The number of children in secondary school¹⁸ rose by almost half a million in only three years, from 1.8 million in 2015 to 2.2 million in 2018, largely due to the Fee-Free Basic Education Policy (FBEP)¹⁹ introduced in 2016. Population growth has meant that over the same period, enrolment rates in lower secondary (Forms 1-4) initially dipped but have started to increase since 2017. In upper secondary enrolment rates have remained relatively stable at 7 percent since 2015 (see Figure 1).

8. **Although access to and completion of primary education has improved over the last decade, secondary student enrolment rates of girls and boys are still low in Tanzania compared to other East African countries.** Looking at lower and upper secondary enrolment together, the share of secondary students of the relevant school age population enrolled was only 32 percent in 2018, compared to 40 percent average for Low Income Countries and 68 percent in Kenya for example,²⁰ despite the recent enrolment surge (see

¹³ World Bank, 2018, Human Capital Index Country Brief.

¹⁴ For example, the expected years of schooling of an 18-year-old in Tanzania is about 7.8 years, while other lower-middle-income countries average 10.4 years. The fraction of children under 5 not stunted is 66 percent in Tanzania compared to the lower-middle-income average of 73 percent.

¹⁵ National Bureau of Statistics, Integrated Labor Force Survey 2014 Analytical Report.

¹⁶ World Bank, 2015, Tanzania Workforce Development: SABER Country Report 2015. World Bank, Washington, DC.

¹⁷ World Bank, 2013, Tanzania Enterprise Survey.

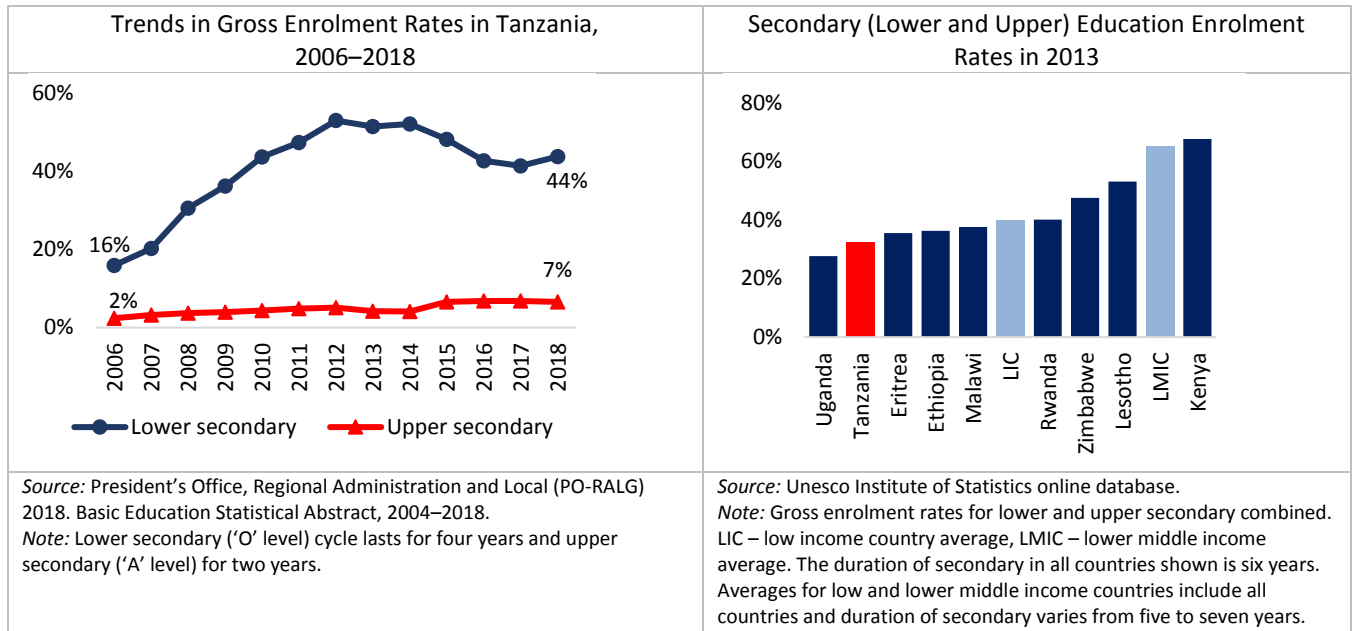
¹⁸ Secondary education consists of two cycles: Four years of lower secondary education (Forms 1-4) and two years of upper secondary education (Forms 5-6). Primary education lasts for seven years (Standards 1-7).

¹⁹ The FBEP abolished non-voluntary parental contributions to primary schools and tuition fees in government lower secondary schools. The Government is committed to providing 12 years of free and compulsory basic education (1 year of pre-primary education, 7 years of primary and 4 years of lower secondary education).

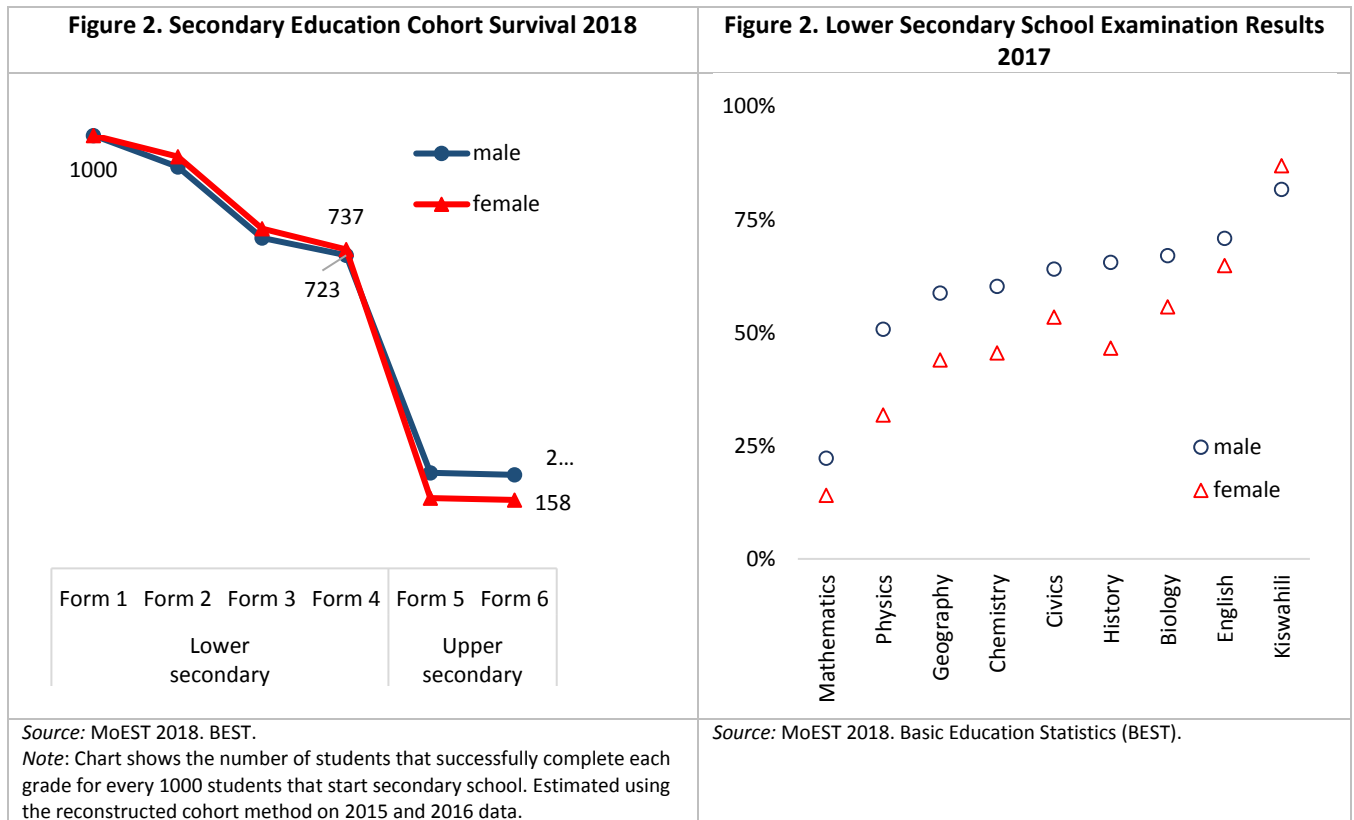
²⁰ World Bank, Edstats.



Figure 1. Patterns and Trends in Secondary School Enrolment Rates



10. **While more girls than boys reach the end of primary school, a similar number continue onto secondary school.** Only around two-thirds of students in the last grade of primary successfully pass the leaving examination and enroll in lower secondary. In 2017, 484,000 girls were enrolled in the final grade of primary compared to 433,000 boys. However, only 69 percent of girls and 73 percent of boys continued into the first grade of secondary in 2018. The slightly lower transition rate for girls results in similar numbers of boys and girls starting secondary school.
11. **Once enrolled in lower secondary, drop-out rates are relatively high** but peaks after examinations at the end of Form 2 (Figure 2). Overall, 74 percent of the girls and 72 percent of the boys that begin lower secondary complete it. The most common reason for drop-out for both boys and girls is truancy but for girls pregnancy is also a reason for drop-out.
12. **There is a sharp drop in the number of students, particularly girls, who transition from lower to upper secondary.** In 2018, the transition rate between lower and upper secondary was only 15 percent with far fewer girls than boys continuing; the transition rate for girls was 22 percent compared to 31 percent for boys. These lower female transition rates are partly the result of poorer female performance in the Form 4 examinations, which determine whether students can continue into upper secondary (Figure 3).



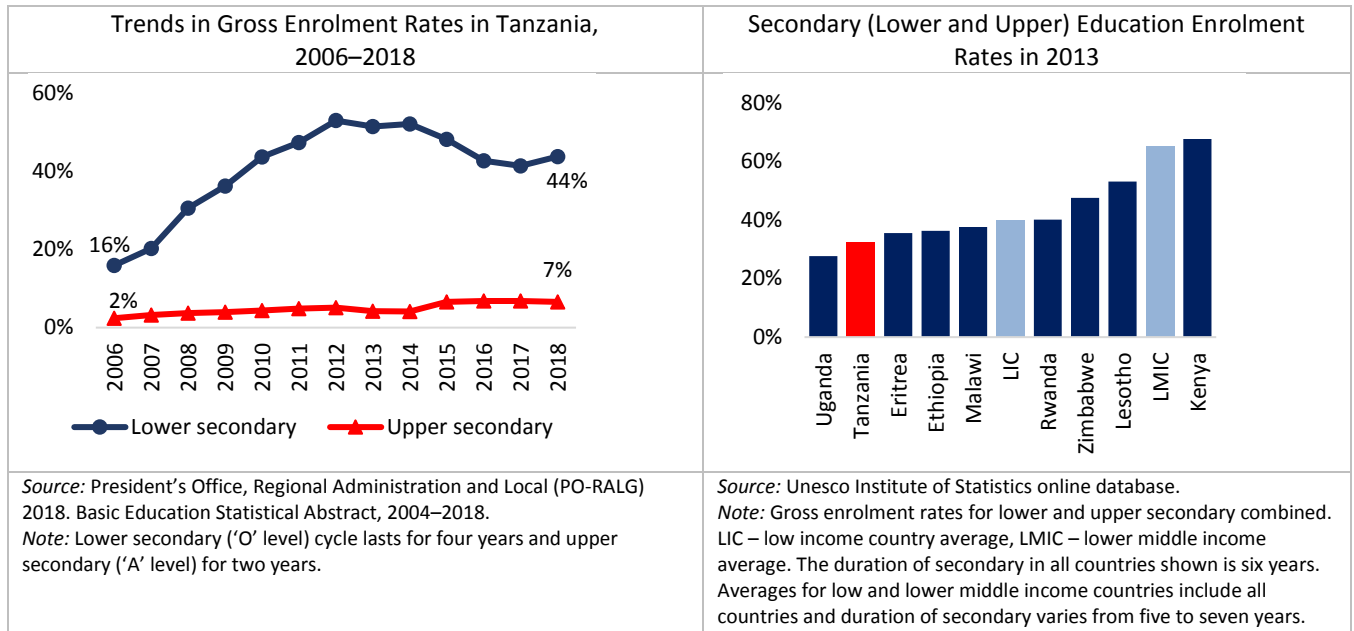
13. **Overall, for every 1,000 girls (boys) that start lower secondary, only 158 (216) complete upper secondary education.** Combined with relatively low levels of access, the proportion of youth that complete lower and upper secondary education is low. In 2015, the secondary education system produced less than 13,000 successful mathematics and science graduates, equivalent to only one percent of the relevant age cohort. This has consequences for enrolment in post-basic education and training, as well as for average levels of skills in the labor force.

14. **Improving secondary school completion rates will require improving education quality to adequately prepare students for further education and skills development.** Rapid enrolment growth over the past three years has led to (i) overcrowded classrooms, with the average secondary school size increasing by 15 percent between 2017 and 2019; (ii) a shortage of teachers, especially in mathematics and science subjects where the teacher shortage is close to 4,000 teachers (see Figure 4); and (iii) a shortage of textbooks and other learning materials. Only one third of lower secondary schools have one textbook for each student in mathematics and science subjects, and this ratio is even worse in upper secondary schools.

15.).



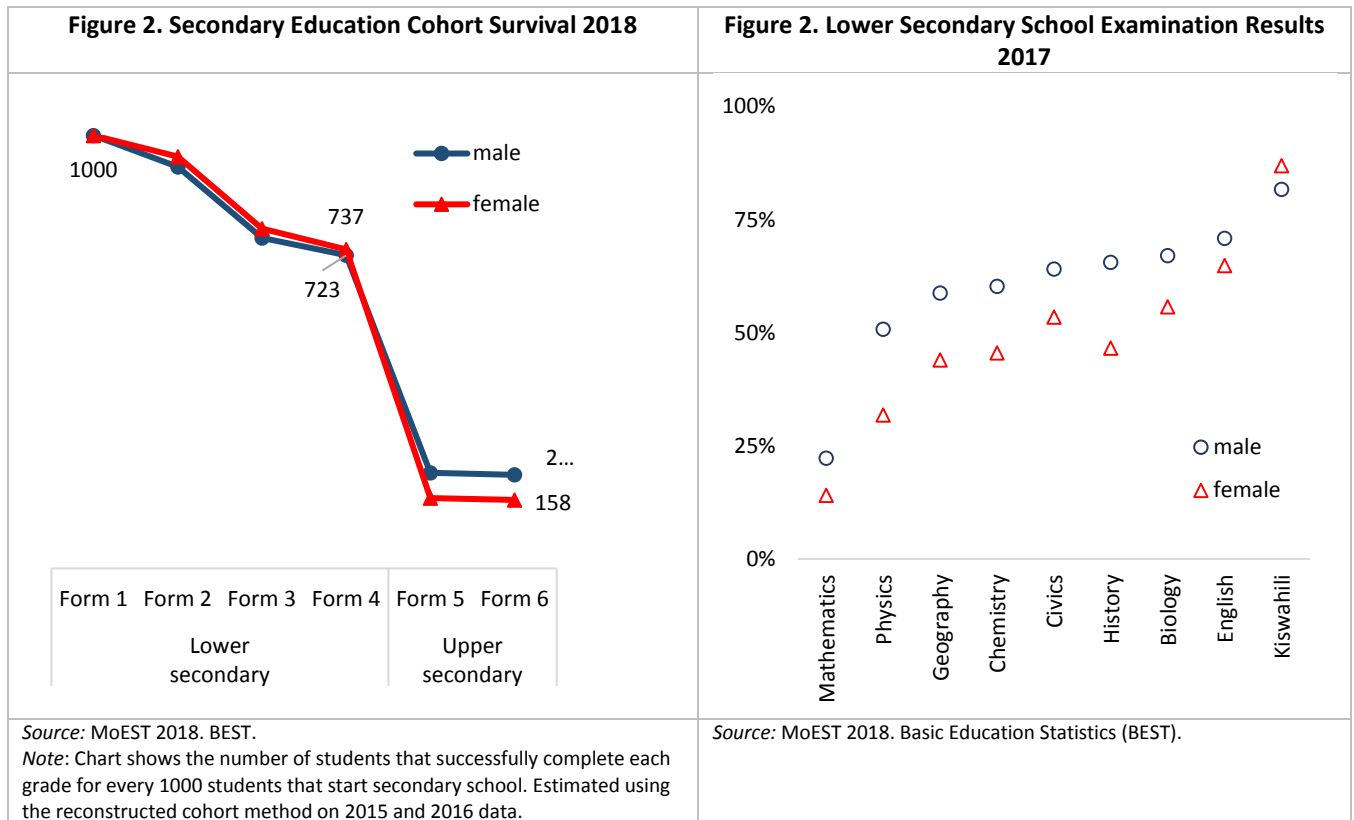
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16. **While more girls than boys reach the end of primary school, a similar number continue onto secondary school.** Only around two-thirds of students in the last grade of primary successfully pass the leaving examination and enroll in lower secondary. In 2017, 484,000 girls were enrolled in the final grade of primary compared to 433,000 boys. However, only 69 percent of girls and 73 percent of boys continued into the first grade of secondary in 2018. The slightly lower transition rate for girls results in similar numbers of boys and girls starting secondary school.

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18. **There is a sharp drop in the number of students, particularly girls, who transition from lower to upper secondary.** In 2018, the transition rate between lower and upper secondary was only 15 percent with far fewer girls than boys continuing; the transition rate for girls was 22 percent compared to 31 percent for boys. These lower female transition rates are partly the result of poorer female performance in the Form 4 examinations, which determine whether students can continue into upper secondary (Figure 3).



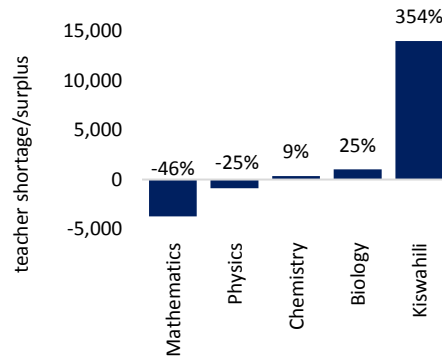
19. **Overall, for every 1,000 girls (boys) that start lower secondary, only 158 (216) complete upper secondary education.** Combined with relatively low levels of access, the proportion of youth that complete lower and upper secondary education is low. In 2015, the secondary education system produced less than 13,000 successful mathematics and science graduates, equivalent to only one percent of the relevant age cohort. This has consequences for enrolment in post-basic education and training, as well as for average levels of skills in the labor force.

20. **Improving secondary school completion rates will require improving education quality to adequately prepare students for further education and skills development.** Rapid enrolment growth over the past three years has led to (i) overcrowded classrooms, with the average secondary school size increasing by 15 percent between 2017 and 2019;²¹ (ii) a shortage of teachers, especially in mathematics and science subjects where the teacher shortage is close to 4,000 teachers (see Figure 4);²² and (iii) a shortage of textbooks and other learning materials. Only one third of lower secondary schools have one textbook for each student in mathematics and science subjects, and this ratio is even worse in upper secondary schools.

²¹ The average school size grew from 434 students in 2016 to 512 students in 2018. Large regional variations emerge. Dar es Salaam’s average school size is 68 percent larger than the average school size in Singida region.



Figure 4. Secondary Education Teacher Shortage by Subject



Source: Ministry of Education, Science, and Technology (MoEST) 2017 Basic Education Statistics.

Issue 2: A safe, supportive learning environment to keep girls in school longer

21. The most significant barriers to girls' access to and completion of lower secondary education include:

- (a) *Insufficient number of government schools result in long distances to school and increased physical risks in travelling to and from school.* In 2017, approximately one third of girls enrolled in secondary school had to travel over three kilometers to their closest school. Long distances and lack of reliable and safe transport to and from school are key contributing factors to drop-out and low female transition rate from primary to lower secondary school. A 2019 Local Government Authority (LGA) survey showed the multi-faceted reasons for drop-out, but identified distance to school as the top reason.
- (b) *Adolescent pregnancies and early marriage contribute to student drop-out.* In 2015, approximately 24 percent of girls aged 15-19 years were married and most births by adolescents take place within marriage. In 2017, about 1 percent of girls enrolled in secondary school (5,459), dropped out due to pregnancy. Adolescent pregnancy among 15-19-year-olds is almost four times higher among the poorest, with 42 percent in the poorest income quintile compared to 13 percent in the richest quintile. Outside early marriage, the main causes of pregnancy include the low level of knowledge on reproductive health, sexual violence and poverty related transactional relationships with men. If a school girl becomes pregnant in the government system, she has to leave the government school and find an alternative education pathway. The LGA survey identified three challenges hampering girls' return to education: (i) poverty; (ii) long distance to alternative education centers; and (iii) stigma in the community and family regarding young mothers continued education. In addition, there is insufficient information of available options on AEP for school drop outs, including young mothers.
- (c) *Limited support to girls in schools and failure on the Form 2 national assessment (Figure 2).* Failure to pass the Form 2 examination leads students to repeat or drop-out. Since passing the examination determines access to further education, it is also a key driver of differences in transition rates for girls and boys between lower and upper secondary. Inadequate school infrastructure, such as water, sanitation, and hygiene (WASH) facilities for menstrual hygiene management also affects regular class attendance of girls which combined with limited academic support to girls, non-gender-sensitive teaching approaches and sufficient time to study at home because of household work significantly affects the ability of girls to continue their education.
- (d) *A less learner-friendly and less supportive environment in school.* A 2011 report showed evidence that violence



against children in school was relatively common.²³ Addressing school-based violence, especially that perpetrated by peers and teachers is important even though the main perpetrators of violence against adolescent girls are found outside the school. Violence against children is driven by wider socio-economic issues. In 2018, MoEST approved the National Strategy for Inclusive Education 2018-2021 (NSIE). It includes actions to strengthen the (i) capacity of teachers to support vulnerable learners; (ii) implementation of the Teacher Code of Conduct; (iii) monitoring and tracking of at-risk students to prevent drop-out and community mobilization to support vulnerable children; and (iv) child protection in schools through guidance and counselling services.

Issue 3: Recognized, quality Alternative Education Pathways (AEP)

22. **An alternative to government secondary schooling is the existing AEP, but the coverage, quality and student completion rates need to be substantially improved.** Once girls drop out of school, many get married and become young mothers and few return to any type of secondary education. The Government has committed to creating a safe school environment for all girls and providing recognized, quality alternative secondary education pathways for those who drop-out to allow them to continue their education and eventually return to formal education. The principal challenges young mothers face in continuing their education are negative attitudes of their families and communities and the stigma attached to young mothers returning to school; as well as the high direct and indirect costs and difficult accessibility of AEPs.²⁴ Currently, there are two approaches to AEP service delivery: (i) Government AEP centers and (ii) Folk Development Colleges (FDCs).

23. **Government AEP Centers.** There are about 151 government AEP centers, of which 25 are in the Dar es Salaam region, while the remainder are spread across the country (see **Error! Reference source not found.**). The Government AEP centers are managed by the Institute for Adult Education (IAE), under MoEST, and implement a condensed curriculum of the four-year government lower secondary curriculum (see Table 1²⁵). AEP students take the same national secondary education examinations, as in government schools, and the AEP is formally recognized in the National Qualifications Framework. In 2018, only about 2,800 girls were enrolled in these AEPs leading to the lower secondary education completion certificate.²⁶ About 70 percent of the girls enrolled in AEP are attending Stage 1. Only 25 percent of them currently continue their AEP studies until the end of lower secondary education (Form 4, Stage 2) and even fewer manage to pass the end of cycle examinations qualifying them for upper secondary school. Less than 10 percent of girls starting AEP complete upper secondary education.

24. **Folk Development Colleges.** There are currently 30 FDCs, under MoEST's *Elimu haina mwisho*, Kiswahili for "Education has no end", program,²⁷ which is delivering secondary education in mostly peri-urban and semi-rural areas,

²³ United Republic of Tanzania, Unicef and CDC. 2011, Violence Against Children in Tanzania: Findings from a National Survey 2009. URT, Dar es Salaam. Among women aged 13-24, 27.9 percent had experienced sexual violence, 73.5 percent had experienced physical violence and 23.6 percent had experienced emotional violence before the age of 18. Of females experiencing physical violence, 52.6 percent had experienced this from teachers.

²⁴ 2019 LGA Survey. Alternative Education Pathways for secondary school age students include: Open and Distance Learning (ODL)/ Open Schools (hereby referred to as AEP centers) and a select number of Folk Development Colleges (FDCs) which provide a second chance opportunity combined with skills training for young mothers.

²⁵ The condensed and accelerated curriculum is normal practice for alternative education programs across countries. The accelerated learning allows students to complete the curriculum at a faster pace and obtain employment or continued skills development. Class sizes are smaller compared to formal secondary school due to lower enrolment, which allows for accelerated teaching of the curriculum.

²⁶ A lesser number of boys are enrolled in AEP, about 2,500 (open schools and FDC long course).

²⁷ The program is a residential program, implemented by Karibu Tanzania Organization (KTO).



most of which also includes child day care services. This FDC-based program currently enrolls 531 young mothers. MoEST is currently aiming to expand this program to 1,500 young mothers.

25. **There is a need to increase access to alternative education opportunities by making it more affordable and improving its quality.** Many students and parents are unaware of AEP options and/or feel a stigma of pursuing education via AEPs. Poverty remains a constraint to continued education after drop-out since Government AEP centers charge annual tuition fees of up to US\$150. The AEP syllabus is currently under review, with the proposal to place a greater emphasis on mathematics and sciences as well as life skills in AEP Stages 1 and 2.²⁸ Teaching and learning materials are not widely available and have not been updated to align with the current secondary education syllabus, which has a negative impact on AEP students’ examination performance. Most AEP tutors are secondary school teachers, whose pedagogical skills for teaching AEPs accelerated secondary syllabus requires strengthening.

Table 1. AEP Structure and Link to Formal Education System

Formal Education System		Official (formal) Student Age	Examination	Alternative Education System
Lower secondary	Form 1	12–15 years		Stage 1
	Form 2		National Assessment	(Form 1+2)
	Form 3			Stage 2
	Form 4		National Exam	(Form 3+4)
Upper secondary	Form 5	16–17 years		Stage 3
	Form 6		National Exam	(Form 5+6)

26. **Fiscal sustainability will be important in addressing key secondary education challenges.** Overall, the share of the education sector in the government budget experienced a decline, from 20 to 16 percent between 2014/15 and 2019/20. This has led to a decline in the overall budget to education in nominal terms from TZS 4.77 trillion in 2016/17 to TZS 4.48 trillion in 2019/20. However, the share of the overall education budget allocated to secondary education has recently increased which has increased overall spending per student in secondary education. For example, between 2014/15 and 2018/19 the budget per secondary school student increased from TZS 453,000 to TZS 539,000. While these increases have started to address spending deficits in the secondary education sector, a substantial number of additional secondary teachers are needed to ensure a minimally conducive learning environment. This will require increasing spending levels per student further and ensuring that funding is used effectively.

C. Relevance to Higher Level Objectives

27. **The inadequate supply of secondary school graduates is a major constraint in building the science and technology capabilities required to transform the economy.** Tanzania’s second Five Year National Development Plan (FYPD II) highlights the importance of investing in science, technology and innovation to support the shift of the economy from low productivity sectors such as agriculture to more productive sectors including manufacturing and services.²⁹ However, the higher education system is currently unable to provide sufficient science graduates to meet demand and provide the skills necessary for technology adaptation and development. In 2013, only a quarter of university graduates were from science streams. Low enrolment (the tertiary gross enrolment ratio was 5.24 percent in 2016) has its roots

²⁸ Stage 1 relates to formal lower secondary schooling (Forms 1-4) and Stage 2 to upper secondary schooling (Forms 5-6).

²⁹ Planning Commission. 2016. National Five-Year Development Plan 2016/17 – 2020/21: Nurturing Industrialization for Economic Transformation and Human Development.



in low levels of completion and poor learning outcomes in secondary education, especially in mathematics and the sciences.

28. **The ESDP and the overall Education and Training Policy (ETP, 2014) are designed to support the objectives outlined in the FYPD II.** The ESDP aims to universalize access to primary and lower secondary education and increase transition rates to upper secondary education to address the shortage of skilled labor and raise the overall quality of primary and secondary education. SEQUIP is fully aligned with these secondary education elements of the ESDP.

29. **SEQUIP will support the three pillars of the World Bank Group’s Country Partnership Framework (CPF) 2018–2022 (Report No. 121790-TZ):** (a) enhance productivity and accelerate equitable and sustainable growth; (b) boost human capital and social inclusion; and (c) modernize and improve the efficiency of government institutions. SEQUIP will contribute to improving access to and quality of secondary education, which will boost human capital and inclusion. The Project’s strong focus on supporting better outcomes for girls will contribute directly to narrowing gender gaps in education and through this, reduce adolescent pregnancy rates and accelerate the demographic transition. It will also serve as the basis for further skills development and on-the-job training as critical elements for enhanced productivity. Furthermore, the Project’s support to quality assurance and monitoring and evaluation (M&E) systems will contribute to greater transparency of roles and responsibilities and make government institutions more efficient and accountable.

II. PROJECT DESCRIPTION

A. Project Development Objective

PDO Statement

To increase access to secondary education, provide responsive learning environments for girls, and improve completion of quality secondary education for girls and boys.

PDO Level Indicators

Access and responsive learning environments for girls

- (a) Percentage of female secondary school drop-outs completing AEP Form 4 (Stage 2)
- (b) Percentage of AE females enrolling in Form 5 and other post-secondary education
- (c) Number of government schools implementing Safe School Program to support girls

Improved completion

- (a) Form 4 enrolment in government schools (last grade of lower secondary), disaggregated by gender
- (b) Females enrolled in Form 5 in government schools

Improved quality of secondary education

- (a) Teachers demonstrating improved classroom teaching practice in government secondary schools
- (b) Percentage of secondary schools with adequate learning environments³⁰

³⁰ Student classroom ratios of 50:1 or less, student to functioning latrine ratio of 25:1 for girls and 30:1 for boys, at least one multipurpose science laboratory, student textbook ratios in mathematics and science subjects of 1:1, teacher: teacher guide availability of 2:1.



B. Project Components

30. The proposed Project is an Investment Project Financing (IPF) operation consisting of four components and will operate over a five-year period between 2019/20 and 2024/25. It will use a results-based approach for Components 1–3 with Disbursement-Linked Indicators (DLIs). Successful experiences with results-based approaches in the education sector in Tanzania highlight that incentivizing results can lead to positive behavior changes at national, local government and school level. The implementing ministries understand the results-based approach well and feel ownership of it. Component 4 will be a traditional IPF and finance capacity building to support implementation, a program of impact evaluations to draw lessons and adapt approaches after a first testing phase before national scale up, and Project Coordination.

31. The key Project interventions are targeted towards girls, although most of them will also benefit boys. Figure 8 describes how the Project will support girls’ secondary education.

Figure 3. Project Approach on Supporting Girls’ Secondary Education

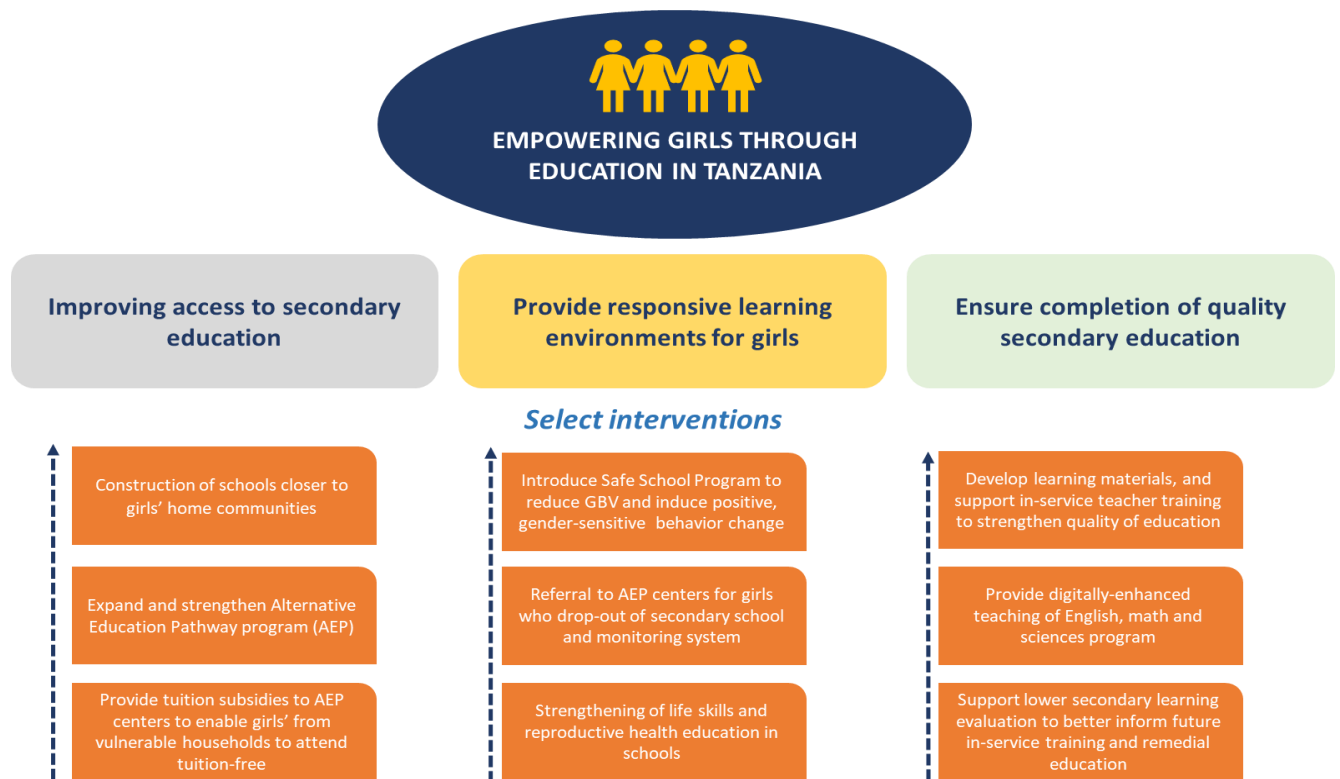




Table 2. Summary of DLIs

DLIs	US\$, millions
Component 1: Empowering Girls through Secondary Education and Life Skills	180
DLI 1: Percentage of female secondary school drop-outs completing Alternative Education Pathways Form 4 (Stage 2)	50
DLI 2: Percentage of Alternative Education Pathway females enrolling in Form 5 and other post-secondary education	30
DLI 3: Number of government schools implementing Safe School Program to support girls	30
DLI 4: Females/girls enrolled in Form 5 in government schools	60
DLI 5: Strengthening information systems and incentives to prevent drop-out and support transfer to and from AEP	10
Component 2: Digitally-Enabled Effective Teaching and Learning	115
DLI 6: Improvement in classroom teaching practice in Government Secondary Schools through regular in-service teacher training	30
DLI 7: Percentage of Government secondary schools with mathematics and science teachers deployed in line with national standards	30
DLI 8: Secondary schools under each LGA achieving minimum mathematics and science teaching and learning material standards	30
DLI 9: Number of government schools implementing ICT Program	10
DLI 10: Form 3 national learning evaluation conducted	15
Component 3: Reducing Barriers to Girls' Education Through Facilitating Access to Secondary Schools	185
DLI 11: Percentage of secondary schools under each LGA achieving minimum infrastructure standards	110
DLI 12: Total level of biannually released funds per agreed Program Budget Framework	75
Component 4: Project Coordination, Monitoring and Evaluation	20
Total Project Amount	500

Component 1: Empowering Girls through Secondary Education and Life Skills (US\$180 million equivalent)

32. **The Project will support a set of results and DLIs that aim to improve access to safe secondary education opportunities in schools and alternative education centers and support girls to continue and complete their secondary schooling.** The Component will disburse US\$180 million based on achievement of five DLIs (table 2).

Subcomponent 1.1: Creating a safe learning environment for students in schools

33. **To achieve the results under this Component, the Government will undertake a set of activities to build a comprehensive Safe School Program (SSP) to provide gender-sensitive and learner-friendly safe schools.** The SSP will be based on the National Strategy for Inclusive Education (NSIE), the Guidance, Counselling and Child Protection Manual and the National Action Plan to End Violence against Women and Children; and will be supporting already ongoing and planned activities in the ESDP.³¹ The objective of the SSP is to create a safe learning environment for students by

³¹ The ESDP (Subcomponent 1B) makes provision for strengthened guidance, counselling and child protection services to protect boys and girls from sexual abuse, harassment and bullying, as well as strategies to improve school staff behavior, attitudes and care practices to create a more appealing and learner-friendly atmosphere.



encouraging teachers, students and parents, with the support of the school administration, to improve their schools' operational culture by: (a) increasing understanding of more positive discipline approaches in the teacher-student relationship; (b) creating opportunities for students to participate in and be more involved in their schooling and provide them with leadership skills; and (c) promoting a more transparent and accountable school administration by broadening their understanding of their role as leaders and implement activities which hold everyone accountable. The SSP will strengthen the existing structures and innovations which the Government has introduced in this area in recent years, such as the guidance and counseling teachers.

34. **The core elements and activities of this comprehensive SSP are based on evidence and consist of the following (see Error! Reference source not found.):** (a) trained school guidance and counselling teachers;³² (b) students' life skills training through girls' and boys' clubs by the guidance and counselling teachers and establishment of grievance mechanisms; (c) training of secondary school teachers, school heads, school Boards and parent teacher associations; (d) school and classroom monitoring system for early identification of and intervention on girls at risk of drop out; and (e) community-based mechanism for safe passage to school. The SSP will be implemented in two phases to allow for the program to be adapted based on early lessons. A total of 2,000 government secondary schools will implement the SSP by the end of the Project.

Box 1. Safe Schools Program (SSP) in Tanzania

(a)–(b) **School guidance and counselling services, including student life skills program and the establishment of Grievance Redress Mechanisms (GRMs).** 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 in every government secondary school. These guidance and counseling teachers will also be trained to deliver a life skills program to girls and boys.

(c) **Training of secondary school teachers, school heads, School Boards and Parent-Teacher Associations on school leadership/management, GBV and safe school issues:** The SSP will include in-service training on gender-sensitive pedagogical approaches and teacher code of conduct for all secondary school teachers. This training module will be combined with regular in-service teacher training (see Component 2 and Annex 2 for details) on pedagogical approaches, such as managing large class sizes, discipline strategies, identifying weak students for remedial, and subject content knowledge. It will include special attention to strengthening girls' learning and performance on the national examinations and reduce their drop out due to failure on the examinations. Teachers will receive a hard copy of the existing teacher code of conduct during the training, defining the ethics and professional standards that teachers are expected to adhere to. This training will be implemented by using the Math and Science teachers, who will already be undergoing extensive training on subject content knowledge (see Subcomponent 2.1) as teacher-trainers at school level. The SSP will also include training for school heads, school Boards and Parent-Teacher Associations. These trainings would include several modules, depending on the stakeholders, such as school management/planning, community engagement, teacher code of conduct, GBV, safe passage to school mechanism, financial management/procurement to provide a supportive environment for all children, especially for girls.

(d) **School monitoring system for early identification of and intervention on girls at risk of drop out:** This will include a simple, school-based monitoring system and will involve Parent-Teacher Associations to follow up with families of students at risk of drop out on at least a monthly basis. The system will also be used (in Subcomponent 1.2) to assist with outreach to students who have dropped out to enable follow-up actions by the region, district and Ward education officers.

³² 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.



(e) **Safe passage to school through community-based mechanism:** To address the physical risks of long-distance travel to school, especially for girls, the Project will implement a community-based mechanism for safe passage to school. This mechanism will include (i) school community awareness raising, including among the School Boards and Parent-Teacher Associations on the risks students encounter on the way to and from school; (ii) mapping of student routes to and from school; (iii) identification of specific risks associated with those routes; and (iv) development of school plans for safe passage. The above training of school headteachers, School Boards and Parent-Teacher Associations will include a module on safe passage to school. In some LGAs or villages some type of safe passage to school mechanism is already the practice. The activities financed would include training and facilitation of community meetings, printing of materials etc. The LGAs will support the schools as needed in the implementation of the safe passage to school plan.

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

35. **Strengthening the system for monitoring and outreach to secondary school girl drop-outs at district and national level.** In addition to the monitoring system to identify girls at risk of dropping out at school level (see Subcomponent 1.1), it is also critical to set up an Information Communication Technology (ICT) based system for facilitating effective outreach to girls who already dropped out at national and district levels. This system will build on existing systems, such as the Primary Education Record Management (PREM)³³ and Education Management Information System (EMIS). It will also strengthen current reporting mechanisms between the local and meso levels, in particular the school administration and education officers at the Ward, district and regional levels. Such an education pathway monitoring system would provide key information for AEP planning and implementation (for example, 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. The Project will disburse funds on the establishment and functioning of this new system (see DLI 4, table 2).

Box 2. Enhancing Access to AEP

Physical expansion of the AEP center network. This will take place in targeted LGAs with high female drop out and pregnancy rates. It will be done in a cost-efficient and timely way (within one year or less) by using existing community facilities as locations (mostly schools after hours, but also church halls, and so on). Significant expansion of the centers, in targeted areas and communities, will allow girls' enrolment and completion of lower secondary through AEP and potential entry into upper secondary education by year three and four of the Project.

Tuition fee subsidies will be provided to the AEP centers to support vulnerable girls to enable them to finish their lower secondary education through AEP. In addition to limited physical access to AEP centers, poverty remains a constraint in continuing education following drop out, as government AEP centers charge tuition fees of up to US\$150 annually.

36. **Developing and implementing an innovative, local grassroots outreach program.** Based on the monitoring system and communications plans, AEP Centers are expected to undertake local outreach activities to out-of-school girls in the community. Existing centers are sometimes under-subscribed; with girls and parents often not aware of alternative education opportunities close-by. AEP centers will be incentivized to undertake awareness raising and outreach activities. LGAs will receive information on progress made and the AEPs available in their district, for dissemination and outreach to communities and girls to continue their education. The outreach program will be led by secondary schools, through existing community outreach mechanisms, and AEP graduate girls from the local community who serve as role models for girls 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

³³ PREM registers students with a unique ID. It currently covers all primary students and secondary students up to Form 1 and 2.



outreach/communications plan, which will include activities such as AEP center-organized community meetings, information via local radio, flyers and brochures. 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 IAE, 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.

37. **Enhancing access to AEPs through (a) expansion of the network of AEP centers; and (b) tuition fee subsidies for vulnerable girls.** The AEP will make use as much as possible of existing programs and centers to ensure sustainability, specifically the (a) *Open and Distance Learning Centers* managed by the IAE (a MoEST agency) and (b) *FDCs* under MoEST, with a specific, residential program of academic secondary education for girls, including young mothers (see Annex 1). For the purpose of the Project, both approaches will be called AEP centers. 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 (see **Error! Reference source not found.** for details).

38. **Student learning will be improved through the provision of a package to enhance quality** (see Box 3). The quality package will be provided to all AEP centers, as well as any new AEP centers. 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.

Box 3. AEP Quality Package

- Review of AEP syllabus, and updating/developing and printing of AEP textbooks/Open Distance Learning (ODL) materials;
- Life skills and reproductive health education for AEP students modelled on existing life skills programs and use of similar training materials as in the secondary school life skills program (see Subcomponent 1.1).
- Feasible, select core elements of the SSP will be implemented in the AEP centers (see also Subcomponent 1.1), similar to secondary schools.
- Focused attendance and learning support to girls: AEP center coordinators will identify constraints to girl students' AEP attendance, learning and retention (such as low performance, child care constraints) on a regular basis and provide organizational assistance where possible to address these constraints, such as organizing peer-to-peer learning support, and identifying possible child care help. This will be part of the training for AEP center coordinators/tutors. In particular, regular attendance of AEP by young mothers will be facilitated by the flexible schedule/time table of the AEP centers to accommodate young mothers.
- Training of AEP center coordinators and tutors in accelerated learning and other complementary education methodologies, upgraded subject content, effective outreach/communications activities to girls in the community and support to AEP girl-students to identify and address barriers to their attendance and learning. The training and capacity building to AEP center coordinators, and tutors, will act as a motivating incentive.
- Quality monitoring of AEP centers: The District Adult Education Officer will perform AEP center quality assurance visits for monitoring, based on similar, but appropriately adapted guidelines and instruments as in the formal system School Quality Assurance Framework. Their capacity will be strengthened to provide effective support to AEP center coordinators and tutors.

39. **Two DLIs are linked to the expansion and improvement in the quality of AEPs (see table 2).** DLI 1 provides incentives to ensure that AEP centers provide more places for secondary school drop-outs. At present, AEP centers provide education opportunities for less than one per cent of girls that drop-out from secondary school. DLI 2 provides incentives to improve the quality of AEP teaching by disbursing Project funds against improvements in the number of



girls from AEP centers that successfully pass the Form 4 examinations and re-enter into formal upper secondary schooling.

Component 2: Digitally-Enabled Effective Teaching and Learning (US\$115 million equivalent)

40. **The Project will support a set of results and DLIs that aim to improve teaching and learning in secondary education** by providing continuous professional development opportunities for teachers, ensuring schools have adequate teachers and teaching and learning materials, rolling out a digital education package and introducing a Form 3 national learning evaluation. The Component will disburse US\$115 million on the basis of achievement of five DLIs.

Subcomponent 2.1: Develop effective teaching and learning resources

41. **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 (Mathematics and Sciences). DLI 8 will disburse based on the proportion of secondary schools in each LGA that have student textbook ratios of one textbook per student in mathematics and science subjects (table 2).

42. **Equitable, gender-balanced teacher deployment to schools will include the development of the following:** (a) Teacher Deployment Strategy for secondary schools focused on alleviating the math and science teacher needs and a gender-balanced deployment across schools. The strategy will be based on a situational analysis, evaluation of existing policies and initiatives as well as reviews of best practice from other countries; (b) Multi-year Financial Simulation Teacher Model to forecast and plan teacher needs; and (c) software³⁴ for secondary teacher deployment. DLI 7 will disburse against the development of a teacher deployment strategy for secondary schools and on its implementation.

43. **In-service teacher training/continuous professional development (CPD) to improve classroom teaching practice for secondary Mathematics and Science teachers** on subject content knowledge, pedagogical and gender-sensitive approaches, including identification of at-risk students and remedial measures (see Annex 2 for details). Secondary schools will be organized in clusters of five to six schools. In phase 1 about 1,500 select secondary schools³⁵ will be established as Teacher In-service Training Centres (TITCs) within each cluster, where teachers will receive training at least four times a year (same target schools as in Subcomponent 2.2 below). In addition, a Teachers' CPD online and offline content portal will be developed and used as a vehicle to disseminate teaching resources produced under this subcomponent as well as under Subcomponent 2.2 and under the AEP.³⁶ Teacher support resources will also be developed for teacher-trainer to enable them to adequately prepare the CPD sessions and fully exploit the CPD content Portal. The content in the portal will be curriculum mapped to facilitate teacher lesson planning. The rollout of the CPD program will be evaluated to assess its effectiveness and impact on student learning outcomes. DLI 6 will disburse against the number of mathematics and science teachers that receive in-service teacher training and as a result improve their teaching practice.

44. **The training will also enable teachers to assess student learning in lower secondary schools and identify students requiring additional support.** It will also help teachers target early interventions to prevent girls' dropout due

³⁴ This software has already been developed for the primary level.

³⁵ The TRCs are organized in clusters of 5-6 schools within reasonable distance of each other to ensure CPD training sessions are easily accessible for teachers from neighboring schools.

³⁶ This will be based on some of the already available content from the Science, Technology in Higher Education Project Additional Financing (STHEP-AF) financed in-service teacher retooling training and the Secondary Education Development Program (SEDP II) training on subject content knowledge.



to learning difficulties and inform the recently reformed School Quality Assurance (SQA). This includes an evaluation of the existing assessments and providing feedback on the outcomes of the evaluation for effective use by teachers, Ward Education Officers and District Education Officers. DLI 10 of the Project will support the Government to introduce a Form 3 national learning evaluation.

Subcomponent 2.2: Adoption of digitally-enabled teaching of Mathematics and Science

45. **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.

46. **Digital content and connectivity package (see Box 4).** The innovative digital education package will facilitate teaching Mathematics and Science in a first phase of 1,500 schools.³⁷ The Project will disburse against the number of secondary schools that implement the new digital education package (see DLI 9, table 2).

Box 4. Digital Content and Connectivity Package

- (a) E-content development/adaptation based on existing, exciting and easy-to use new content modules to shorten the time for teacher class preparation (see Subcomponent 2.1).
- (b) Development of e-learning student resources in Mathematics, and Science. This includes review/adaptation of existing e-content and creation of innovative, easy to use new content modules for a more visually stimulating student learning experience. The e-learning resources will focus on the core subjects, support remedial learning and aim to ultimately enhance learning outcomes.
- (c) Comprehensive teacher training on the use of ICT in teaching, which will lay the groundwork for any future student digital skills initiatives. To support effectiveness of the package, the infrastructure and connectivity will be supported by teachers in the 1,500 schools receiving training on how to use ICT to enhance teaching.
- (d) Digital infrastructure, equipment and maintenance package for use in the classroom to be defined upon completion of the ICT education strategy and plan. This may include tablets, projectors, and/or laptop computers or similar technological solutions; and internet connectivity and solutions for sustainable bandwidth for schools.

Component 3: Reducing Barriers to Girls' Education through Facilitating Access to Secondary Schools (US\$185 million equivalent)

47. **The Project will support a set of results and DLIs focused on enhancing infrastructure standards in secondary schools and to ensure adequate funding of key inputs as secondary schooling expands.** The Component will disburse US\$185 million based on achievement of two DLIs (table 2).

48. **The Project will support the expansion of the secondary school network to substantially reduce the distance to secondary schools** by bringing schools closer to children's homes through an expansion of the secondary school network, especially in rural areas. Under DLI 11, the Project will disburse project funding on the basis of the number of schools in each LGA meeting minimum infrastructure standards (see table 2 and section VII). The minimum infrastructure package is based on the School Construction and Maintenance Strategy (for example, number of

³⁷ The 700 schools will also be included as continuous professional development resource centers, for in-service teacher training in different subjects, pedagogy and teacher skills (see Subcomponent 2.1).



classrooms/students, adequate WASH facilities, especially important for girls; multi-purpose science labs, electricity, and so on) and minimum construction standards, to be agreed upon and aligned with the World Bank's Environmental and Social Framework (ESF). This minimum package is designed to ensure minimum infrastructure standards are met in (i) existing schools, and (ii) new schools to be constructed. It also aims to provide a conducive learning environment and support girls' and boys' successful completion of education. It is estimated that achieving the DLI will require rehabilitating schools and constructing new secondary schools and will help to reduce the average distance to school in rural areas, bringing distances closer to the Ministry's target of 3 km.

49. **All infrastructure improvements undertaken to achieve Project results will be coordinated closely with other ongoing and pipeline World Bank Projects and government initiatives as much as possible to ensure *electricity connections* for schools in coordination with the Rural Electrification Expansion Program (P153781); *internet connectivity* by potentially linking up with the Digital Tanzania Project (P160766) and *Water, Sanitation and Hygiene facilities* and their maintenance and use at schools (water connection for schools are part of the utility service provision, which 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 (P163732).**

50. **Implementation of school infrastructure improvements will follow the school construction and maintenance strategy recently approved by the Government and build on lessons learned from previous World Bank and other Development Partners' education projects in Tanzania.** It will include strengthening the community-based construction process, specifically training of school communities (School Boards and School Construction Committees) on fiduciary, construction, environmental and social standards and the five ESF instruments prepared and agreed for the Project to enable them to adequately account for resources, actively participate in construction supervision and monitoring and ensure community ownership.³⁸

51. **SEQUIP will also disburse against the release of the Project budget framework required to deliver the results associated with the Project.** The Project Operations Manual (POM) will detail the budget lines included under the Project budget framework. The DLI will be disbursed once the funds agreed under the SEQUIP Budget Framework and associated action plans (for example, school construction, ICT and teacher deployment plans) are released.

Component 4: Project Coordination, Monitoring and Evaluation (US\$20 million equivalent)

52. **This component will provide support to reinforce existing capacity, inform education planning and policy decision making and implementation of key Project activities,** such as teachers, school construction, AEPs, safe passage to school and fiduciary and environmental and social aspects (including the GRM), leadership and M&E. In addition to supporting Project implementation, the aim of the capacity building is to further increase the capacity of MoEST and PO-RALG departments (especially planning departments, statistics/M&E and education). The capacity building will consist of data collection/analytical work, human resources, training and equipment. The capacity building will include the national level (MoEST, PO-RALG, MoEST agencies such as the IAE and National Examinations Council of Tanzania [NECTA]) as well as regional, LGA and Ward levels. Attention will be given to sustainable capacity building of staff specifically the Project Coordination Team responsible for the implementation of the Project. Similar capacity support provided by United Kingdom Department for International Development (DfID) for the EPforR created an

³⁸ These instruments are: (i) Environmental and Social Management Framework (ESMF); (ii) Resettlement Framework (RF); (iii) Vulnerable Groups Planning Framework (VGPF); (iv) Stakeholder Engagement Plan (SEP); and (v) Environmental and Social Commitment Plan (ESCP). Details on the environmental and social arrangement for the project are described in Annex 6.



implementation feedback loop encouraging adaptive learning and timely course correction that has proved critical in keeping implementation on track and achieving results. For the environmental and social management of the Project, the application of the new ESF and the capacity building program agreed in the ESMF, this Component will include regular training and additional support for supervision and monitoring of subprojects (e.g. new or rehabilitated schools or AEP).

Box 5. Project Coordination and M&E

- (a) **Project Coordination, Monitoring & Evaluation.** The Project Coordination Team will lead on the M&E, Project coordination, and overall implementation of activities to achieve key results, financial management, internal audit, procurement and environmental and social standards. A detailed capacity needs assessment for Components 1-3, including costing, will be developed for MoEST and PO-RALG. A firm will be hired to supervise activities under Components 1-3 to ensure environmental and social risk management issues are adequately addressed. The supervision consultant will provide training to engineers, and other relevant existing staff, on the preparation of environment and social risk management documents and implementation of mitigation measures for all school construction (first result under DLI 11). The supervision consultant will conduct a capacity assessment of all districts, providing supervision support to low capacity districts in the early years of Project implementation. Based on the results of verification and performance of environmental and social management, the supervision support and capacity building will phase out as the district level capacity increases.
- (b) **Strengthening of environmental and social standards knowledge.** Training and support for the environmental and social focal persons in both Ministries and across the Project Coordination Team. Activities will include capacity building/training, supervision/monitoring, communications/printing (for example, of key manuals/guidelines), based on the Environmental and Social Commitment Plan.
- (c) **Strengthening GRM.** Existing GRM mechanisms (across all levels) will be strengthened through the following, but not limited to: GRM/suggestion boxes being available (and used) in school with a GRM focal person identified on School Boards/Construction Committees/Parent Teacher Associations; GRM focal person identified at the LGA, regional and national level; and guidance and counseling teacher(s) at each school implementing the SSP.
- (d) **Technical Assistance to support PO-RALG and MoEST during Project implementation.** Technical Assistance will focus on (i) the ICT mapping/baseline assessment of active and past ICT initiatives in secondary education in Tanzania and development of ICT strategy; (ii) the development of ODL materials for the AEP program; (iii) development, roll out and curation of online/offline teacher portal and content; (iv) support the development of a holistic SSP, including the preparation of training modules and materials, and training of relevant staff; (v) Environmental, Health and safety and social aspects for school construction; and (vi) structural and electrical safety of school construction.
- (e) **Impact evaluations of new interventions to inform the further implementation/scale up of innovative activities,** such as the AEPs, SSP, and the ICT-based teaching and learning package.
- (f) **Annual independent verification of DLIs** will be financed by this Component. The annual verification exercise of DLIs will be conducted by an Independent Verification Entity acceptable to IDA, based on Terms of Reference (ToR) agreed upon between the IDA and MoEST/PO-RALG.



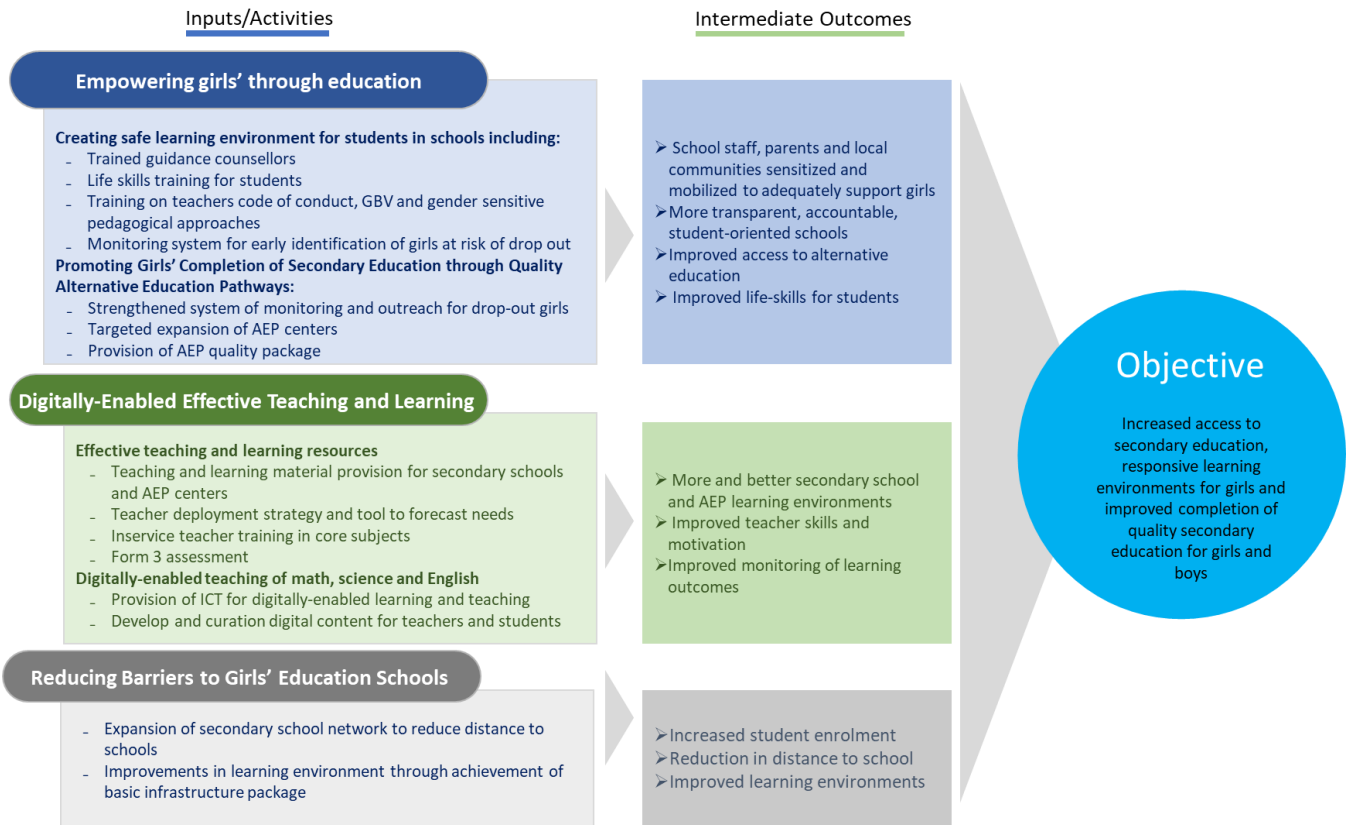
C. Project Beneficiaries

53. **The Project will directly benefit the following over its lifetime:**

- Overall, 6.5 million secondary school age children (3.3 million boys and 3.2 million girls) annually.³⁹
- 12,000 female secondary school drop-outs, particularly at-risk girls and young mothers will benefit from recognized, quality AEPs.
- 20,000 secondary school mathematics and science teachers will benefit from in-service, continuous professional development and IT training to improve their teaching skills.
- 3,500 teacher-trainers will obtain training and coaching competencies to support their fellow teachers’ professional development.
- 30 national level MoEST and PO-RALG staff and 183 LGA staff will benefit from capacity building activities to support Project implementation.

D. Results Chain

Figure 4. Results Chain



³⁹ In 2018 there were 1.8 million children enrolled in government secondary schools and projections suggest that enrolment will increase to 3.6 million by 2024. Beneficiaries are calculated by summing up enrolment in 2018 with all new enrolment in government secondary schools over the lifetime of the Project.



E. Rationale for Bank Involvement and Role of Partners

54. **The value added of World Bank support** consists of its long-term and systematic financial assistance to secondary education in Tanzania, the ability to leverage investments in other sectors for education, crowd-in DP financial and technical support and draw upon global knowledge for greater effectiveness of government investment in secondary education. The World Bank has been the only consistent funder of secondary education in Tanzania for the past two decades.⁴⁰ Other substantial financial support to secondary education is almost non-existent, as DPs fund either primary education or skills development.⁴¹ In addition, the World Bank’s extensive financial and technical engagement in all sub-sectors of education make it uniquely placed to ensure linkages across education levels.

55. **SEQUIP has substantial links with several ongoing or pipeline World Bank Projects and will collaborate closely with the following projects:**

Table 3. Demand and Supply-side Constraints to Girls’ Education and Coordinated World Bank Support

Demand and Supply Constraints	World Bank Support ^a						
	EPforR	SEQUIP	PSSN II Social Safety Nets	SRWSSP (Water)	RISE (Rural Roads)	Digital Tanzania	Rural Electrification
Long distance to school	√	√					
Safe passage to school					√		
Lack of adequate water and sanitation facilities in schools	√	√		√			
Direct and indirect costs of schooling	√	√	√				
Limited support to girls in school and school related gender-based violence	√	√					
Low overall education quality and girls’ low learning outcomes	√	√				√	
Limited parental/community engagement in schools	√	√					
Lack of adequate school infrastructure/good learning environment							√

Note: a. PSSN = Productive Social Safety Nets, SRWSSP = Sustainable Rural Water Supply and Sanitation Program.

56. **All Development Partners together with the Government have been coordinating closely on the different sector strategies and endorsed the ESDP.** The ESDP defines Key Performance Indicators across the sub-sectors, to which all Development Partners remain committed. Government, Development Partners and NGOs form the Education Sector Development Committee, which is the sector mechanism for coordination, monitoring and policy discussions, and by which the performance towards the ESDP is tracked. The Education Sector Development Committee is supported by a number of technical working groups, which include Government, Donor Partners and NGOs active in the specific sector

⁴⁰ The SEDP I (2004–2007) and SEDP II (2010–2016) contributed to enhance the quality of secondary education and increase completion rates. Before SEDP I and II, the Human Resources Development Project I (1998–2005) included financing for secondary education.

⁴¹ Global Affairs Canada funds part of the pre-service secondary teacher training.



areas. As part of this structure, annual Joint Education Sector Reviews and field visits are organized, in which partners participate, jointly monitor performance and provide feedback.

F. Lessons Learned and Reflected in the Project Design

57. **The technical design and focus of the Project draw on regional and global evidence and best practices for secondary education.** The Project supports an expansion in access and an improvement in the quality of secondary school learning environments (for example, minimum school conditions and learning materials) which regional evidence highlights as crucial to guarantee basic education completion particularly for girls and children living in rural areas.⁴² Ensuring a set of minimum school conditions and learning materials is also a vital issue and a way of making education systems more coherent. Through a focus on a minimum package of school infrastructure and learning materials, SEQUIP addresses issues around system incoherence highlighted in both the World Development Report 2018 and the Africa Regional Report.⁴³ The importance of good quality learning environments is also highlighted as a crucial contributor to teacher effectiveness. Moreover, it highlights the importance of strengthening teacher hiring and deployment strategies, a central element of SEQUIP. Finally, SEQUIP builds upon the three core messages of a recent meso-study on education interventions for girls.⁴⁴ To tackle inequities in girls education, access and completion: (a) gender-differentiated impacts need to be tested, reported and measured; (b) a holistic approach including boys and girls is necessary to tackle the learning crisis; and (c) innovations are needed in reducing cost (to improve access) and pedagogy (to improve learning), with evidence showing the provision of sanitary products and school meals having insignificant impact.

58. **SEQUIP builds on the achievements of past and ongoing programs at a time of rapid secondary school expansion.** The lessons learned through EPforR are three-fold: (a) for sustainability, interventions need to be mainstreamed into the government budget; (b) challenges in the sector require the incentivization of intra-government coordination (across scales and agencies) for result achievement; (c) the expansion of the school network needs to empower communities on behalf of LGAs; and (d) school construction needs to consider measures and mechanism to reduce environmental and social impacts. Recent construction during the EPforR outperforms all other implementation modalities at better (though still improvable) quality than other approaches. The average time for classroom construction has been considerably reduced and the average unit cost of classroom construction is 40 percent cheaper at US\$128/m², compared to US\$213/m² under Secondary Education Development Program II (SEDP II, P114866) (LGA based construction) and US\$203/m² (average) under the Tanzania Productive Social Safety Net Project (P124045) (community-based construction). The implementation mechanism is the main justification of the observed unit cost difference. Communities need to be empowered to deliver and manage the construction process, and local competitive bidding is a strong example of procurement with community participation, benefitting the local construction industry.⁴⁵ Further capacity building is required and strengthening of the supervision process for quality and structural safety assurance in line with the World Bank Environmental and Social standards and national regulations and policies.

59. **Strong focus on ensuring that different elements of the education system are aligned and work together to support teaching and learning.** Previous support has tended to identify and implement stand-alone, specific

⁴² Bashir S., 2018, Facing Forward: Schooling with Learning in Africa, World Bank, Washington, D.C.

⁴³ Bashir S., 2018, Facing Forward: Schooling with Learning in Africa, World Bank, Washington, D.C. and World Bank, 2018, World Development Report 2018: Realizing the Promise of Education.

⁴⁴ Evans and Yuan, 2019, What We Learn about Girls' Education from Interventions that Don't Focus on Girls.

⁴⁵ In cases where local competitive bidding is not an option, methods such as force accounts and 'procurement with community participation' are valid.



interventions to a problem, rather than a more comprehensive approach. For example, problems of teacher skills have been tackled by developing high quality short period training interventions. However, the lack of incentives for teachers to utilize the skills they gain in the classroom and limited monitoring has meant that the teaching and learning experience has changed very little. In other cases, classrooms have been constructed, but the other inputs (for example, teachers, textbooks) have not been provided at the same time. The Project aims to address these coordination issues by incentivizing alignment between different elements of the education system. For example, teachers will be incentivized to utilize the skills they obtain through in-service training (Sub-component 2.1) as student completion (Component 1) and learning evaluations (Sub-component 2.3) track student progress.

60. **Other lessons from previous sector support are also reflected in the design.** The Implementation Completion and Results Report of the recently closed SEDP II highlighted the benefit of a results-based approach in a decentralized context to ensure alignment of incentives between national and local levels of government. It also noted the importance of technical capacity, coordination and careful implementation planning among the different implementation agencies and governments. SEQUIP incorporates these lessons through its choice of an IPF with DLI instrument. DLIs have been designed to incentivize the relevant levels of government and ensure that adequate planning and preparation is carried out. Component 4 responds to the need for strong technical capacity by supporting a number of activities designed to address weaknesses in institutional capabilities associated with implementing the program.

III. IMPLEMENTATION ARRANGEMENTS

A. Institutional and Implementation Arrangements

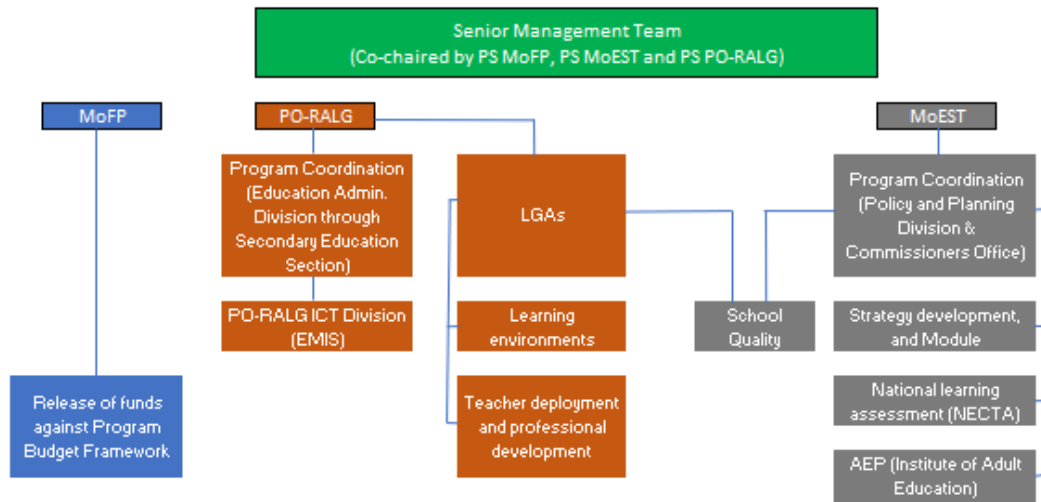
61. **SEQUIP will be jointly implemented by the MoEST and PO-RALG, based on the well-functioning structure in place under the ongoing EPforR.** MoEST will be responsible for overall implementation, setting of standards and strategies. PO-RALG, through the districts, will be responsible for day-to-day implementation of school-level activities. Overall strategic oversight of SEQUIP will be under the responsibility of the Senior Management Team (SMT), co-chaired by the Permanent Secretaries of PO-RALG and MoEST, with representation by the Ministry of Finance and Planning (MoFP) and the President's Office, Public Service Management (PO-PSM). The SMT will include a representative from the IAE. The SMT may include other government entities as required for Project implementation/coordination, such as representatives from the Ministry of Water and Irrigation/Rural Water Supply Agency (RWASA) for school WASH, the Rural Energy Agency (REA)/Tanzania Electric Supply Company (TANESCO) for electrification of schools or the Ministry of Works, Transport and Communications (MoWTC) for internet connectivity and the National Environment Management Council (NEMC), the Environmental Impact Assessment Authority which will provide the environmental licenses for the Project; the Ministry of Land, Housing and Human Settlements among others. The Director of Policy and Planning within MoEST serves as the primary day-to-day Program Coordinator, with the Director for Education Administration through the secondary education section in PO-RALG as the counterpart coordinator. Both are supported by a cross-ministerial Project Coordination Team with key technical, fiduciary and environmental/social expertise.

62. **Both ministries have specific responsibilities:** PO-RALG and individual LGAs will be responsible for implementing school infrastructure improvements and providing teaching and learning materials to schools. They will also organize and deliver in-service training in collaboration with MoEST through its SQA unit. MoEST and PO-RALG will be jointly responsible for strengthening monitoring systems, rolling-out the ICT package for teaching and learning; and developing the teacher deployment strategy and tool with PO-RALG and the Teacher Service Commission allocating teachers to the school level. MoEST will be responsible for ensuring timely response to school construction requests through the School Accreditation unit, as well as the AEP and learning evaluations, through the relevant Institutions, IAE and NECTA.



63. The implementation arrangements of SEQUIP are similar to the EPforR, which have been in place since 2014 and have proven to work well (see Figure 5). A SEQUIP POM will be adopted prior to effectiveness.

Figure 5. Program Implementation Arrangements



64. Implementation arrangements for school construction. Given the scale of classroom and other construction, MoEST and PO-RALG will create a joint taskforce for school construction with some members embedded in the SEQUIP Project Coordination Team, including members from school accreditation, monitoring, engineers, environmental and social experts and school quality assurance.

65. The Project design is citizen engagement oriented through several citizen engagement, beneficiary feedback mechanisms that will be incorporated into Project implementation. Under Component 1, the SSP will establish Parent Teacher Associations and strengthen existing secondary school boards. These will provide a regular forum for parents and other local leaders to raise issues around the Project interventions for the attention and action of school leadership, Ward education officers and School Quality Assurance Officers. Citizen engagement activities will also be a central component of the overall SSP approach that aims to strengthen the engagement between the school, local communities and parents. Under Component 2, and in particular under the outreach to support student drop-outs, schools and AEP centers will actively engage with parent of drop-outs to facilitate access to further educational opportunities. Component 4 of the Project also includes an information and communications plan as well as consultations to ensure citizens access to information about the Project and to garner feedback. While there are existing GRMs in place, the Project will establish two new grievance redress mechanisms for Component 1 and Component 3 of the Project (see Section IV and Stakeholder Engagement Plan). The Project will maintain a database and activity file detailing all public consultation, disclosure of information and grievances collected and resolved throughout the Project duration, which will be available for public review on request. Citizen engagement will also be periodically evaluated by the Project Coordination Team to ensure that appropriate actions are taken on the feedback received from beneficiaries. The education sector also has a well-established Annual Joint Education Sector Review process that includes visits to schools across the country and provides an opportunity for citizens, civil society organizations and other stakeholders to raise issues to the Government about primary and secondary education. These feedback mechanisms will also feed into the annual review of Project progress and inform annual work plans.



B. Results Monitoring and Evaluation Arrangements

66. **SEQUIP will build upon the existing, well established M&E arrangements of MoEST and PO-RALG.** The current M&E system used in EPforR, by both ministries will be a key source of monitoring. Furthermore, SEQUIP will be filling in the evidence gap by conducting impact evaluations of the SSP, AEP and ICT interventions to inform implementation and scale up. The current M&E systems will be further strengthened by means of tracking student transition, and completion in AEPs and improving data robustness.

67. **Three major monitoring systems will be crucial to yield information on the PDO and, intermediate results indicators and DLIs,** notably (a) the EMIS based on the annual administrative census of all schools. Under Component 4, the EMIS system will be expanded to include additional information, including on ICT provision for science streams in secondary schools, school infrastructure and the implementation of the SSP as well as transition through and completion of AEPs; (b) school and student performance data in the form of national exam results for Standard 7 and Forms 2-6 is collected by NECTA. This is in addition to capacity building support for establishing mechanisms for tracking teacher placement and teacher training; and (c) data on teaching and learning in schools from the MoEST School Quality Assurance Division (SQAD). The SQAD has begun rolling out a new school quality assurance framework, which includes school data collection on teaching and learning. SEQUIP will complement this roll-out by monitoring improvement in teaching practices (Component 2) from the secondary school report cards. In addition to the above, MoEST and PO-RALG will compile annual and biannual reports, as per the M&E plan. The annual and biannual reports will monitor program components and achievements against the Results Framework. Impact evaluations will also be used for monitoring achievement of Project objectives and adapting interventions.

68. **An Independent Verification Entity (IVE) will undertake the verification of the DLIs,** based on ToR agreed between MoEST/PO-RALG and the World Bank. The Government is responsible for contracting the IVE. The verification protocols will vary according to the nature of the DLIs and will be fully developed in the POM (see Annex 3 for initial description of verification protocols). As part of the annual verification exercise all aspects of the agreed ESF instruments for activities related to Components 1-3 will also be verified. The ToRs will outline the relevant expertise required as part of the IVE team to verify the application of the Environmental and Social standards, instruments and agreements reached for the Project.

69. **The Government will hire a supervision support team/firm in the first year of the Project for an initial period of two years to strengthen the implementation of the ESF instruments and the national environmental and social requirements under the Project.** The firm will provide support to LGAs including district engineers, school construction committees and other implementing entities. ToRs for the support team will be agreed between MoEST/PO-RALG and the World Bank. The annual independent verification will verify that the standards outlined in the Project's ESF have been applied correctly. A review of further needs will take place in the final three months of the supervision team contract to decide on any further support needs for the remaining duration of the Project.

C. Disbursement Arrangements

70. **Disbursements for Components 1-3 will be made based on verified results attainment and against the Eligible Expenditure Programs (EEPs).** Verification will be undertaken in ways that are credible and sustainable by using, to the fullest extent possible, existing but independent government systems for oversight and monitoring. Should the results associated with the DLIs not be achieved by the end of the Project, these funds would need to be reimbursed to the World Bank. Specific details related to the flow of funds will be described in detail in the POM. The POM will contain



information on procedures to be followed at each stage of the transaction cycle, including commitments, transaction verification and approval, payments and reporting.

71. **Disbursement arrangements for Component 4 will be processed in accordance with procedures as stipulated in the Financing Agreement and the Disbursement and Financial Information Letter.** During Program implementation, the following disbursement methods will be available for use under Component 4: Direct Payment, Reimbursement and Advances.⁴⁶

72. **EEPs.** The use of a hybrid IPF with DLIs approach will require production of required financial reports and tracking of EEPs. Government budget lines identified as EEPs that will support achievement of the PDOs are: (a) secondary school capitation grants (CGs); (b) secondary school civil servant teachers' salaries; and (c) secondary head teachers responsibility allowances. The EEPs do not include any procurable items. The Government will ensure financial resources are available to achieve the PDO (see Annex 5).

C. Sustainability

73. **The Project is directly aligned and provides support to the Government's overall objectives for secondary education outlined in the ESDP and ETP.** The sustainability of Project interventions is enhanced through the predominant use of country systems, policies and programs for implementation and consideration of sustainability in the design. Component 4 will also provide essential support to build implementation capacity in the relevant agencies which will contribute to the sustainability of Project interventions beyond the Project implementation period. Government revenue and expenditure projections suggest that the Program is financially sustainable in the medium term. The ESDP expenditure framework appears to be aligned with a realistic picture of future government commitments to education. The resources needed to cover the increased spending on education proposed in the ESDP do not rely on big increases in government revenues or large shifts in government spending towards education. Instead the necessary resources are expected to be delivered through economic growth over the next five years.

IV. PROJECT APPRAISAL SUMMARY

A. Technical, Economic and Financial Analysis

74. **The Project is strategically relevant as it will raise the overall level of labor force skills and support the science and technology capabilities required to transform the economy and help Tanzania achieve middle-income status.** Tanzania's current development plan highlights the importance of investing in science, technology and innovation to support the shift of the economy from low productivity sectors such as agriculture, to more productive sectors including manufacturing and services. However, the skills required to support this transition are currently in short supply - around 10 percent of the labor force has any post-primary education. It is expected that the Project's focus on increasing access and completion while at the same time improving quality will, over time, improve the average skills of the labor force and remove an important bottleneck to economic and social development.

⁴⁶ As there are lapsed loans in the Tanzania portfolio, the advance method will not be allowed until these loans are closed in our records. These remedies are applied as per paragraph 202 and 203 of the Disbursement Handbook.



75. **The technical design and focus of the Project draw on the latest evidence and learning approaches in the education sector.** The Project supports an expansion in access and an improvement in the quality of secondary school learning environments (e.g. minimum school conditions and learning materials) which the recent World Bank Africa regional report highlights as being crucial to guarantee basic education completion particularly for girls and children living in rural areas. Ensuring a set of minimum school conditions and learning materials is also raised as a vital issue and a way of making education systems more coherent. Through a focus on a minimum package of school infrastructure and learning materials, SEQUIP addresses issues around system incoherence highlighted in both the World Development Report 2018 and the Africa Regional Report. The Project also applies the latest evidence on how to improve education outcomes. For example, the in-service training under the Program draws on the latest evaluation findings from developing countries to ensure that key principles are followed in its design and delivery to try and maximize its effectiveness. The Project, under Component 4, also establishes a feedback loop through impact evaluations that provide information to adapt and adjust project interventions to ensure their effectiveness.

76. **There is a strong rationale for public investment in secondary education in Tanzania.** Investments in education suffer from market failures that justify public investment and include:

- **Significant positive externalities.** Parents do not take account of the social and wider benefits associated with education investments when making education decisions for their children. These externalities include: (a) improvements in family health and (b) the potential for education investments to raise an economy's productivity and competitiveness and long-term economic growth rate. The failure of individuals to account for these benefits will lead them to underinvest in education from a broader social perspective.
- **Credit constraints.** The up-front costs of education can be considerable and households, particularly poor households, are frequently unable to cover these costs directly and credit markets are not developed enough to extend education loans.
- **Lack of information on the costs and benefits of education.** Parents frequently lack information on the costs and benefits of education to make informed decisions on education investments.
- **Limited information on school quality.** Information on the quality of schooling can be limited and parents can face difficulties in identifying the most suitable provider.
- **Lack of competition.** There are significant economies of scale in providing education services which may limit competition amongst providers in sparsely populated areas within a country.

77. **Public investment in education is also justified on equity grounds and the belief that access to basic education services should not be conditional on wealth or gender.** Providing good quality secondary education opportunities for all children is a key objective of government policy. This will require public intervention to ensure that children from disadvantaged and marginalized communities have access to good quality education opportunities.

78. **The economic return associated with the Project is high.** The Project will increase both the number of children completing at least some secondary education as well as the number of children that go on to complete either lower or upper secondary cycles. The benefits of the Project are proxied by the premiums earned in the labor market from the Project beneficiaries reaching these higher levels of education. Estimates of these premiums are based on earnings data from the 2014 labor force survey. Project costs are estimated by comparing the costs of the secondary education system with and without the Project. A cost-benefit analysis estimates the 25-year net present value (NPV) of the Project at US\$554 million with an economic rate of return of 27 percent. Even when the benefits of the Project are revised downwards (see Annex 4), the overall NPV remains significant and the rate of return competitive with other potential investments.



B. Fiduciary

(i) Financial Management

79. **The overall financial management (FM) risk is assessed as substantial.** Key risks include: (a) the use of a hybrid approach of a traditional IPF and IPF with DLIs may be complex for the implementing agencies on funds flow, production of required financial reports and tracking of the EEPs; (b) inadequate funding of internal audits to conduct reviews; and (c) external audit requirement to provide assurance for special purpose financial statements. The Government has identified budget lines to be reported as eligible expenditures for the program activities for Components 1 to 3. Sector-wide FM systems are capable of proper accounting and reporting of these EEPs.

Table 4. Eligible Expenditure Program (US\$, millions)

	LGA Budget Code	FY2018/19 Release	Year 1	Year 2	Year 3	Year 4	Year 5	Total Year 1-5
Secondary School CGs	22013114	8.5	8.7	8.7	8.7	8.7	8.7	43.5
Secondary Teacher Salaries	21111101	460.0	460.0	460.0	460.0	460.0	460.0	2,300.0
Secondary School Responsibility Allowances	21113112	4.6	4.8	4.8	4.8	4.8	4.8	24.0
Total		473.1	473.5	473.5	473.5	473.5	473.5	2,367.5

Note: Budget lines for secondary school (lower and upper) only.

80. **The Project will use country systems with appropriate strengthening.** To ensure that FM Systems that are in place can effectively provide reasonable assurance that World Bank proceeds will be used for the intended purposes, proposed mitigation measure include continued capacity building of fiduciary roles at all levels and strengthened regular monitoring and supervision through periodic interim financial reports and audit arrangements. Social accountability mechanisms such as involvement of School Boards and the village/Ward community in school governance will be used in approval of work plan, budgets, cash management and financial reporting. The following FM actions need to be addressed within three months of loan effectiveness: (a) having operational designated bank accounts for the Project; (b) appointment of qualified accountants responsible for Project accounting and reporting by MoEST and PO-RALG; (c) MoEST internal audit department to prepare and implement audit plan, in form and substance satisfactory to the World Bank; and (d) approved ToR for special purpose financial statements audit of EEPs.

(ii) Procurement

81. **Procurement under Component 4 will be carried out in accordance with the *World Bank Procurement Regulations for IPF Borrowers under Investment Project Financing*, dated July 2016, revised November 2017 and August 2018 (hereafter referred to as “Procurement Regulations”), Guidelines on Preventing and Combating Fraud and Corruption in Projects Financed by IBRD Loans and IDA Credits and Grants (revised July 1, 2016); and the provisions stipulated in the Financing Agreement.** As the agreed EEPs do not include any procurable items, Procurement Regulations will apply only to procurement activities under Component 4.

82. **As required by the Procurement Regulations, a Project Procurement Strategy for Development (PPSD) for Component 4 has been developed,** based on which a Procurement Plan (PP) covering activities in Component 4 for at



least the first 18 months has been prepared to set out the selection methods to be followed by the Recipient in the procurement of goods, works, non-consulting and consulting services financed by the World Bank. The PP will be updated at least every 12 months, or as required, to reflect the actual Project implementation needs. Each update of the PP shall require World Bank approval. All PPs will be publicly disclosed in accordance with the World Bank disclosure policy.

83. **MoEST and PO-RALG will use Systematic Tracking of Exchanges in Procurement (STEP)**, the World Bank system, to prepare, clear and update PPs and conduct all procurement transactions under Component 4. Staff from MoEST and PO-RALG will be trained in STEP, as necessary, by World Bank staff.

84. **A procurement capacity and risk assessment has been carried out by the World Bank for MOEST and PO-RALG** to review the organizational structure for implementing the Project and the adequacy of procurement staff. Based on the assessment and taking note of the role and responsibility of MOEST and PO-RALG for procurement for Component 4, the procurement risk rating was rated as “Substantial”. Details of the risk assessment and mitigation measures are provided in Annex 5.

C. Legal Operational Policies

	Triggered?
Projects on International Waterways OP 7.50	No
Projects in Disputed Areas OP 7.60	No

D. Environmental and Social

85. **Project activities.** Assessment and management of environmental and social risks and impacts are required for all financed activities under SEQUIP. Component 1 includes results that support the expansion of access to AEP, Component 2 includes results that include the adoption of ICT packages for teaching and learning in secondary schools and under Component 3, the Project will disburse against results that increase access and improve the quality of school learning environments that include average class sizes, minimum student-latrines ratios and availability of one multipurpose laboratory. Activities to support results under Component 3 could potentially generate environmental and social risks and impacts. The Project will also facilitate access to water, electricity and internet connections through other World Bank projects, but no environmental and social evaluations were undertaken in relation to these interventions under SEQUIP as that would be covered under the respective projects.

86. **Risk category and potential impacts.** The Project was rated as Substantial for both social and environmental risks - because the potential impacts related to (a) the large number of civil works (expected to be in about 1,000 schools) that are dispersed nationwide with locations not known at this stage; (b) the large number of government levels and agencies (about 11) involved in Project implementation and their limited knowledge of the environmental and social requirements of the new Environmental and Social Framework (ESF); (c) construction undertaken by contracting individual local builders; and (d) limited application of health and safety regulations and international construction practices.

87. **The key potential social risks and impacts associated with the Project include:** (a) Labor and working conditions of construction contractors and the alignment of their contracts with national regulations. In addition, there is a risk



that children (especially students) may be involved in construction activities such as collecting water; (b) The potential for Gender Based Violence against community members (mainly during construction) and students (mainly during operation), recognizing that local contractors will be used for construction and workers will be few in number; (c) Transmission of diseases and road traffic accidents associated with the presence of construction workers and their activities and vehicle movements; (d) Potential for physical and economic displacement associated with land acquisition for schools; and (e) Potential impacts to vulnerable groups as defined under Environmental and Social Standard 7 (ESS7), notably exclusion from Project benefits, ineffective engagement or developments on their traditional lands. These risks and impacts will generally be site specific and can be addressed through appropriate mitigation and management measures including training and capacity building of LGAs who will implement the Project, adequate stakeholder engagement and appropriate GRMs.

88. The Project will utilize three mechanisms for grievance resolution to accommodate the various types of Project activities. Firstly, there will be a School Construction GRM which will address grievances associated with the construction of new schools and rehabilitation of existing schools including grievances related to land and contractor's grievances. Secondly, there will be a GRM established as part of the Safe Schools Program. Lastly, the General GRM will be utilised to raise issues directly to the ministry on the various components of the Project.

89. Currently there are two general GRMs, operating through both Ministries (MoEST and PO-RALG). The current mechanisms utilize the system of decentralization allowing grievances to be raised at the (a) school level, through Secondary School Boards or Suggestion Boxes; (b) village level, through the Village Council structure; and (c) Ward level. The Village and Ward members receiving grievances are composed of elected council members and community representatives. At the school level, the Government is finalizing a Guidance, Counselling and Child Protection manual which will define the roles and responsibilities at the school level for handling of grievance cases. Additionally, the new School Quality Assurance framework, rolled out from end 2018, recognizes the 'quality of school environment and its impact on welfare, health and safety' as a key domain, reporting on the schools' effectiveness of registering and acting on complaints. In addition to the school-based structures, a grievance can be directly logged at the (d) council level, through the SQA Division, District Officers, Council Chairpersons, District Development Committee, or the Gender and Child Protection Desks (*DAWATI*), with appropriate referral actions taken. Finally, at the national level, (e) MoEST has a Complaints Officer, responsible for receiving complaints and grievances from all levels. SEQUIP will be building on the current GRM systems and strengthening the processes across all levels to ensure harmonization.

90. In addition to the training and capacity building of LGAs, the SSP and training on the same under Component 1 will be developed and implemented to minimize the potential for discrimination in project implementation. Such training will explicitly address common reasons for discrimination grounded in unconscious and conscious bias, disability, people living with albinism and any other social factors to ensure that schools are inclusive places and that children do not face discrimination on the basis of individual characteristics.

91. Key environmental potential risks and impacts associated with the Project include (a) lack of an environmental unit at the Ministries level implementing the Project, lack of experience at all levels in supervising environmental issues, limited personnel with formal training in the environmental field, limited staff and operational conditions for proper supervision (lack of transportation, equipment); (b) generation of domestic and hazardous wastes in rural areas (old chemicals from science labs), health and safety issues, effects on public access roads, cutting of trees/vegetation; (c) structural safety and construction issues from limited engineering supervision (e.g. poor cement mix, cracks in walls); (d) poor water provision in certain regions even for construction and limited/lack of drinking water quality monitoring (including rain water harvest) in poor regions which can affect health of students; and (e) lack of electricity requires use of firewood for cooking in boarding schools.



92. **To address these impacts and risks, an Environmental and Social Management Framework (ESMF), a Stakeholder Engagement Plan (SEP), a Vulnerable Groups Planning Framework (VGPF), a Resettlement Policy Framework (RPF) and an Environmental and Social Commitment Plan (ESCP) were developed and disclosed** on the MoEST and PO-RALG websites on November 28, 2019 and on the World Bank website on November 28 and 29, 2019. These instruments will guide subproject evaluation, supervision, monitoring and prevention and mitigation of these impacts and risks. All staff and consultants responsible for implementing and applying these instruments will need to be trained.

93. **During Project preparation it was determined that the implementing agencies' need to improve their environmental and social management systems and procedures to comply with ESF requirements.** In particular, supervision (notably of construction and environmental and social management) as well as reporting capacity is weak. The ESCP includes measures to address these gaps which have been budgeted for in the ESMF. The Project will address the gaps through the implementation of the ESCP, which is based on the findings of the ESMF and associated management plans/ frameworks addressing resettlement, vulnerable groups and stakeholder engagement agreed to be used during project implementation.

Climate and Disaster Screening

94. **Climate and disaster risk screening has been completed for the Project.** Tanzania is highly exposed to extreme temperature rise and drought, with extreme precipitation and flooding an additional moderate risk in the future. The mean annual temperature has increased 1C since 1960 and is projected to increase by 1.2-7C by the 2060s, with the incidence of 'hot days' rising by 19-40 percent and 'hot nights' by 30-68 percent. Despite rising temperatures, droughts are expected to become less frequent. High temperatures and extreme precipitation, depending on the geographic location, may reduce attendance and access to school as well as increase the frequency of disease outbreaks such as dengue fever, typhoid, cholera and diarrheal diseases. The 2019 Country Environmental Analysis⁴⁷ shows a decline in natural capital (renewable and non-renewable) of up to 47 percent over the past 20 years.

Climate Co-Benefits

95. **The Project includes several components to minimize anticipated risk from climate hazards.** Under this Project, new schools will be constructed closer to communities. Risk minimization will be used at the (a) pre-construction; (b) construction; and (c) operationalization phase, as identified in the ESMF. A site selection manual will be used to ensure schools are located and constructed in low-risk areas and engaging with the appropriate authority if in an ecologically sensitive area. Additionally, land clearing and deforestation will be avoided. The approved technical drawings for school construction integrate elements of improved structural safety, green design, including rainwater harvesting mechanisms, water source protection, restoration actions and assurance to equip schools with a minimum package. This minimum package includes a standard ratio of latrines and water supply to contain diseases. During construction, an appropriate waste (and chemical) management plan will be devised to ensure proper waste disposal and recycling where possible. Finally, the operational phase following construction, will prioritize water collection, monitoring of water quality, revegetation of natural flora and conservation of fauna and continued adherence to waste management plan. The negative risks associated with the construction of new schools will be minimized through effective planning, as well as capacity building of stakeholders throughout construction.

⁴⁷ World Bank, 2019.



96. **The Project also has several soft components to mitigate the impact of climate change.** The Project will be improving the quality of teaching and learning in core subjects, including science, through providing a package of effective teaching and learning. An adequate number of textbooks and teachers will be deployed to schools and in-service teacher training strengthened.⁴⁸ Further, the Project will provide tuition fee waivers to vulnerable girls attending AEPs and support the completion, and transition, of girls through secondary education. New schools will be constructed close to communities, to reduce the distance to schools, and prioritizing areas where gross enrolment rates are low and school-age demand is high. AEP centers will be expanded to target areas with high drop-out rates. These actions will contribute to addressing the link between climate change vulnerability and low attendance. Combined, these features will reduce the anticipated risk from climate and hazards.

V. GRIEVANCE REDRESS SERVICES

97. **Communities and individuals who believe that they are adversely affected by a World Bank (WB) supported project may submit complaints to existing project-level grievance redress mechanisms or the WB's Grievance Redress Service (GRS).** The GRS ensures that complaints received are promptly reviewed in order to address project-related concerns. Project affected communities and individuals may submit their complaint to the WB's independent Inspection Panel which determines whether harm occurred, or could occur, as a result of WB non-compliance with its policies and procedures. Complaints may be submitted at any time after concerns have been brought directly to the World Bank's attention, and Bank Management has been given an opportunity to respond. For information on how to submit complaints to the World Bank's corporate Grievance Redress Service (GRS), please visit <http://www.worldbank.org/en/projects-operations/products-and-services/grievance-redress-service>. For information on how to submit complaints to the World Bank Inspection Panel, please visit www.inspectionpanel.org.

VI. KEY RISKS

98. **The overall Project risk is Substantial.**

99. **Political and Governance risks are substantial.** The main risks include the forthcoming elections. Local government elections will be held in late 2019 and presidential and parliamentary elections in October 2020. The Project activities, while clearly supporting government policies and priorities, will be interpreted politically in favor or against political parties. To effectively mitigate this risk, the Project's approach to stakeholder engagement will seek to avoid supporting specific political party issues and as much as possible engage with civil servants. The strategic oversight of the Project will be under the SMT led by the Permanent Secretaries of PO-RALG and MoEST, who are civil servants. In addition, the Government's Stakeholders Engagement Plan (ESS 10) for SEQUIP identifies the plan for inclusive engagement with all key stakeholders, irrespective of political allegiance, throughout the duration of the Project. During the annual progress review of SEQUIP progress towards the Stakeholder Engagement Plan will be reviewed.

100. **Technical design risks are substantial.** The Project includes a considerable number of activities and implementing agencies, including two ministries, which makes the design complex. One of the key mitigation actions includes technical support (Component 4) built into the Project. Technical support will work closely with the SEQUIP coordination team, composed of designated members from MoEST and PO-RALG whom have technical expertise in the key component areas. In addition, mitigation is embedded in the Project by building on and enhancing already existing interventions

⁴⁸ The ESDP (2017–2021) has an outcome focused on education for social and economic development of which the government has committed to improve the curricula at all education levels to include local and global citizenship awareness, mainstreaming environment and conservation, gender, human rights and more, in the curriculum.



proven to work well and scaling them up. Further, responsibilities of and flow of funds for implementing entities will be well-defined to facilitate implementation and avoid confusion and lack of coordination issues.

101. ***Institutional capacity risks for implementation are substantial.*** The implementation of the Project will be mainstreamed in MoEST and PO-RALG using existing institutional arrangements. Capacity weaknesses and coordination issues at national or local levels could impede Project implementation. The Project design thus includes substantial capacity building in key interventions to assess effectiveness of interventions and inform implementation. MoEST and PO-RALG will regularly engage with established networks in the education sector. This includes the Education Sector Development Committee (ESDC)⁴⁹ and Annual Joint Education Sector Review (AJESR)⁵⁰ to ensure accountability during implementation. Capacity will be further strengthened through effective partnerships with key experts in relevant fields. Through SEQUIP, MoEST, PO-RALG, and affiliated institutes (that is, IAE, NECTA, and Tanzania Institute of Education [TIE]), will receive technical support as needed for Project implementation.

102. ***Environmental and Social risks are substantial.*** The main risks are associated with (i) civil works under Component 3 due to the limited experience and capacities that the government at different levels might have with the application of the new ESF and effective supervision across the 184 districts; (ii) the delegation of construction investments to local builders and reliance on rural LGAs that already have restricted time and engineering staff; (iii) the scarcity of water resources and other basic services to maintain infrastructure operational and sustainable; and (iv) large number of agencies coordinating the Project which can affect proper supervision. Other risks include the risk of impacts from land acquisition, Gender Based Violence, and of exclusion of voice amongst Vulnerable Groups (as defined in ESS7) and vulnerable individuals. Mitigation measures have been prepared to address these risks and enhance capacity at central, regional and local government levels by (i) establishing a Project Management Team with the required expertise, staff and operating environment to manage and supervise Project activities particularly at the local government level; (ii) hiring an independent Implementation Support Team to provide direct support to Local Governments to undertake the required Project planning and implementation activities including associated environmental and social management processes; and (iii) training relevant staff, including school staff and boards, on fiduciary, environmental and social aspects of the Project.

103. ***Fiduciary risks are substantial.***

104. Major **procurement** issues relate to: (i) inadequate number of competent procurement staff given the number of ongoing and new projects; (ii) Tender Board members lacking training in Public Procurement; (iii) lack of training and updating of skills on World Bank procurement procedures, particularly with respect to the new World Bank Procurement Regulations; (iv) practical experience in competitive procurement is limited to Goods using National Competitive Tendering, with no direct experience in Works and Consultancy Services; (v) inadequate contract management skills; (vi) shortage of essential office equipment (computers, scanners, and so on); and (vii) inadequate working environment including limited space for staff and for records keeping/filing. Required mitigation measures include: (i) need for additional staff; (ii) pairing staff with no donor procurement experience with those few staff that have the required experience/skills; (iii) training in World Bank Procurement Regulations and STEP; (iv) training in contract Management; (v) training of Tender Board members; (vi) provision of adequate office space for staff and record keeping; and (vii) provision of adequate office equipment.

⁴⁹ ESDC is chaired by the Permanent Secretary of MoEST, with attendees including DPs, TEN/MET, and government. During ESDC meetings agreements and approvals are made on education policies and strategies. TEN/MET is the umbrella association for local, education NGOs in Tanzania.

⁵⁰ The AJESR is jointly coordinated by the government, and DPs to review sector progress.



105. **Key FM risks** include: (i) the use of hybrid approach being traditional IPF and IPF with DLIs may be complex to the implementing agencies on funds flow, production of required financial reports and tracking of EEPs; (ii) inadequate funding of internal audits to conduct reviews; and (iii) external audit requirement to provide assurance for special purpose financial statements. To ensure that FM Systems that are in place provide reasonable assurance that World Bank proceeds will be used for the intended purposes, proposed mitigation measures will include building fiduciary capacity at all levels and strengthen regular monitoring and supervision through periodic interim financial reports and audit arrangements. Social accountability mechanism such as involvement of School Boards consisting of parents, school and community representatives in school governance will be used.



VII. RESULTS FRAMEWORK AND MONITORING

Results Framework

COUNTRY: Tanzania

Tanzania Secondary Education Quality Improvement Project (SEQUIP)

Project Development Objectives(s)

To increase access to secondary education, provide responsive learning environments for girls, and improve completion of quality secondary education for girls and boys.

Project Development Objective Indicators

Indicator Name	DLI	Baseline	Intermediate Targets	End Target
			1	
Access and responsive learning environments for girls				
Percentage of female secondary school drop-outs completing Alternative Education Pathways Form 4 (Stage 2) (Percentage)	DLI 1	1.00	10.00	15.00
Alternative Education Pathway females enrolling in Form 5 and other post-secondary education (Percentage)	DLI 2	13.00	21.00	26.00
Government schools implementing Safe School Program to support girls (Number)	DLI 3	0.00	1,000.00	2,000.00
Improved completion of secondary education				
Government school enrolment in Form 4 (last grade of lower secondary) (Number)		278,239.00	443,003.00	515,438.00



Indicator Name	DLI	Baseline	Intermediate Targets	End Target
			1	
Government school enrolment in Form 4 (last grade of lower secondary) (Female, Number) (Number)		139,596.00	230,416.00	259,555.00
Government school enrolment in Form 4 (last grade of lower secondary) (Male, Number) (Number)		138,643.00	212,587.00	255,883.00
Females enrolled in Form 5 in government schools (Number)	DLI 4	24,637.00	34,637.00	39,637.00
Improved quality of secondary education				
Improvement in classroom teaching practice in Government Secondary Schools through regular in-service teacher training (Number)	DLI 6	0.00	20,000.00	20,000.00
Secondary schools with adequate learning environments (Text)		0.00	25% of schools in all 184 LGAs meet standards	50% of schools in all 184 LGAs meet standards

Intermediate Results Indicators by Components

Indicator Name	DLI	Baseline	Intermediate Targets	End Target
			1	
Empowering Girls through Secondary Education and Life Skills				
Strengthening information systems and incentives to prevent drop-out and support transfer to/from AEP (Yes/No)	DLI 5	No	Yes	Yes
AEP centers with adequate learning materials (Percentage)		0.00	37.50	75.00



Indicator Name	DLI	Baseline	Intermediate Targets	End Target
			1	
AEP centers with trained facilitators and provided with adequate teacher guides (Percentage)		0.00	37.50	75.00
Female AEP learners (Number)		2,839.00	4,419.00	6,000.00
AEP centers receiving government subsidy to support enrollment of vulnerable girls (Number)		0.00	25.00	50.00
Digitally-Enabled and Effective Teaching and Learning				
Average gender gap in Form 4 and Form 6 examination pass rates in mathematics and science (Percentage)		13.00	11.00	8.00
Government secondary schools with mathematics and science teachers deployed in line with national standards (Percentage)	DLI 7	0.00	25.00	50.00
LGAs where 50 percent of secondary schools have minimum teaching and learning material standards (Text)	DLI 8	0.00	25% of all schools in 184 LGAs meet standards	50% of all schools in 184 LGAs meet standards
Government schools successfully implementing ICT program (Number)	DLI 9	0.00	350.00	1,500.00
Form 3 national learning evaluation conducted (Number)	DLI 10	0.00	1.00	2.00
Reducing Barriers to Girls' Education through Facilitating Access to Secondary Schools				
LGAs where 50 percent of secondary schools have basic infrastructure package (Text)	DLI 11	0.00	25% of all schools in 184 LGAs meet standards	50% of all schools in 184 LGAs meet standards
Level of biannually released funds in line with agreed program budget framework (Percentage)	DLI 12	0.00	100.00	100.00
Average distance to government secondary schools in rural areas (Text)		tbd (June 2020)	tbd (June 2020)	tbd (June 2020)
Students benefiting from direct interventions to enhance learning (CRI, Number)		1,814,686.00	2,596,203.00	6,451,006.00
Students benefiting from direct interventions		920,039.00	1,294,452.00	3,191,718.00



Indicator Name	DLI	Baseline	Intermediate Targets	End Target
			1	
to enhance learning - Female (CRI, Number)				
Project Coordination, Monitoring and Evaluation				
Percentage of grievances received and addressed through the Project Grievance Redress Mechanisms (Percentage)		0.00	50.00	80.00

Monitoring & Evaluation Plan: PDO Indicators					
Indicator Name	Definition/Description	Frequency	Datasource	Methodology for Data Collection	Responsibility for Data Collection
Percentage of female secondary school drop-outs completing Alternative Education Pathways Form 4 (Stage 2)	Percentage of female lower secondary school drop-outs enrolled in Alternative Education Pathways sitting Form 4 (Stage 2) examination	Annual	EMIS and selection database	Annual school census and selection list	MoEST, PO-RALG
Alternative Education Pathway females enrolling in Form 5 and other post-secondary education	Percentage of Alternative Education Pathway females sitting the Form 4 (Stage 2) examination that are selected to Form 5 and other post-secondary education	Annual	EMIS and selection database	Annual school census and selection list	MoEST, PO-RALG
Government schools implementing Safe School Program to support girls	Number of government schools implementing safe school program to support	annual	LGA reports	Annual request for information on adoption of safe school	MoEST and PO-RALG



	girls			program	
Government school enrolment in Form 4 (last grade of lower secondary)	Government school enrolment in Form 4 secondary school	Annual	EMIS	Annual school census	MoEST, PO-RALG
Government school enrolment in Form 4 (last grade of lower secondary) (Female, Number)	Government school enrolment in Form 4 secondary school (female only)	Annual	EMIS	Annual School Census	MoEST, PO-RALG
Government school enrolment in Form 4 (last grade of lower secondary) (Male, Number)	Government school enrolment in Form 4 (Male only)	Annual	EMIS	Annual School Census	MoEST, PO-RALG
Females enrolled in Form 5 in government schools	Females enrolled in Form 5 in government schools	Annual	EMIS	Annual school census	MoEST, PO-RALG
Improvement in classroom teaching practice in Government Secondary Schools through regular in-service teacher training	Number of teachers demonstrating improved classroom teaching practice in government secondary schools through regular in-service teacher training	Annual	School quality assurance and head teacher classroom observation reports	Classroom observation tool and LGA reporting format	MoEST, PO-RALG and Independent Verification Agent
Secondary schools with adequate learning environments	Percentage of secondary schools with adequate learning environments defined as: ☐ Student classroom ratios of 50:1 or less ☐ Student to functioning latrine ratio of 25:1 for girls and 30:1 for	Annual	EMIS	Annual school census	MoEST, PO-RALG



	boys <input type="checkbox"/> At least one multipurpose science laboratory <input type="checkbox"/> Student textbook ratios in mathematics and science subjects of 1:1 <input type="checkbox"/> Teacher: teacher guide availability of 2:1				
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Monitoring & Evaluation Plan: Intermediate Results Indicators

Indicator Name	Definition/Description	Frequency	Datasource	Methodology for Data Collection	Responsibility for Data Collection
Strengthening information systems and incentives to prevent drop-out and support transfer to/from AEP	Establishment of information system to track secondary school drop-outs	Annual	MoEST, PO-RALG	MoEST report	MoEST, PO-RALG
AEP centers with adequate learning materials	Percentage of AEP centers with adequate learning materials - 1:1 student textbook ratios in mathematics and science classes	Annual	EMIS	Annual AEP census	MoEST, PO-RALG
AEP centers with trained facilitators and provided with adequate teacher guides	Percentage of AEP facilitators with appropriate teacher guides - teacher to teacher guide ratio of 2:1 in mathematics and science	Annual	EMIS	Annual AEP census	MoEST, PO-RALG
Female AEP learners	Number of girls enrolled in AEP programs	Annual	EMIS	Annual AEP census	MoEST and PO-RALG



AEP centers receiving government subsidy to support enrollment of vulnerable girls	Number of AEP centers receiving government subsidy to support enrollment of vulnerable girls	Annual	AEP level list from all centers identifying the amount of fee waivers received annually	Annual reporting by AEP Centers as part of annual census	MoeST and PO-RALG
Average gender gap in Form 4 and Form 6 examination pass rates in mathematics and science	Average gender gap in Form 4 and Form 6 examination pass rates in mathematics and science	Annual	NECTA	Annual examination results	MoEST, NECTA
Government secondary schools with mathematics and science teachers deployed in line with national standards	Government secondary schools with mathematics and science teachers deployed in line with national standards	Annual	EMIS	Annual school census	MoEST, PO-RALG
LGAs where 50 percent of secondary schools have minimum teaching and learning material standards	Number of LGAs where 50 percent of secondary schools have minimum teaching and learning material standards, define as: <ul style="list-style-type: none"> ☐- 1:1 student textbook ratios in mathematics and science classes ☐- teacher to teacher guide ratio of 2:1 in mathematics and science 	Annual	EMIS	Annual school census	MoEST, PO-RALG



Government schools successfully implementing ICT program	Government schools successfully implementing ICT program	Annual	MoEST reports	MoEST reports	MoEST
Form 3 national learning evaluation conducted	Number of Form 3 national learning evaluations conducted	Every two years	Final evaluation report	Final evaluation report	MoEST
LGAs where 50 percent of secondary schools have basic infrastructure package	Number of LGAs where 50 percent of secondary school have basic infrastructure package defined as: Student classroom ratio of 50:1 or less Student to functioning latrine ratio of 25:1 for girls and 30:1 for boys At least one multipurpose laboratory	Annual	EMIS	Annual school census	MoEST, PO-RALG
Level of biannually released funds in line with agreed program budget framework	Level of biannually released funds in line with agreed project budget framework	Biannual	Financial management report	Regular financial management reporting	MoEST, PO-RALG
Average distance to government secondary schools in rural areas	Average distance to government secondary schools in rural areas	Annual	School GPS coordinates, enumeration area statistics from household survey, satellite	to be determined	MoEST, PO-RALG and National Bureau of Statistics



			imagery		
Students benefiting from direct interventions to enhance learning		Annual	EMIS	Annual school census	MoEST and PO-RALG
Students benefiting from direct interventions to enhance learning - Female		Annual	EMIS	Annual school census	MoEST and PO-RALG
Percentage of grievances received and addressed through the Project Grievance Redress Mechanisms	Percentage of grievances reported through Project related Grievance Redress Mechanisms and addressed	Annual	GRM reports provided to Project Coordination Team from LGAs	LGA reports from school and LGA logs of grievances and remedial actions	MoEST and PO-RALG

Disbursement Linked Indicators Matrix

DLI 1	Percentage of female secondary school drop-outs completing Alternative Education Pathways Form 4 (Stage 2)			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Intermediate Outcome	Yes	Text	50,000,000.00	10.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	1.00			
FY21	(1) Costed plan for AEP expansion developed; (2) Said plan is approved by MoEST; and (3) Following developed: relevant guidelines, and updated curriculum and training modules for		20,000,000.00	US\$20 million if the DLR is achieved, 0 otherwise



	implementation of approved plan. Deadline: June 30, 2021			
FY22			0.00	
FY23	9 percentage point increase in female secondary school drop-outs completing Alternative Education Pathways Form 4 (Stage 2) relative to baseline		15,000,000.00	US\$1,666,666 for every 1 percentage point increase
FY24			0.00	
FY25	14 percentage point increase in female secondary school drop-outs completing Alternative Education Pathways Form 4 (Stage 2) relative to baseline		15,000,000.00	US\$1,071,428 for every 1 percentage point increase
DLI 2	Percentage of Alternative Education Pathway females enrolling in Form 5 and other post-secondary education			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Intermediate Outcome	Yes	Text	30,000,000.00	6.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	13.00			
FY21			0.00	
FY22			0.00	
FY23	8 percentage point increase in AEP females enrolling in Form 5 and other post-secondary education relative to baseline		20,000,000.00	US\$2,500,000 for every 1 percentage point increase



FY24			0.00	
FY25	13 percentage point increase in AEP females enrolling in Form 5 and other post-secondary education relative to baseline		10,000,000.00	US\$769,230 for every 1 percentage point increase
DLI 3	Number of government schools implementing safe school program to support girls			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Process	Yes	Text	30,000,000.00	6.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	0.00			
FY21	(1) Develop circular on the safe school program/approach and MoEST approves and issues circular; and(2) Develop relevant guidelines, training materials and monitoring tools for implementation of safe school program/approach. Deadline: June 30, 2021		10,000,000.00	US\$10 million if the DLR is achieved, 0 otherwise
FY22			0.00	
FY23	700 additional government secondary schools implementing safe school program to support girls		10,000,000.00	US\$14,285 for every school implementing safe school program
FY24			0.00	
FY25	1,300 additional government secondary schools implementing safe school program to support		10,000,000.00	US\$7,692 for every school implementing safe school program t



	girls relative to FY23			
DLI 4	Females/girls enrolled in Form 5 in Government Schools			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Text	60,000,000.00	12.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	24,637			
FY21	Costed implementation plan to improve girls' education outcomes is developed; and said plan is approved by MoEST. Deadline: June 30, 2021		20,000,000.00	US\$20 million if the DLR is achieved, 0 otherwise
FY22			0.00	
FY23	10,000 additional girls enrolled in Form 5 relative to baseline		20,000,000.00	US\$2,000 for every additional girl enrolling
FY24			0.00	
FY25	15,000 additional girls enrolled in Form 5 relative to baseline		20,000,000.00	US\$1,333 for every additional girl enrolling
DLI 5	Strengthening information systems and incentives to prevent drop-out and support transfer to and from AEP			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Process	No	Text	10,000,000.00	2.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	No system in place			



FY21	Information system to track secondary school drop-outs developed; and said system approved by MoEST. Deadline: June 30, 2021		3,000,000.00	US\$3 million if the DLR is achieved, 0 otherwise
FY22			0.00	
FY23	System to track secondary school drop-outs is functioning		7,000,000.00	US\$7 million if the DLR is achieved, 0 otherwise
FY24			0.00	
FY25			0.00	
DLI 6	Improvement in classroom teaching practice in government secondary schools through regular in-service teacher training			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Text	30,000,000.00	6.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	0.00			
FY21	(1) Four (4) modules for mathematics and science in-service teacher training developed and approved by MoEST, and (2) Technical and costed plan for mode of delivery of said modules developed and approved by MoEST. Deadline: June 30, 2021		6,000,000.00	US\$ 6 million if the DLR is achieved, 0 otherwise
FY22			0.00	
FY23	20,000 Government Secondary School teachers successfully complete at least one (1)		12,000,000.00	US\$ 600 for every 1 teacher



	professional development module		completing
FY24		0.00	
FY25	Additional 20,000 Government Secondary School teachers successfully complete at least one (1) professional development module relative to FY2022-23	12,000,000.00	US\$ 600 for every 1 teacher completing
DLI 7	Percentage of government secondary schools with mathematics and science teachers deployed in line with national standards		
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)
Intermediate Outcome	Yes	Text	As % of Total Financing Amount
		30,000,000.00	6.00
Period	Value	Allocated Amount (USD)	Formula
Baseline	0.00		
FY21	National Secondary School Teacher Deployment Strategy approved by MoEST, including agreed formula for deployment of new teachers. Deadline: June 30, 2021	11,250,000.00	US\$11.25 million if the DLR is achieved, 0 otherwise
FY22		0.00	
FY23	25 percent of Government Secondary Schools with mathematics and science teachers deployed in line with standards set in said Strategy	6,250,000.00	US\$ 250,000 for every 1 percent improvement
FY24		0.00	
FY25	50 percent of Government Secondary Schools	12,500,000.00	US\$ 250,000 for every 1 percent



	with mathematics and science teachers deployed in line with standards set in said Strategy			
DLI 8	Secondary schools under each LGA achieving Minimum Mathematics and Science Teaching and Learning Material (“MMSTL”) standards			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Text	30,000,000.00	6.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	0.00			
FY21			0.00	
FY22			0.00	
FY23	Number of LGAs with 25 percent of government schools achieving minimum mathematics and science teaching and learning material standards		15,000,000.00	US\$81,521 for every LGA (total 184) achieving target
FY24			0.00	
FY25	Number of LGAs with 50 percent of government schools achieve minimum mathematics and science teaching and learning material standards		15,000,000.00	US\$81,521 for every LGA (total 184) achieving target
DLI 9	Number of government schools implementing ICT program			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Text	10,000,000.00	2.00
Period	Value		Allocated Amount (USD)	Formula



Baseline	0.00		
FY21	Development and approval of an ICT strategy, concept design, and costing. Deadline: June 30, 2021		3,000,000.00 US\$3 million if the DLR is achieved, 0 otherwise
FY22			0.00
FY23	350 Government Secondary Schools successfully implement ICT program relative to Baseline		3,500,000.00 US\$10,000 for every school implementing the ICT concept
FY24			0.00
FY25	Additional 1,150 Government Secondary Schools successfully implementing ICT program relative to FY2022-23.		3,500,000.00 US\$3,043 for every additional school implementing the ICT co
DLI 10	Form 3 national learning evaluations conducted		
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)
Process	No	Text	15,000,000.00
Period	Value	Allocated Amount (USD)	Formula
Baseline	none		
FY21	Establishment of guidelines and instruments for carrying out of Form 3 national learning evaluation. Deadline: June 30, 2021		7,000,000.00 US\$7 million if the DLR is achieved, 0 otherwise
FY22			0.00
FY23	Sample-based Form 3 national learning		4,000,000.00 US\$4 million if the DLR is achieved,



	evaluation conducted and findings and technical report on methodology published		0 otherwise
FY24		0.00	
FY25	(1) Form 3 national learning evaluation adapted based on initial round; (2) Second round of Form 3 national learning evaluation completed; and (3) Findings, technical report on methodology published	4,000,000.00	US\$4 million if the DLR is achieved, 0 otherwise
DLI 11	Percentage of secondary schools under each LGA achieving minimum infrastructure standards		
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)
Output	Yes	Text	110,000,000.00
Period	Value	Allocated Amount (USD)	Formula
Baseline	0.00		
FY21	(1) Carried out assessment of existing infrastructure and of projected infrastructure needs; and(2) Costed LGA plans based on such projected needs and aligned with School Construction and Maintenance Strategy approved by MoEST and the School Construction Standards approved by the Association. Deadline: June 30, 2021	20,000,000.00	US\$20 million if the DLR is achieved, 0 otherwise
FY22		0.00	
FY23	Number of LGA wherein 25% of government schools achieve Minimum Infrastructure	45,000,000.00	US\$244,565 for every LGA (total 184) achieving target for pe



	Standards and complies with School Construction Standards			
FY24			0.00	
FY25	Number of LGA wherein 50% of government schools achieving Minimum Infrastructure Standards and complies with School Construction Standards		45,000,000.00	US\$244,565 for every LGA (total 184) achieving target for pe
DLI 12	Total level of biannually released funds per agreed program budget framework			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Process	Yes	Text	75,000,000.00	15.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	0.00			
FY21	Biannual release of funds at total level per agreed Program budget framework. Deadline: June 30, 2021		15,000,000.00	US\$150,000 for every 1 percent of funds released according t
FY22	Biannual release of funds at total level per agreed Program budget framework		20,000,000.00	US\$200,000 for every 1 percent of funds released according t
FY23	Biannual release of funds at total level per agreed Program budget framework		20,000,000.00	US\$200,000 for every 1 percent of funds released according t
FY24	Biannual release of funds at total level per agreed Program budget framework		20,000,000.00	US\$200,000 for every 1 percent of funds released according t
FY25			0.00	



Verification Protocol Table: Disbursement Linked Indicators

DLI 1	Percentage of female secondary school drop-outs completing Alternative Education Pathways Form 4 (Stage 2)
Description	The DLI rewards expansion and improvement in the quality of the AEP as well as declines in drop-out in the formal secondary education system, which will be reflected in a higher share of girls successfully completing Stage 2 of the AEP program. The indicator is defined as: Female completion of AEP/female secondary school drop-out (t-2), where: • female government secondary school drop-outs – number of drop-outs from Forms 1-3. Drop-out for each grade is defined using Unesco Institute of Statistics definition as: (Total enrollment in Form 1 in year t minus repeaters in Form 1 in year t+1 minus new enrolment (total enrollment in year t minus repeaters in year t) in Form 2 in year t+1) + (Total enrolment in Form 2 in year t minus repeaters in Form 2 in year t+1 minus new enrollment in Form 3 in year t+1) + (Total enrolment in Form 3 in year t minus repeaters in Form 3 in year t+1 minus new enrollment in Form 4 in year t+1) • Completion of AEPs Form 4 defined as all female students from AEP that sat the national Form 4 examination in year t
Data source/ Agency	DLR FY21 Costed action plan from MoEST, guidelines, curriculum and training modules from MoEST. Matrix of responses to comments and consultations. Documents submitted for comments to IDA no later than 90 days before expected date of verification, and final documents submitted for verification 60 days before expected date of verification. DLRS FY22 and FY24 EMIS data
Verification Entity	Independent Verification Entity
Procedure	DLR FY21 Costed action Development and approval of costed plan for AEP expansion. Development of relevant guidelines, updated syllabus and training modules. FY23 and FY25 DLR Comparison of claim with EMIS data and Form 4 examination data by independent entity. The number of girls sitting the Form 4 examination as a share of female lower secondary school drop-outs will be verified using EMIS and examination data by a third-party firm. Physical verification of EMIS records at representative sample of AEP centers in 15 randomly selected



	LGAs.
DLI 2	Percentage of Alternative Education Pathway females enrolling in Form 5 and other post-secondary education
Description	The DLI rewards increases in the share of girls from AEP centers that sit the Form 4 examination and are selected into Form 5 and other post-secondary education opportunities. The indicator is defined as: Females enrolling in Form 5 and other post-secondary education in year t / Female students from AEP that sat the national Form 4 examination in year t (see DLI 1) where: • Enrolling in Form 5 and other post-secondary education = Females selected for Form 5 and other post-secondary education. Other post-secondary education defined as college/other.
Data source/ Agency	Form 4 examination data for students attending AEP centers, PO-RALG’s selection database, and EMIS data.
Verification Entity	Independent Verification Entity
Procedure	The information provided will be reviewed and compared to publicly available EMIS data by a third-party firm. Physical verification of in-school records will be carried out as part of the regular verification visits to all AEP centers in a minimum of 15 randomly selected LGAs.
DLI 3	Number of government schools implementing safe school program to support girls
Description	Number of government schools implementing safe school program to support girls The DLI rewards schools for implementing the SSP which supports girls and other disadvantaged students. The SSP is a holistic school approach in which schools engage in interventions which are intended to improve education outcomes for all students including girls and at-risk students. It will include training on identifying at-risk students, life skills, supporting adolescents, gender roles, approaches to physical/corporal punishment, teaching practices that support equal learning environments, and approaches to identify and prevent physical, sexual and emotional violence. The approach includes training of school guidance counselors and activities to support community engagement, including the development of a safe passage plan for travel to and from school, that have been shown to improve outcomes for marginalized students, including girls.
Data source/ Agency	FY21 DLR Circular on safe school model and approved guidelines, training materials and monitoring tools. Matrix of responses to comments and consultations. FY23 and FY25 DLRs LGA reports
Verification Entity	Independent Verification Entity



<p>Procedure</p>	<p>FY21 DLR Development, approval and issuance of circular on the safe school model. Development of relevant guidelines, training materials and monitoring tools. The SSP will be considered developed with the following content, at minimum:</p> <ul style="list-style-type: none">• Issuance of circular and guidelines on safe school model to schools• Develop (i) training materials for WEO; (ii) criteria to be guidance counselors, (iii) ways of identifying and selecting guidance counselors, (iv) tools for supporting students in need, and (v) modules for gender sensitive training including: life skills, issues girls may face in the classroom, teaching practices that support equal learning environments, ways to notice and prevent actions that may harm girls physically and emotionally. <p>Independent entity to certify adequacy of the safe school model as acceptable to IDA and to verify the adequacy of consultations and incorporation of consultation comments and recommendations in finished products.</p> <p>FY23 and FY25 DLR Number of government lower and upper secondary schools implementing the safe school model. The SSP will be considered achieved with the following activities, at minimum:</p> <ul style="list-style-type: none">• Implementation of training to guidance counselors and teachers on gender-sensitive training, teachers code of conduct, supporting students who have learning difficulties, including students with physical needs, and students with cognitive and emotional needs.• Establishment of Parent-Teacher Associations.• Implementation of training for headteachers, school boards and Parent-Teacher Associations on school management and school planning.• Evidence of school engagement with parents and the local community on the challenges faced by learners including girls and at-risk learners.• Establishment of a safe school passage plan to reduce risks associated with travelling to and from school.• Establishment of boys and girls clubs, and student councils.• Methodology for sharing information on the GRM with all schools, teachers, parents, and students of schools implementing the SSP. <p>Comparison of claim with LGA and SQA reports. Physical verification in a random sample of a minimum of 50 government secondary schools recorded as having implemented the safe school model to support girls.</p>
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DLI 4	Females/girls enrolled in Form 5 in Government Schools
Description	This DLI rewards improvement in the number of girls enrolled in Form 5 in government secondary schools. The targeted increase in the number of girls in Form 5 is calculated to increase the transition rate for girls from 12 percent in 2016 to 18 percent in 2022.
Data source/ Agency	FY21 DLR Initial disbursement will be measured at the national level and made on the development of a costed and approved plan aligned with the Inclusive Education strategy to improve girls' outcomes, approved by Government and acceptable by IDA. The strategy will also include initiatives to support lower secondary school completion for girls who drop-out (for example, access to Open and Distance Learning centers). Documents submitted for comments to IDA no later than 90 days before expected date of verification, and final documents submitted for verification 60 days before expected date of verification. Subsequent disbursements will be measured at the national level and made against the number of additional female students enrolled in Form 5 in government schools. FY23 and FY25 DLR EMIS data with disaggregated enrollment rates by gender
Verification Entity	Independent verification entity
Procedure	<p>FY21 DLR Independent entity to verify the adequacy of consultations and incorporation of consultation recommendations into the approved costed action plan; and to verify that the costed action plan is aligned with the Inclusive Education strategy as found acceptable by IDA.</p> <p>FY23 and FY25 DLR Comparison of claim with EMIS data by independent entity. Physical verification of EMIS records at representative sample of all government secondary schools in 15 randomly selected LGAs.</p>
DLI 5	Strengthening information systems and incentives to prevent drop-out and support transfer to and from AEP
Description	The DLI will provide incentives to ensure a functional information system is built, aligned with the EMIS database and rolled out in all secondary schools. 'Functional' is defined as having a fully operational information system at the local level which could allow tracking of students who have dropped out, including girls who dropped out due to early pregnancies, that enables local education officers and AEP centers to coordinate on local outreach to ensure the girls pursue their education.



Data source/ Agency	Disbursements will be made in two tranches based on (a) documentation and an approved plan to develop a workable information system, linked to the existing EMIS system, to track all secondary school children to clearly identify drop-outs, and reasons for drop-out, for follow up at the LGA level. (b) a functioning software system that can identify when secondary school drop-outs enroll in alternative education programs and report on the share of secondary school drop-outs pursuing alternative education opportunities at the LGA level.
Verification Entity	Independent Verification Entity
Procedure	FY21 DLR Independent entity to verify the adequacy of the proposed/developed information system to track all secondary school drop-outs and record their future enrolment in further education. FY23 DLR Independent entity to verify the operationalizing of drop-out tracking system in all secondary schools and post-secondary education institutions.
DLI 6	Improvement in classroom teaching practice in government secondary schools through regular in-service teacher training
Description	Training modules and teacher competency standards will be developed to strengthen mathematics and science teaching. Secondary school mathematics and science teachers will access these modules through cluster-based training and through online or DVD based materials. School quality assurance officers at the district level will identify training needs, monitor the quality of cluster based in-service training and provide follow-up support to teachers. The modules will also provide follow-up activities for teachers and include a pre-and post-assessment. In FY21, the DLI will support the (i) development of four (4) modules for teacher professional development, (ii) establishment of an in-service training system for secondary school teachers and provide incentives for completion of training modules for mathematics and science teachers, and (iii) a technical and costed plan for mode of delivery of modules. MoEST through its teacher development unit will be responsible for developing the modules. MoEST's SQA Unit, PO-RALG and LGAs will be responsible for delivery. In FY23 and FY25, disbursement will be based on 20,000 government secondary school teachers successfully completing at least one professional development module. Improvements in teaching practices will be considered achieved if at least 60% of observed teachers, who participated in training, show improvement according the approved module-specific observation tools.



Data source/ Agency	<p>FY21 in-service training modules developed and validated by government following assurance that recommendations and comments are incorporated in final in-service training modules; matrix of responses to comments and consultations. Documents submitted for comments to IDA no later than 90 days before expected date of verification, and final documents submitted for verification 60 days before expected date of verification. FY23 and FY25 data on establishment of Teacher In-Service Training Centers (TITCs), School Quality Assurance Officer reports of training and Head teacher/WEO classroom observation reports will be used against the number of secondary school teachers completing individual modules and demonstrating of improved classroom practice.</p>
Verification Entity	<p>Independent verification entity</p>
Procedure	<p>FY21 DLR Independent verification entity to verify that modules have been developed as acceptable to IDA and will verify the adequacy of consultations and incorporation of consultation comments and recommendations in finished products. Each in-service development module will be considered achieved if the following is included:</p> <ul style="list-style-type: none"> • clear module objectives and related content (open-source in the case of online materials); • clear sequencing of module contents and teaching-learning activities, including follow-up and mentoring; • agenda for module delivery in the case of both cluster-based training and online training, including: number of sessions and amount of days needed per session; • clear outputs of the modules; • clear descriptions of intended classroom practices/behaviors; • a tool for Head teacher/WEO observation of classroom practices based on module content and objectives; • accompanying teacher trainer guide in the case of cluster-based training; • framework for the evaluation of student-teacher successful completion of modules, including in-classroom assessment activities, final exam, and evidence of behavioral changes through portfolio submission; • Pre-and post-proficiency tests to measure improvements in teacher knowledge of INSET material. <p>FY23 and FY25 DLR Verification of Teacher In-Service Training Centers (TITCs) establishment and of teachers participation, completion and assessment records as provided by the Ward Education Officer (WEO), district SQA office, or records of online completion. Verification of claim with comparison of School Quality Assurance reports of trainings and Head teacher classroom observation reports. Improved classroom practice will be evaluated based on Head teacher and/or WEO observation</p>



	reports, and these will be provided for verification in all government secondary schools in a randomly selected sample of 15 LGAs. Improvements in teaching practices will be considered achieved if at least 60% of observed teachers, who participated in training, show improvement according the approved module-specific observation tools. Observations will take place during regular verification visits to all government secondary schools in a the randomly selected 15 LGA sample.
DLI 7	Percentage of government secondary schools with mathematics and science teachers deployed in line with national standards
Description	The DLI will provide incentives to ensure an efficient increase in the number of secondary school mathematics and science teachers. MoEST and its related agencies will be responsible for the establishment of new teacher posts while PO-RALG in coordination with the Teacher Services Commission (TSC) will be responsible for the hiring and deployment of teachers (according to the new secondary teacher deployment strategy). Several initiatives are currently being considered to address the urgent need for more secondary school mathematics and science teachers. These include hiring retired teachers employing mathematics and science graduates with education backgrounds and employing non-education university graduates to teach in secondary schools. Increasing the number of science and mathematics teachers is important but it is also necessary to ensure that they are deployed to the neediest schools. An effective secondary school teacher deployment strategy will be developed to establish norms for school level teacher requirements in mathematics and science. These norms are expected to govern the distribution of new teachers to ensure that as many schools as possible achieve acceptable student teacher ratios in mathematics and science.
Data source/ Agency	FY21 The Recipient has approved a National Secondary School Teacher Deployment Strategy, including formula for deployment of new teachers and distribution of existing teachers. Strategy approved by Government; matrix of responses to comments and consultations. Documents to be submitted for comments to IDA no later than 90 days before expected date of verification, and final documents submitted for verification 60 days before expected date of verification. FY23 and FY25 DLR EMIS data disaggregated by subject to show the number of lower and upper secondary schools with science and mathematics teachers in line with standards set in strategy.
Verification Entity	Independent Verification Agent
Procedure	FY21 DLR Independent entity to certify adequacy of consultations and incorporation of consultation recommendations in completed strategy. Teacher deployment strategy will be assessed to ensure that it provides clear criteria for teacher deployment. To be considered achieved, the teacher deployment strategy will need to include the following:



	<ul style="list-style-type: none"> • Link to ESDP • Formula/standards for deployment of new teachers and distribution of existing teachers by subject and linked to curriculum • Identification of the roles and responsibilities for MoEST, PO-RALG and LGAs for the deployment and distribution of teachers • Costed action plan <p>FY23 and FY25 DLR</p> <p>Comparison of claim with EMIS data by independent entity. EMIS data supplemented with information on double shifting and the subjects that teachers teach will be used to verify that schools achieve the standards outlined in the teacher deployment strategy. Physical verification of school records in all government schools in a sample of a minimum of 15 randomly selected LGAs.</p>
DLI 8	Secondary schools under each LGA achieving Minimum Mathematics and Science Teaching and Learning Material (“MMSTL”) standards
Description	Minimum teaching and learning material standards are: (i) Student-textbook ratios in mathematics and in each of the science subjects of 1:1; (ii) Teacher-textbook ratio of 2:1 in mathematics and in each of the science subjects. MoEST and PO-RALG will be responsible for delivering these materials to LGAs.
Data source/ Agency	EMIS data. Disbursements will be made on the number of LGAs achieving targets for the percentage of schools that achieve a 1:1 student textbook ratio in mathematics and science subjects and a 2:1 availability of teacher guides.
Verification Entity	Independent Verification Entity
Procedure	Comparison of claim with EMIS data by independent verification entity. Physical verification of EMIS records will be carried out as part of the regular verification visits to all government secondary schools in a minimum of 15 randomly selected LGAs.
DLI 9	Number of government schools implementing ICT program
Description	The DLI will develop an ICT strategy, based on the 2007 ICT policy for basic education, and an overall concept for ICT use and a school ICT package. The concept will include ICT use for both teacher professional development as well as in the



	classroom to improve teaching and learning in mathematics and science. SEQUIP will also support the development of curriculum mapped digital teaching-learning materials and formative assessment tools. This will involve the use and adaptation of open source materials.
Data source/ Agency	FY20 DLR ICT strategy and ICT concept design developed and validated by government; matrix of responses to comments and consultations. Documents submitted for comments to IDA no later than 90 days before expected date of verification, and final documents submitted for verification 60 days before expected date of verification. FY22 and FY24 DLRs MoEST reports on number of schools adopting the ICT package.
Verification Entity	Independent Verification Entity
Procedure	<p>FY21 DLR</p> <p>Independent entity to certify adequacy of consultations and incorporation of consultation recommendations in finished strategy and concept design documents.</p> <p>The ICT strategy will be considered achieved with the following:</p> <ul style="list-style-type: none"> • background, intervention mapping, evaluation, and summary of lessons learned for ICT for education interventions in Tanzania; • link to ESDP; • clear guidance of who/what office is responsible for conducting needs assessment, planning and coordinating the delivery of ICT interventions in either MoEST or PO-RALG or both; <p>The ICT concept design will be considered achieved with the following:</p> <ul style="list-style-type: none"> • Selection of schools for the intervention; • Technical proposal justifying the intervention; • Proposal for the mode of delivery and how the concept will be evaluated and phased in; • Proposal for ICT package to include: teacher CPD online and offline content portal; e-content to support teacher class preparation, e-learning student resources to support learning; teacher training modules on use of ICT in teaching, digital infrastructure, equipment and maintenance package; internet connectivity. • Clear description of how the delivery will be quality assured; • Proposed calendar of activities, including institutional responsibility and estimated cost; • The costed action plan must include unit costs of proposed activities such as: materials and equipment, workshops, transportation, per diems, accommodations, and piloting.



	<p>FY23 and FY25 DLRs</p> <p>Comparison of claim with MoEST reports. Physical verification of MoEST reports through regular verification visits to a random sample of a minimum of 50 government secondary schools recorded as having implemented the ICT program.</p>
DLI 10	Form 3 national learning evaluations conducted
Description	<p>The DLI will support the development of a Form 3 learning evaluation and two rounds of implementation. MoEST will be responsible for the development and implementation of the Form 3 national learning evaluation. FY21 DLR The Recipient has established instruments, and sampling and administration guidelines to conduct Form 3 national learning evaluation. FY23 DLR Form 3 national learning evaluation conducted in a nationally representative sample determined in guidelines. Results and technical report on methodology is made available on MoEST site within 6 months of the completed national learning evaluation. FY25 DLR Form 3 national learning evaluation reviewed and revised based on initial round. Form 3 national learning evaluation successfully conducted in a nationally representative sample determined in guidelines and results are made available on MoEST site within 6 months of the completed evaluation.</p>
Data source/ Agency	<p>FY21 DLR Guidelines and instruments to conduct the lower secondary learning evaluation are validated by government after incorporation of comments; matrix of responses to comments and consultations. Documents submitted for comments to IDA no later than 90 days before expected date of verification, and final documents submitted for verification 60 days before. FY23 DLR MoEST and EMIS data; publication of data and report on MoEST and PO-RALG site. FY25 DLR reviewed lower secondary learning evaluation validated by government. MoEST and EMIS data; publication of data and report on MoEST and PO-RALG site.</p>
Verification Entity	Independent Verification Entity
Procedure	<p>FY21 DLR</p> <p>Independent entity to verify that guidelines and instruments to conduct the lower secondary learning evaluation were developed and finalized with comments provided, as acceptable by IDA. The guidelines and materials will include the following, at minimum:</p> <ul style="list-style-type: none"> • Statement of objectives for learning evaluation • Sampling approach including sample size (schools and students) commensurate with the objectives of providing national, regional and between group representativeness • Implementation details including plans for item and questionnaire development, pre-testing, data entry protocols, the roles and responsibilities of MoEST agencies and how learning evaluation will be administered.



	<ul style="list-style-type: none"> • Instruments for learning evaluation including learning assessments, student, teacher and school questionnaires developed in line with overall objectives of evaluation. <p>FY23 DLR Verification of claim with MoEST data; Physical verification of national Form 3 learning evaluation in a nationally representative sample determined in guidelines (Year 1). Verification of the publication of findings in at least two national newspapers and on the MoEST and PO-RALG website. The evaluation report will be considered achieved with the following:</p> <ul style="list-style-type: none"> • Form 3 national learning evaluation in a nationally representative sample in line with guidelines • Technical evaluation includes details of sampling outcome; distribution of sample; regular analysis of test item validity and an evaluation of survey implementation • Results of learning evaluation and technical report are published <p>FY25 DLR Verification entity to verify that national Form 3 learning evaluation is reviewed and revised based on initial round as found acceptable by IDA and that comments of consultations are incorporated in final assessment. Verification of claim with MoEST data; Physical verification of lower secondary learning evaluation in a nationally representative sample determined in guidelines (Year 1). The national learning evaluation (first and second round) will have to include (i) a clear approach to ensure trends in student outcomes can be determined, and the second round will explain (ii) how the first round evaluation was used to adjust the second round.</p>
DLI 11	Percentage of secondary schools under each LGA achieving minimum infrastructure standards
Description	The DLI rewards LGAs for achieving improvements in the percentage of schools that achieve minimum infrastructure standards. The infrastructure package contains, at a minimum: student classroom ratios of 50:1 or less; student to functioning latrine ratios of 25:1 for girls and 30:1 for boys; and at least one multipurpose science laboratory. It is expected that by the end of the Program, 1,188 additional schools will have the minimum package compared to the baseline of 631. FY20 DLR (1) Carry out of assessment of existing infrastructure and of projected infrastructure needs, and (2) Costed LGA plans based on such projected needs and aligned with School Construction Strategy approved by MoEST (3) Issuing of school design and construction standards approved by MoEST aligned with the ESF. FY23 and FY25 DLRs - Number of LGAs



	achieving the required percentage of schools with minimum infrastructure standards. An individual school must meet all three standards to be counted towards the DLR and comply with all aspects of the Project’s Environmental and Social Framework and agreed construction standards.
Data source/ Agency	FY21 DLR Report of assessment of infrastructure and projected need for each LGA, including costing and approved infrastructure plans; and MoEST has aligned the standards with the ESF. FY23 and FY25 DLRs EMIS data will be used to determine the number of LGAs achieving targets for the percentage of schools achieving the minimum infrastructure package. Disbursement against this DLI will be conditional on a set of agreed building standards included in the Project Operations Manual and ESMF.
Verification Entity	Independent Verification Entity
Procedure	<p>FY21 DLR Verification entity to verify that the assessment of existing infrastructure and projected need is completed for each LGA. LGA plans will be assessed by specialists to ensure their feasibility and alignment with the approved school construction strategy and the SEQUIP Environmental and Social Management Framework (ESMF). Verification entity would sample a minimum of 15 randomly selected LGAs and verify the data (EMIS) and baselines of the costed action plans.</p> <p>FY23 and FY25 DLR LGAs will provide an annual summary of progress against targets and information collected on the number of schools achieving the minimum infrastructure package supplemented with information on double shifting. Physical verification of EMIS records will be carried out as part of the regular verification visits to all government secondary schools in a minimum of 15 randomly selected LGAs. Verification in a random sample of LGAs would verify that procedures outlined in the ESMF and ESCP in relation to any construction were followed correctly. Building standards outlined in the Projects Operations Manual will need to be adhered to in relation to any new construction undertaken to achieve the DLIs targets.</p>
DLI 12	Total level of biannually released funds per agreed program budget framework
Description	Released biannually total level of funds per agreed SEQUIP Budget Framework, drawn from Government’s own funds. This DLI aims to ensure that the overall funds needed to implement the planned activities under SEQUIP are released. DLI will be disbursed once the funds agreed under the SEQUIP Budget Framework and associated action plans (for example, school construction, ICT and teacher deployment plans) are released.



Data source/ Agency	(i) Integrated Financial Management Report (IFMR) prepared by Ministries of Finance; Education and PO RALG, and Tanzania Education Authority (ii) Approved SEQUIP Budget Framework; (iii) other certified accounting systems generated reports signed by the respective accounting officers
Verification Entity	Independent Verification Entity
Procedure	Review of IFMR, Budget Framework, and other certified accounting systems-generated reports



ANNEX 1: IMPLEMENTATION SUPPORT PLAN

COUNTRY: Tanzania

Tanzania Secondary Education Quality Improvement Project (SEQUIP)

1. The implementation support plan takes account of the Project specific challenges and risks defined in the SORT. Project implementation rests under the responsibility of the MoEST and PO-RALG with targeted and continuous implementation support and technical assistance from the World Bank.
2. The World Bank’s implementation support will consist of:
 - Capacity building activities to strengthen the implementation capacity, covering the technical, fiduciary and environmental and social dimensions
 - Provision of technical advice and implementation support geared to the attainment of the PDOs, DLIs and intermediate results indicators
 - Ongoing monitoring of implementation progress, including regularly reviewing key outcome and intermediate indicators, and identification of bottlenecks
 - Review and verification of DLI progress following agreed protocols
 - Monitoring risks and identification of corresponding mitigation measures
 - Close coordination with other DPs to leverage resources, ensure coordination of efforts, and avoid duplication
3. The World Bank’s implementation support team will be composed of both HQ-based and country office-based operations and specialist staff, who will be closely working with the client on a regular basis on implementation monitoring.

Table 1.1. Focus of Implementation Support

Area	Skills Needed	Estimated Staff/Technical assistance time
Task Team Leadership	TTL	12
Implementation, and Capacity Building, Plan for all SEQUIP components	TTL, and Task Team	2
Technical assistance to assessment, and finalization, of ICT in Education	TTL, and Task Team	2
Technical assistance to roll-out of strengthened AEP	TTL, and Task Team	2
Technical assistance to textbook procurement/distribution, and syllabus	TTL, and Task Team	2
Finalization of Operational Handbooks and Guidelines for Construction	Infrastructure Implementation Specialist	2
Procurement support	Procurement Specialist	4
Procurement training	Procurement Specialist	2
Technical and procurement review of bidding documents	Procurement Specialist	2



FM support	FM Specialist	4
FM training	FM Specialist	2
FM, disbursement and reporting	FM Specialist	2
Environmental and Social Standards Monitoring	Environment and Social Standards Specialist	6
Environmental and Social Standards training	Environment and Social Standards Specialist	2
Civil engineer	Technical support	3
M&E	M&E specialist/economist	8
Fiscal flows/course correction	Economist	4

Table 1.2. Skills Mix Required

Skills Needed	Staff Weeks (Annual)	Travel frequency (Annual)*	Location
Task Team Leader	26	2	Country Office (CO) based
Senior Economist (Co-TTL)	8	2	Headquarter (HQ) based
Economist	4	2	HQ based
Education Specialist	26	2	CO based
Civil engineer	8	3	International
Procurement	8	2	CO based
FM Specialist	8	2	CO based
Environment Specialist	8	2	CO based
Social Development Specialist	8	2	CO based
ICT Specialist	5	1	International
Infrastructure Implementation Specialist	5	1	International
Gender Specialist	5	1	HQ based

*Estimated travel frequency per year, the frequency may increase as required.



ANNEX 2: DETAILED PROJECT DESCRIPTION

COUNTRY: Tanzania

Tanzania Secondary Education Quality Improvement Project (SEQUIP)

Component 1: Empowering Girls Through Secondary Education and Life Skills (US\$180 million equivalent)

1. **The Project will support a set of results and DLIs that aim to improve access to safe secondary education opportunities in schools and alternative education centers and support girls to continue and complete their secondary schooling.** The Component will disburse US\$180 million on the basis of five DLIs:

- DLI 1: Percentage of female secondary school drop-outs completing Alternative Education Pathways Form 4 (Stage 2)
- DLI 2: Percentage of Alternative Education Pathway females enrolling in Form 5 and other post-secondary education
- DLI 3: Number of government schools implementing safe school program to support girls
- DLI 4: Females/girls enrolled in Form 5 in government schools
- DLI 5: Strengthening information systems and incentives to prevent drop-out and to support transfer to/from AEP

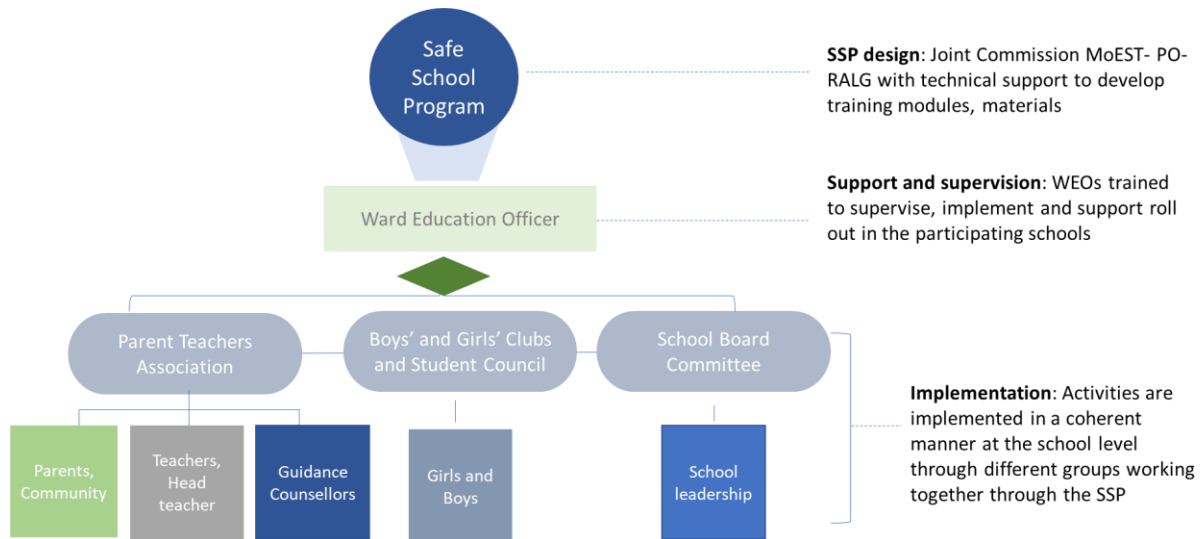
Subcomponent 1.1: Creating a safe learning environment for students in schools

2. **Creating a safe school environment for students, especially girls, is a core part of the Government's program as indicated in the ESDP 2017-2021 (Sub-Program 1B).** The ESDP makes provision for strengthened guidance, counselling and child protection services to protect boys and girls from sexual abuse, harassment and bullying, as well as strategies to improve school-staff behavior, attitudes and care practices to create a more appealing and friendly learning atmosphere.

3. **This subcomponent will support the development and implementation of an SSP, aimed at transforming the school environment in a positive and sustainable manner which will contribute to keeping girls and boys in school longer, and help the Government achieve its objective of providing responsive learning environments for girls, and support completion of secondary education.** The SSP will rely on existing structures and policies at the school/local level such as Student Council and Parliament, Guidance Counsellors, Secondary Quality Assurance Officers, and the Teacher Code of Conduct. It will also leverage already planned activities such as introduction of Parent Teacher Association (currently being implemented through Tusome Pamoja United States Agency for International Development [USAID]), Boys' and Girls' Clubs in secondary schools. The SSP will provide a framework under which the roles of each of these structures will reinforce each other with the aim of achieving the overall objective of creating a safe school. The Ward Education Officer will be tasked to manage the roll out of the SSP in the target schools and provide ongoing support through its implementation. Implementation of the SSP is defined through Figure 2.1.



Figure 2.1: The Safe School Program



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

4. There are currently 151 government Open Schools, about 25 of which in Dar es Salaam and mostly urban and semi-urban areas and not necessarily in LGAs with the highest female dropout rates or pregnancy incidence at school. In addition to the Open Schools, the FDCs in Tanzania offer a residential program, *Elimu haina mwisho*,⁵¹ currently operating in 30 FDCs, used to deliver secondary education in mostly peri-urban and semi-rural areas. FDCs currently enroll over 530 young mothers. Most of the 30 centers offer day care services operated by Karibu Tanzania. MoEST is currently aiming to expand this to 1,500 young mothers.

5. Building on these successful interventions,⁵² the Project will support the strengthening and expansion of the AEP, specifically for girls who have dropped out of lower secondary school, especially young mothers or pregnant girls. The AEP program will use proven approaches tailored to the needs of students. Girls will extend their learning beyond academic content to acquire the necessary life skills, including empowering girls to develop a strong sense of self and self-esteem, develop good decision-making abilities, and strengthen their knowledge and support better sexual and reproductive health practices. The academic program will be equivalent to completing grades 8-11 (Form 1-4) and be based on the same curriculum as formal secondary schools, although the syllabus,⁵³ will be adapted to the alternative education program needs. The program will be condensed into two years, where Stage 1 (Year 1) will cover material from grade 8 and 9, followed by a Qualifying Test (QT) which determines whether the girl is ready to move on to Stage 2 (Year 2), which itself will cover material from grade 10 and 11. The AEP program will be a blended approach program with both face to face and distance learning components. The beneficiary girls will then sit for the same examination as students in the formal system (O-Levels) [see Figure 2.2]. Successful girl candidates will then be allowed to transition into grade 12 in formal upper secondary schools.

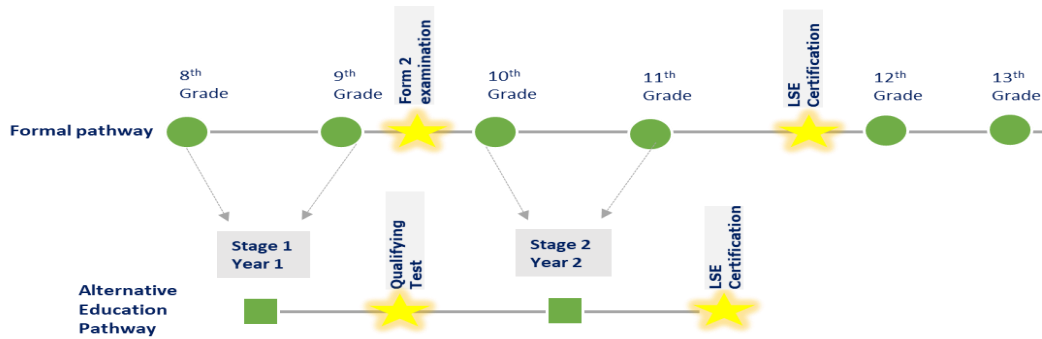
⁵¹ *Elimu haina mwisho* is a program under MoEST.

⁵² The FDC is under MoEST. The Open School program is under the IAE.

⁵³ The curriculum refers to the broad set of learning objectives which students are expected to attain by subject matter and by sub-cycle, while the syllabus refers to the detailed plan/program for how these objectives will be met within a course



Figure 2.1. Formal versus AEP



6. Specifically, SEQUIP will invest in the activities, defined under sub-component 2.2, as part of the strengthening and expansion of the AEP program in Tanzania. The expansion of AEP centers will be implemented by the Institute for Adult Education for the Open Distance Learning Centers using existing community facilities, with technical support as needed.

7. **Two DLIs are linked to the expansion and improvement in the quality of AEPs (see table 2).** DLI 1 provides incentives to ensure that AEP centers provide more places for secondary school drop-outs. At present, AEP centers provide education opportunities for less than one per cent of girls that drop-out from secondary school. DLI 2 provides incentives to improve the quality of AEP teaching by disbursing Project funds against improvements in the number of girls from AEP centers that successfully pass the Form 4 examinations and re-enter into formal upper secondary schooling

Component 2: Digitally-Enabled Effective Teaching and Learning (US\$115 million equivalent)

8. **The Project will support a set of results and DLIs that aim to improve teaching and learning in secondary education by providing continuous professional development opportunities for teachers, ensuring schools have adequate teachers and teaching and learning materials, introduction of a digital education package and introducing a Form 3 national learning evaluation:**

- DLI 6: Improvement in classroom teaching practice in government secondary schools through regular in-service teacher training
- DLI 7: Percentage of Government secondary schools with mathematics and science teachers deployed in line with national standards
- DLI 8: Secondary schools under each LGA achieving minimum math and science teaching and learning material standards
- DLI 9: Number of government schools implementing ICT program
- DLI 10: Form 3 national learning evaluations conducted

Subcomponent 2.1: Develop effective teaching and learning resources in Secondary Education

9. **Sub-component 2.1** has four activities: (i) ensuring a minimum package of critical teaching and learning resources (textbooks) in schools; (ii) equitable gender-balanced teacher deployment to schools; (iii) in-service teacher training to improve classroom teaching practice; and (iv) rolling out a new learning evaluation for students (Form 3).



10. **Strengthening the system of in-service teacher training is crucial to achieve improvements in classroom teaching practice.** Under Subcomponent 2.1, providing effective teaching and learning resources, the following results are included (a) ensure a minimum package of teaching and learning resources in all schools; (b) equitable gender-balanced teacher deployment; (c) in-service teacher training; and (d) evaluation of the student learning in lower secondary. This section highlights details for (c) in-service training. MoEST has developed a CPD Framework for teachers, which sets out the parameters for CPD in Tanzania and makes provision for the first time to provide CPD for secondary teachers. SEQUIP will be rolling out the CPD framework and monitoring improved classroom teaching. SEQUIP will focus on the following key CPD priorities for teachers:

- Subject knowledge (Mathematics and Science);
- Effective classroom practices and approaches in teaching, with focus on those aspects/topics within the curriculum that students find most difficult to understand;
- Effective use of laboratory work in teaching and learning of science subjects;
- Strategies for teaching large classes and gender-sensitive approaches.

11. **This subcomponent will facilitate the establishment of secondary teachers' peer group networks across the secondary school system.** To this end, using clearly defined and agreed criteria, approximately 700 schools across the country will be identified as Teacher In-service Training Centers (TITCs) that are strategically located to enable secondary teachers to participate in regular face-to-face CPD peer group sessions. The objective will be to ensure that all secondary schools in the country are within relatively easy travelling distance from a TITCs. On average a cluster is expected to cover five to six schools. It is proposed that schools selected to function as TITCs should also become sites for the ICT Program described in Subcomponent 2.2, so that ICT infrastructure investments can also be used to support teachers' CPD peer group sessions.

12. **In parallel, the Project will identify Teacher Trainers in Mathematics and Science, who are close to each TITCs, who can lead teacher's peer group CPD sessions at least four times per year.** Teacher Trainers will need to be selected according to clearly defined and agreed criteria and may be required to complete a diagnostic test to verify their subject matter mastery. Identified Teacher Trainers will receive a one-off training and lead select CPD sessions. The Teacher Trainers will be paid a modest stipend to run such sessions and will be provided access to a range of well-designed CPD resources to support the sessions (including videos that showcase good teaching practice in Tanzanian classrooms, teachers' worksheets, model lesson plans, and so on), all of which will also become publicly accessible via a Teachers' CPD Portal. Technical support is required to develop the online/offline content portal. The content within the portal will be curriculum mapped.

13. **To support improvement in classroom teaching practice through in-service teacher training, SEQUIP will invest in the following activities:**

- (a) **Using appropriately defined criteria, select schools to be established as TITCs.** Key selection criterions include: considering the TITCs will also be sites for ICT Program (subcomponent 2.2) and must provide easy access to all secondary teachers to CPD opportunities.
- (b) **Identify and appoint teachers close to each TITCs to function as Teacher Trainers for CPD groups.** The process of identification will need to include clear criteria and a suitable process of verification to ensure that appointed teachers have the necessary subject and pedagogical competence to be able to function effectively as Master Teachers. For the purposes of SEQUIP, Teacher Trainers will be appointed for the subjects of mathematics, physics, chemistry, and biology.
- (c) **Design and implement a Teachers' CPD online/offline Portal that can be used as a vehicle to disseminate resources produced under this subcomponent,** as well as those developed for the ICT Program



(Subcomponent 2.2) and to support implementation of the AEP (Subcomponent 1.3). Teachers will be able to access support resources to use while running their CPD sessions, via the Teachers' CPD portal. The portal will be curriculum mapped and developed with technical support. All training modules, competency standards and delivery mode, will be assessed and approved by IDA.

- (d) **Establish and run a suitable monitoring and disbursement system, integrated into the MoEST EMIS, to track teacher attendance at CPD sessions.** As the sessions will be held at TITCs that will all have been provided ICT infrastructure packages, this will be a simple online monitoring tool to be completed by Teacher Trainers every time they run a session, with verification of the session undertaken by the headteacher (and/or Ward Education Officer [WEO]) at the school hosting the TITCs and via the portal. The headteacher/WEO will complete an observation report post-module training. Disbursement of stipends to Teacher Trainers will be undertaken based on logging and verifying CPD sessions through this system.
- (e) **Commission an accompanying impact evaluation to determine the impact of the CPD on classroom practices and, if feasible, student learning outcomes.** Design of the evaluation will occur alongside planning of the CPD program to ensure that implementation is informed by the research requirements of a rigorous impact evaluation.

Subcomponent 2.2: Adoption of digitally-enabled teaching of Math and Sciences

14. **Under Subcomponent 2.2, an ICT strategy will be developed, with an ICT program rolled out to 1,500 secondary schools.** The Project will disburse against the number of secondary schools that implement the new ICT program. To develop and implement the ICT program the following will be required:

- (a) **Complete a detailed mapping and effectiveness of active and completed ICT initiatives in secondary education in Tanzania and review of international best practices,** to determine the most suitable technological models and identify key lessons/ successful approaches to rolling out an ICT program for secondary mathematics and science students. This assessment will include, among others: (a) current status of ICT infrastructure already in place in schools; (b) strengths and weaknesses of different hardware models deployed; (c) requirements to design effective learning resources for students to accompany rollout of ICT infrastructure and connectivity for schools; (d) teacher professional development needs for effective integration of ICT into classroom practices; (e) challenges experienced during implementation of projects and mitigation strategies; (f) lessons learned from current initiatives regarding long-term sustainability and scalability; (g) identification of issues or presence of old computer equipment that needs repairs or proper e-electronic disposal plan; (h) capacity needs in managing electronic wastes at the school.
- (b) To launch this assessment as the first step in preparation of the ICT policy and strategy, an initial meeting, led by the Ministry of Education, will be held with all relevant stakeholders, including development partners, private services providers, and university departments. Once it is completed, a second meeting will be held to present the findings of the assessment and discuss their implications for ICT in Education Policies in Tanzania.
- (c) **Develop an ICT in Education Policy and a three-year ICT in Education Strategy for Secondary Education:** These instruments will define key government policy commitments and an appropriate model for rollout of ICT into Secondary Schools for SEQUIP (including hardware/software/connectivity packages for schools, professional development for science and mathematics teachers in participating schools, and investment in learning resources for students). This process will include a Policy/Strategy Workshop bringing together all key stakeholders in ICT in Education, including relevant government ministries, representatives of universities and teacher training colleges, private companies in the ICT sector, donors active in ICT in education, and representatives from secondary schools, regions, and districts, at which the results of the



baseline assessment will be presented, and key policy commitments will be agreed by all stakeholders.

- (d) **Roll out of ICT infrastructure and connectivity package for 1,500 secondary school: based on the above strategy which supports teaching of mathematics and science at those schools.** The precise technology configuration of this package will be informed by the baseline assessment and accompanying stakeholder consultations but will seek to ensure that investments can be sustained by MoEST after the conclusion of SEQUIP and can potentially be scaled to all secondary schools in the country. It will, as appropriate, incorporate and build on infrastructure investments already made by other projects. In budgeting for the subcomponent, financial allocations for an ICT package for schools have incorporated:
- (i) Provision of a package of ICT hardware and software for schools, including procurement of at least a three-year basic maintenance agreement for hardware;
 - (ii) Covering monthly costs of connectivity for the duration of the Project, including provision for higher connectivity costs in those schools in rural locations where connectivity is either inaccessible or more expensive;⁵⁴
 - (iii) Procurement of renewable energy sources for those schools that do not have access to reliable energy;
 - (iv) Investment in a secure, lockable physical location in which to store the ICT hardware when not in use for schools that do not already have access to such a facility; and
 - (v) Screen and environmental management plan for disposing old computer equipment that needs repairs and capacity needs in managing /or coordinating with NGOs or firms that can collect electronic wastes at the school.

15. **The ICT infrastructure is expected to serve a dual purpose of supporting students' learning in mathematics, science, and English and supporting CPD for secondary teachers (see Subcomponent 2.2), so selection of schools will be based on the most appropriate, accessible locations to establish teachers' cluster resource centers.**

- (a) Alongside the rollout of a secondary school ICT program to 1,500 schools, **invest in development/procurement of e-learning resources in mathematics and science for use by students**, specifically aligned to the Tanzanian curriculum and relevant to the Tanzanian context. This will combine use of existing online resources where appropriate with development of new materials where required, fulfilling a requirement to ensure that materials are of the highest educational quality and have been tested with Tanzanian secondary students to ensure their educational efficacy.
- (b) **Design and implement a comprehensive professional development intervention to support teachers in participating schools** to make effective use of the ICT infrastructure and resources being provided in their schools and supporting them to use this both to improve their teaching of the key subjects of mathematics and the sciences and to mitigate the effects of large class sizes.
- (c) **Commission an accompanying impact evaluation to determine the educational effectiveness of the SEQUIP ICT program.** Design of the evaluation will occur alongside planning of the ICT program to ensure that implementation is informed by the research requirements of a rigorous impact evaluation. The evaluation will be timed to conclude 18 months before the conclusion of SEQUIP to ensure that the evaluation results can be used to refine the rolling out the ICT in Secondary Education Strategy and to inform plans to sustain and scale the ICT program within secondary education.
- (d) **Revise and update the ICT in Secondary Education Strategy** at least 12 months before conclusion of the Project to plan long-term sustainability and strategies to scale the investment to other secondary schools as appropriate.

⁵⁴ The Digital Tanzania project is completing an assessment of the status of digitization in Tanzania, which will be used to help to determine levels of connectivity in the country.



Component 3: Reducing Barriers to Girls’ Education through Facilitating Access to Secondary Schools (US\$ 185 million equivalent)

16. Under this Component the Project will support a set of results and DLIs that aim to improve infrastructure standards in secondary schools and to ensure adequate funding of key inputs as secondary schooling expands. The DLIs included under Component 3 are:

- DLI 11: Percentage of secondary schools under each LGA achieving Minimum Infrastructure Standards
- DLI 12: Total level of biannually released funds per agreed program budget framework

17. The Government of Tanzania has completed a School Construction and Maintenance Strategy, to respond to the growing school-age population and equitably supply infrastructure to meet this demand. Mainland Tanzania’s population has an annual increase rate of 2.7 percent and the total population is projected to reach 100 million in 2035 with 19 million being of school-age population. Enrolment has already increased rapidly in Tanzania from 1.5 million enrolling into Standard 1 (2011-2015) to 2.0 million (2016-17). Despite population growth and the rapid increase of enrolment, there remains several challenges in ensuring equitable, cost-effective and timely construction. In 2016, 21 percent of rural secondary school-age children lived less than 2 km from the nearest school, while ‘mega-schools’ are emerging in high density areas. In 2016, the national average was 57 pupils per latrine compared to the standard of 22.5 pupils per latrine. Many schools have no laboratory (43 percent in 2017) whereas the standard aims for schools to have 3 specialized laboratories (physics, chemistry and biology); no library or reading room (86 percent in 2017); or no teacher housing (87 percent in 2017). The supply challenge is showcased by an infrastructure ‘gap’ as school needs are not being met, and large regional disparities shown. The School Construction and Maintenance Strategy (SCMS) has three core principles: (a) increasing access, bringing schools closer to communities and prioritizing the construction of day schools; (b) equity and quality, defining planning norms and a Minimum and Standard Package of Facilities to be provided in all schools; and (c) cost-effective affordable planning.

18. This subcomponent will support the Government’s expansion of the secondary school network based on the Minimum Package of Facilities (MPF), inclusive of the construction of new schools and upgrade of current schools. The MPF for a one-stream lower secondary is shown in table 2.1.⁵⁵ In addition, the construction of new schools will substantially reduce the distance to school.

Table 2.1. Minimum Package of Facilities for Lower Secondary

Facility	Minimum Package of Facilities, Lower Secondary
Classrooms	2 classroom blocks (2 classrooms per block = 4 classrooms), including furniture
Teacher offices	2 teacher offices located in the school compound
Toilets	Pit latrines (20:1 girls, 25:1 boys, 2 teachers, 2 handicap)
Laboratory	1 functional multi-purpose science laboratory
Library	1 reading room
Teacher housing	<2 teacher houses (2 in 1) in exceptional conditions*
Utility systems	Water and electricity connection**
Boarding	Boarding in exceptional cases*

*Cap to be defined. Exceptional cases include, but are not limited to, the following (a) nomadic communities; (b) isolated communities; and (c) remote areas based on Government criteria of ‘remoteness’, to be specified in the POM.

⁵⁵ The Minimum and Standard Package is further defined in the SCMS (2018–2028).



**Water connection may include piped water if available, or else the provision of a borehole and pump (hand or mechanic pump). Electricity connection will involve wiring connections complete, only requiring one extra mile connection to the grid.

19. To support equitable expansion of the secondary school network and achieve the results under SEQUIP the following activities are required:

- (a) **Support the roll-out of an evidence-based approach to the construction of secondary schools.** An infrastructure-needs assessment will be conducted by LGAs to inform the macro-level planning process. A macro-level planning tool will be used to define the number of new schools and schools to be retrofitted per district, based on the recognized demand for secondary education and infrastructure gap at the district level.⁵⁶ This planning process will require strengthening of the EMIS to ensure data is collected on the relevant school infrastructure package over time. The infrastructure needs assessment will also identify the local and district level capacity (engineering, environmental and social officers) to manage the environmental and social risk mitigation measures.
- (b) **Strengthen the community-based approach⁵⁷ for school construction.** An effective communications strategy will be used to inform all districts of (i) the minimum infrastructure and construction standards requirements in schools; (ii) set of approved technical drawings of the package; and (iii) the opportunity for, and procedures to, request for a new school. This strategy will also include outreach to, and consultations with, Vulnerable Groups as defined in ESS7. The community-based approach to request and construct a school will be supported through a strengthened system of technical supervision, grievance and reporting, for quality assurance and safety. Additionally, illustrative handbooks and manuals will be created to guide communities on how to effectively utilize a community-based construction approach, while ensuring effective fiduciary and environmental and social ESF (Environment and Social Framework of the World Bank) and national regulations compliance.⁵⁸ Checklist included in the ESMF and Guidelines will be made available on how to select sites for construction.
- (c) **Develop a monitoring and tracking system for school construction.** This will include geographic information on the new school constructions, tracking on progress made at the school level, and efficient grievance reporting. The monitoring and tracking system will be overseen by the joint Ministry Task-Force for school construction, under the SEQUIP Project Coordination Unit. 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 temporary accredited to enable construction. Supervision support from a firm will be contracted with the objective of providing hands-on capacity building to the district engineers and other implementing agencies to ensure that the environmental and social standards are met. This support will be phased out over the course of the Project as local capacity is strengthened. Monitoring will be undertaken on an annual basis through an environmental and social audit which will be undertaken by the Independent Verification entity which will verify the results achievement of the program.

⁵⁶ A macro-planning tool has been drafted by MoEST, PO-RALG, and the World Bank, defining the criteria for prioritization of new constructions and retro-fitting. This will be included in the POM.

⁵⁷ Under the EPforR 2014-2019 (P147486), community-based construction through force accounts, local competitive bidding and empowered communities, has proved to be the most responsive and effective method for school construction. A review conducted by the World Bank illustrated the unit cost for classroom construction under EPforR was US\$128/m² compared to US\$204/m² under TASA 3, and US\$213/m² under SEDP II.

⁵⁸ Manuals and guidelines to be developed include (a) construction and environment and social standards, (b) fiduciary arrangements, (c) operational implementation handbook, including roles, responsibility and maintenance activities, and (d) the approved standardized drawings. The required guidelines will be designed for the formal administrative system, and a similar document created for the community using illustrations and lay-language.



20. **SEQUIP will also disburse against the release of the Project budget framework required to deliver the results associated with the Project.** The POM will detail the budget lines included under the Project budget framework. The DLI will be disbursed once the funds agreed under the SEQUIP Budget Framework and associated action plans (for example, school construction, ICT and teacher deployment plans) are released.



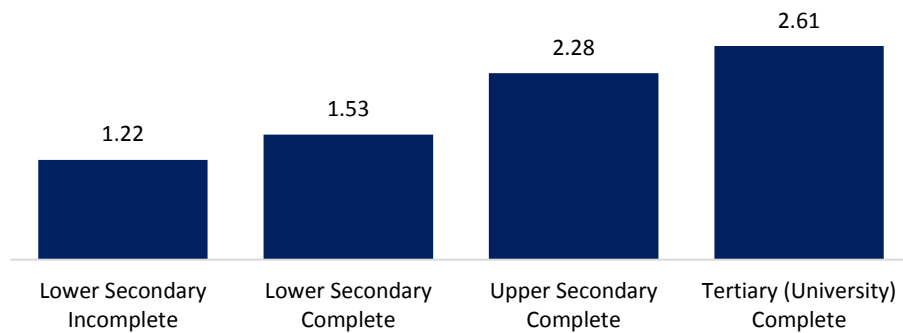
ANNEX 3: ECONOMIC AND FINANCIAL ANALYSIS

COUNTRY: Tanzania

Tanzania Secondary Education Quality Improvement Project (SEQUIP)

- The main beneficiaries of the Project will be the students who stay in school longer and complete higher levels of education through both formal and informal routes.** The program aims to increase equitable access to secondary education in the context of the FBEP and to improve the quality of secondary school learning environments by investing in improved infrastructure while at the same time improving teacher skills and motivations. The Project will also provide opportunities for children that drop-out of formal secondary education attain the skills associated with completed secondary schooling. The combination of these interventions is expected to increase the average skills of each cohort of children moving through the education system and ultimately into the labor market.
- The economic benefits of the program will arise largely from the increase in labor force skill levels brought about by the larger number of children completing secondary education.** The program will result in a greater proportion of each age cohort completing secondary education and raise student learning through improvements it makes to school environments and teacher skills. It is expected that the larger number of children completing secondary of better quality will raise overall earnings as well as productivity in the labor force.
- Estimates of the rates of return to secondary education in Tanzania are large and have remained relatively stable.** Labor market entrants with secondary education earn between 53 and 128 percent more than individuals with primary education (Figure 3.1). Historically, rates of returns to secondary education have remained relatively stable despite an increase in the proportion of labor market participants with these skills. For example, between 1995 and 2015 the average years of the adult population increased from four to six years.⁵⁹ Yet the rate of return to a year of secondary education increased from 13 to 15 percent over a similar period.⁶⁰

Figure 3.1. Rates of Return to Education in Tanzania



Source: World Bank calculations from 2014 Labor Force Survey.

Note: Graph bars represent the wage associated with each level of education relative to complete primary education. Returns estimated for 25-34 year old using a mincer equation of hourly earnings and includes controls for gender, experience, location and employment sector.

⁵⁹ United Nations Development Programme Human Development Report.

⁶⁰ Claudio, E. and H. Patrinos. 2014. "Comparable Estimates of Returns to Schooling around the World" Policy Research Working Paper Series. The World Bank.



World Bank Value Added

4. **The World Bank can add value to the Project through its long engagement in Tanzania as well as its global and regional experience in the education sector.** The World Bank has been supporting the improvement of primary and lower secondary education through the EPforR of US\$122 million (Credit No. TZ-55270). In addition to the ongoing EPforR operation, the World Bank had a stand-alone secondary education Project that closed in December 2016. The Project improved the quality of secondary education and was successful at improving completion rates and quality standards of secondary schools. These programs and their predecessors provide considerable experience and valuable lessons for the design and implementation of interventions aimed at improving secondary education outcomes in Tanzania. The World Bank can also draw on a considerable knowledge base of similar interventions across the region and around the world to support the implementation of the Project. In addition, the World Bank will undertake analytical and advisory activities on key education reform issues which will provide additional support to program implementation.

Economic Evaluation

5. **Using available rates of return to education, the ESDP estimates of program beneficiaries and costs it is possible to work out an economic rate of return for the program.** The ESDP education simulation model is used to estimate the program beneficiaries and costs for the five years of the program. Enrolment and cost projections with and without the program are estimated using the ESDP simulation model. The enrolment projections with the program assume higher transition rates between primary and secondary education as well as declines in student drop-out rates. The differences in enrolments with and without the program provides an estimate of program beneficiaries.

Table 3.1. Assumptions and Estimated Program Returns

	Scenario 1 (low)	Scenario 2 (medium)	Scenario 3 (high)
<i>Returns to education</i>			
Lower secondary complete	1.22	1.53	1.84
Upper secondary complete	2.10	2.61	3.13
<i>Other assumptions</i>			
Unemployment rate (%)	12	10	8
Discount rate	7.2	6.0	4.8
<i>Program returns</i>			
25-year NPV (US\$, millions)	93	554	1,223
25-year economic rate of return (%)	9	27	44

6. **The SEQUIP cost-benefit analysis based on these assumptions shows that the program is associated with large economic returns.** Table 3.1 presents estimates of program returns based on three scenarios. Scenario 2 is based on the latest information on the returns to education from the 2014 labor force survey. This scenario estimates that the NPV of SEQUIP is approximately US\$554 million and has an economic rate of return of 27 percent. Varying the main parameters of the calculation to estimate a low and high scenario show that the program's NPV is likely to fall between US\$93 million and US\$1,223 million and its rate of return between 9 and 44 percent.⁶¹

7. **The estimates of the returns to SEQUIP provide only a partial picture of the overall expected benefits.** The

⁶¹ Alternative rates of return to education were calculated based on a weighted average of earnings across paid employees, self-employed and agricultural workers. The average premium to complete lower (upper) secondary was 1.86 (1.54). Program returns using these premia fall within the range shown in table 4.1.



returns to education used to calculate program benefits only account for increases in years of schooling and not learning. Evidence suggests that the expected improvements in student learning outcomes brought about by SEQUIP are likely to increase significantly program returns. In addition, no account has been taken of the social benefits associated with investments in secondary education. For example, improved levels of education are associated with better health outcomes for children. The latest Demographic and Health Survey in Tanzania showed that women who completed lower secondary education married later and had healthier children. These additional benefits of secondary education will increase the overall returns to SEQUIP beyond those shown in Table 3.1.



ANNEX 4: FIDUCIARY ARRANGEMENTS

COUNTRY: Tanzania

Tanzania Secondary Education Quality Improvement Project (SEQUIP)

Financial Management

- 1. An FM assessment was carried out in line with World Bank Policy - Investment Project Financing issued on November 10, 2017, and World Bank Guidance Investment Project Financing with Disbursed-linked Indicators issued on April 25, 2018.** The objective of the assessment is to determine whether the Program FM systems provide reasonable assurance that the financing proceeds will be used for the intended purposes, with due attention to the principles of economy, efficiency, effectiveness, transparency, and accountability.
- 2. The overall FM risk is assessed as substantial.** Key risks include (a) the use of hybrid approach being traditional IPF and IPF with DLIs may be complex to the implementing agencies on funds flow, production of required financial reports and tracking of eligible expenditure for the program (EEPs); (b) inadequate funding internal audits to conduct reviews; and (c) external audit requirement to provide assurance for special purpose financial statements. The Government has identified budget lines to be reported as eligible expenditures for the program activities for Components 1 to 3. Identified EEPs that will support achievement of the PDOs are (a) secondary schools' teachers' salaries; (b) secondary schools CGs; and (c) responsibility allowances for secondary school head teachers. Sector-wide FM systems are capable for proper accounting and reporting of these EEPs. Component 4 on Project Coordination and M&E will finance specific activities as regular IPF approach. Some of implementation issues encountered in PforR programs by the same implementing agencies will be strengthened in the current program to include having DLR to monitor timely and adequate release of funds in line with agreed program budget framework.
- 3. The Project will use country systems in all possible FM arrangements.** To ensure that FM Systems that are in place can effectively provide reasonable assurance that World Bank proceeds will be used for the intended purposes, proposed mitigation measures include continue capacity building of fiduciary roles at all levels and strengthen regular monitoring and supervision through periodic interim financial reports and audit arrangements. In addition, social accountability mechanism such as involvement of School Boards consisting of parents, school and community representatives in school governance will be used. The following FM actions needs to be addressed within three months of loan effectiveness: (a) having operational designated bank accounts for the Project; (b) appointment of qualified accountants responsible for Project accounting and reporting by MoEST and PO-RALG; (c) MoEST internal audit department to prepare and implement audit plan, in form and substance satisfactory to the World Bank; and (d) approved ToR for special purpose financial statements audit of EEPs.

Financial Management Arrangements and Responsibilities

- 4. Country PFM status.** For the past two decades, Tanzania has continued to strengthen its PFM systems through Public Finance Management Reform Program (PFMRP). The current ongoing reform is PFMRP V (2017 – 2022). Tanzania has also participated in a number of detailed reviews of its public financial management (PFM) systems including Public Expenditure Reviews (PER) and Public Expenditure and Financial Accountability (PEFA) assessments. As indicated in the PEFA 2017 review, Tanzania has made significant progress in procurement management, internal audit and external audit. Improvement is also noted in adoption of IPSAS accrual standards, upgrading of IFMS to EPICOR version 10.1, integration of payroll and personnel records in HCMIS (Lawson) and payroll cleansing to reduce ghost workers. However,



there are continued discrepancies in budget credibility and cash management including cash rationing practice thus undermining controls over commitments and resulting in expenditure arrears.

5. **Implementation arrangement and capacity.** The Project will be implemented in accordance with World Bank FM procedures for IPF and Investment Project Financing with Disbursed-linked Indicators (IPF with DLI). The FM arrangements will use the country FM systems to the extent it is considered appropriate. MoEST and PO-RALG have adequate experience in implementation of IDA- financed PforR Project, EPforR. and IPF projects in the recent past, such as the SEDP II which closed in December 2016, and the Science and Technology Higher Education Project (STHEP, P098496) which closed in January 2016. The implementing agencies have complied with financial accounting and reporting requirements and there are no pending interim financial reports (IFRs) and Audit reports for the above projects.

6. **Fiduciary responsibilities for the Project will rely on existing FM capacity within MoEST and PO-RALG.** The Project will use the existing government financial accountability arrangements whereas reporting chain starts from the secondary schools to the respective LGA, to Regional Administrative Secretary (RAS), then PO-RALG as responsible ministry. LGAs will be accountable for school FM activities. In addition, the Project is envisaging the uses of a real -time FM system - Facility Financial Accounting and Reporting System (FFARS) at school level. The Project will continue to support expansion of IT connectivity to schools. According to the annual report of PS3 (issued in September 2018), 3,500 secondary schools use PlanRep and FFARS. The report also indicates interoperability of PlanRep, Epicor, FFARS and LGRCIS (Local Government Revenue Collection Information System) coverage level is at 57 percent of LGAs and LAN is established in all 185 LGAs. PS3 is a five-year USAID Public Sector Strengthening program supporting service delivery by strengthening IT systems in 93 LGAs.

7. **Budgeting arrangement.** MoEST and PO-RALG will prepare separate annual program budgets and work plans following annual budget guideline and calendar provided by the MoFP, Budget Act 2015 and other related circulars. Annual budgets are submitted to the parliament for scrutiny and approval before the start of the fiscal year. Program annual budgets and workplan will be submitted to the World Bank for a no-objection clearance before the beginning of the fiscal year. Any changes in the budget and work plans will also be submitted to the Bank for a no-objection clearance.

8. **Program budget will be reported in relevant budget codes in MTEF for MoEST and PO-RALG as per agreed workplans.** MTEF provides costing by Project, activity and donor/source of fund. Ministries will use Central Budget Management System (CBMS) for budget preparation and monitoring introduced in 2018/19 replacing Strategic Budget Allocation Software (SBAS) and it is integrated to EPICOR IFMIS.

9. **Budget for EEPs are prepared by LGAs. LGAs use planning and budget system (PlanRep) which has capability to provide identified EEPs for the program in detail by institution/cost center, program, funding source and related government Chart of Accounts.** School budgets are maintained in PlanRep which is prepared and hosted by LGA. PO-RALG transfers approved budget for schools to FFARS to allow budget execution whilst approved budgets for LGA levels budget records are exported to Epicor IFMIS. The existing budget system will facilitate tracking of budget to actual costs by EEPs categories. EEPs will be tracked for the entire program and not for the part financed by the Bank.

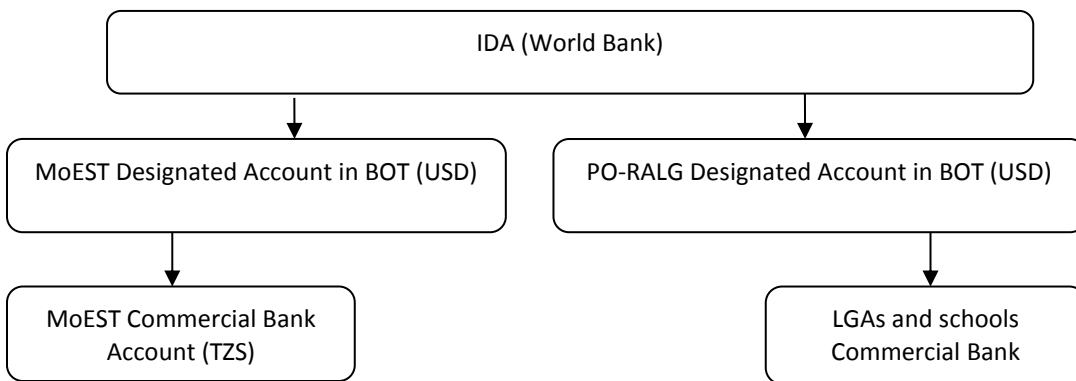
10. **Budget preparation process is participatory.** School budgets will be authorized by the School Board/Committee consisting of parents and community members to strengthen social accountability. Respective LGAs provide guidance on budget process and consolidate budgets for schools which are under their authority. Budget ceilings are communicated to LGAs by MoFP. There has been delays in providing ceiling amount before the beginning of the fiscal year and revisions are normally made on a semi-annual basis where new ceilings are provided.



11. **Flow of Bank funds arrangements** The Project will maintain two bank accounts at Bank of Tanzania (BOT) for disbursement purpose. MoEST and PO-RALG will operate designated accounts at central Bank of Tanzania (BOT) in USD and commercial bank accounts in TZS for day to day operations. The Project is advised to operate new bank accounts for Project purpose. Funds flow mechanism is depicted in Figure 4.1.

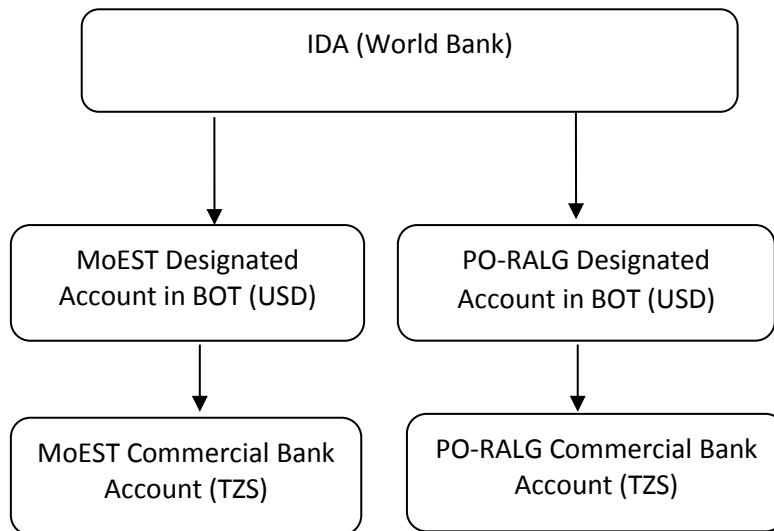
12. **Disbursement for EEP category will be made on reimbursement basis upon (a) documentation of EEPs incurred on semiannual financial reports and (b) achievement of DLI results.** The World Bank will reimburse eligible expenditures as reported in the biannual IFRs capped to the price of DLIs achieved. For this category, funds will be disbursed to PO-RALG and MOEST bank accounts at BOT in accordance with allocation provided in funds withdrawal request. Funds allocated to schools and LGAs will be disbursed by PO-RALG.

Figure 4.1. Funds Flow Mechanism



13. **Component 4 on Project Coordination and M&E will finance specific activities as regular IPF.** Funds will be disbursed based on six months cash forecast. The use of advances will be documented through quarterly IFRs. Flow of funds for this category is depicted in Figure 4.2.

Figure 4.2. Flow of Funds





14. **Disbursement arrangements are summarized in the table 4.1.** More details on disbursement arrangements, methods and supporting documentation are provided in *Disbursement* and *Financial Information Letter* of the Project.

Table 4.1. Disbursement Arrangements

Disbursement Categories	Disbursement Condition	Disbursement Method	Documentation of Eligible Expenditures	Responsible Implementing Agency
Eligible expenditure program (EEP)	Independent verification of achievement of DLI targets Semiannual IFRs	Advance. Reimbursement method.	Semiannual IFR	MoEST PO-RALG
Technical support - goods, non - consulting services, consultants' services, incremental operating costs, training and workshop	Quarterly IFRs	Advance basing on cash forecast approved by the Bank. Direct payment Reimbursement method.	Quarterly IFR List of payments for contracts subject to prior review	MoEST PO-RALG

Category	Amount of the Financing Allocated (expressed in SDR)	Percentage of Expenditures to be Financed (inclusive of Taxes)
(1) EEPs for the carrying out of Parts 1 and 2 of the Project	269,508,000	100% up to the amount allocated to each DLI (except for DLIs 11.1 through 11.3) as set forth in the table in Schedule 4
(2) EEPs for the carrying out of Part 3 of the Project	80,124,000	100% up to an amount allocated to each DLI 11.1 through 11.3 as set forth in the table in Schedule 4
(3) Goods, non-consulting services, consulting services (including for audits), Training, and Operating Costs under Part 4 of the Project	14,568,000	100%
TOTAL AMOUNT	364,200,000	

15. **Financial Accounting arrangements.** FM procedures are guided by the Public Finance Act of 2001 (revised 2004) and its regulations and Local Government Finance Act no 9 of 1982 (CAP 290) and other related FM manuals including Local Authority Accounting Manual (LAAM) of 2009 and the Local Authority Financial Memorandum (LAFM) of 2010. These documents set out detailed processes to be followed and documentation necessary for comprehensive accounting system, segregation of duties, approval hierarchies and filing of documents.

16. **Both ministries have adequate accounting staff (MoEST has 30 staff and PO-RALG 20 staff excluding Account staff at LGAs) who are experienced in accounting and financial reporting with qualified degrees in accounting and**



finance, Certified Public Accountants (CPAs), or have MBAs or Post-graduate degree in accounting and finance. These are assessed as having capacity to undertake Project FM tasks and fulfil fiduciary requirements consistent with IDA requirements. The Accounting staff have experience in managing other IDA projects. Two dedicated Project accountants will be appointed by Chief Accountants to facilitate segregation of duties between preparation and authorization of transactions. Project Accountants at the ministry level will be responsible for accounting and reporting functions including preparation of EEPs reports from Epicor IFMIS and FFARS and coordination with auditors to submit audited Project financial statements.

17. **Based on the Project financing model by use of DLIs, amounts to be disbursed for the Project will be based on both achievement of DLIs and documentation of execution of eligible expenditure.** The Project has identified the following existing government budget lines to be reported as EEPs: (a) secondary schools' teachers' salaries; (b) secondary schools CGs; and (c) responsibility allowances for secondary school head teachers. These EEPs will be used for reporting program costs instead of tracking actual expenditures incurred for the Project implementation. FFARS budget execution reports can analyze EEPs by GFS chart of accounts codes, fund source, activity, project code, facility code and by council. For technical support category, expenditure will be accounted for by activities performed under the Project. Financial records for technical support will be maintained on spreadsheet and uploaded in EPICOR regularly.

18. **Budget execution reports for EEPs will be generated by PO-RALG from LGAs Epicor system and FFARS for schools.** At school level, records will be maintained on FFARS which is a real-time system. Access to data entry is only at school level. Transactions posted by schools can be viewed at LGA, RAS and PO-RALG levels. FFARS has cash management module includes bank reconciliation and reporting modules. Transactions are analyzed by activity and source of funding in addition to the chart of accounts adopted from country wide GFS codes. Training needs will be assessed and facilitated by PO-RALG. PO-RALG and LGAs have experience in the use of FFARS on primary education EPforR and health sector PforR. Users of the FFARS system at school level will be identified and granted access to the system by ICT Directorate of PO-RALG. Challenges noted on the use of FFARS are (a) lack of computers; (b) poor internet connectivity; (c) low level of computer literacy; and (d) unreliable electricity. To address these gaps users of FFARS have been travelling to LGAs to process financial transactions. Further capacity building and procurement of computer equipment and development of LAN will be required to be rolled over to program implementers.

19. **Financial Reporting arrangements.** Under the proposed Project, MoEST and PO-RALG will prepare and submit IFRs to the World Bank on a semiannual basis. PO-RALG will report on both EEPs and technical support categories whilst MoEST will report only on technical support category. Currently, FFARS is not interfaced with EPICOR, as a result, expenditure is reported in EPICOR by LGAs is based on transfers to FFARS. There is a risk of delays in recording of transactions in both EPICOR and FFARS which may diminish the reliability of accounting reports. Project Accountants of PO-RALG will be responsible to consolidate budget execution reports for EEPs off the EPICOR system.

20. **IFRs will be prepared on cash basis and submitted to the World Bank not later than forty-five (45) days after the end of the six months period.** PO-RALG will be responsible to submit IFR reports that will contain EEPs and technical support whilst MoEST will report on technical support category only. Reporting currency for IFRs will be USD. Format of the IFR template is provided in the *Disbursement and Financial Information Letter*. Source of financial information for IFR purpose will be generated as described in table 4.2.



Table 4. 2. Financial Reporting Arrangements

Classification	Information system to be used	Responsible for IFR submission
Revenue	Manual records - Receipts from World Bank	PO-RALG, MoEST
Expenditure		
a. EEPs	Budget execution reports by LGAs/schools from FFARS and EPICOR	PO-RALG
b. Technical support	Manual records of cash book, expenditure analysis and bank reconciliation statements	PO-RALG, MoEST

21. **The basis of Project implementation arrangements and activities including funding model, annual financial statements will be prepared using special purpose financial statements framework.** Under this basis, financial statements will report revenue and expenditure categories identified by the Project on a cash basis as per the above table.

22. **Internal control arrangements including internal audit.** The Government of Tanzania internal control framework is based on the Public Finance Act (2001) and several other related regulations and guidelines issued by MoFP. Some guidelines issued include Guidelines for Enhancing Internal Control Frameworks in Public Sector Organizations (2014), Guidelines for Developing and Implementing Fraud Risk Management Framework in the Public Sector (2015), Guidelines for Developing and Implementing Institutional Risk Management Framework in Public Sector (2012). There are adequate policies and procedures to guide authorization and record keeping of transactions at MoEST and PO-RALG. However, there are regular observations made in audit queries relating to noncompliance to the procedures. The external audit report for central government for the period ending 2016/17 reported the payroll management has improved, although there are significant human resource management issues such as amount of salaries paid to employees who were no longer in public service, funds spent for unintended activities, inadequately supported expenditures, noncompliance to procurement regulations and weaknesses in contract management. External audit report for the same period on LGAs has raised additional concerns from the above over unsatisfactory remittance of other charges and development grants to LGAs from Treasury resulting into over drawing in deposit account and inter accounts loans to cover necessary expenses and significant shortages of human resources including accounting staff. In addition, PEFA assessments have raised concern over commitment controls and building up of expenditure arrears which are off the IFMIS.

23. **Payroll management system allows Ministries and LGAs to enter changes of personnel records into HCMIS (Lawson) directly, after which PO-PSM authorizes the changes.** Payments of salaries are made directly by MoFP to employees through electronic funds transfer system (EFTS). Internal audit departments of the ministry will conduct periodic payroll audit to verify payroll records reported as EEPs.

24. **Transfers of CGs and tuition fees are made directly to the schools through exchequer system.** Schools have bank accounts in commercial banks which commingles all funds received for development purpose. Funds received are tracked by source of funds. Schools are governed by the School Board/Governance Committee which is responsible for budgets and payments authorization. The Committee comprise of Village/Ward Executive Officer and other external members. Financial statements are produced on a monthly basis and submitted to District Education Officer.

25. **Both in ministries and LGAs, there are audit committees which are comprised of internal and external members.** The committee meets on a quarterly basis and is responsible for reviewing financial statements, establishing an effective risk management framework, internal controls and monitoring of internal audit activities in line with the Audit Committee Guidelines issued by the Internal Auditor General. In addition, there are Finance committees at LGAs which reviews budgets and financial reports on quarterly basis. These committees report to the respective Accounting Officer.



26. **The internal audit function at both MoEST and PO-RALG is adequately staffed.** Staffing levels are: MoEST has 10 staff and PO RALG has 11 staff excluding internal auditors at LGAs. Internal audits outsource from other institutions under the ministry when need arise. Audits findings are reported on quarterly basis to the Audit Committee.

27. **The audit approach is risk based which involve selection of auditable areas based on ministry wide risks** including payroll and HR management, asset management, revenue, expenditure and budget controls, procurement and contract management, and projects. The internal audit function has tools and handbooks provided by the Internal Audit General including Internal Audit Manual (2013) which are used to guide the audit approach.

28. **According to the internal audit plans, Project audits are conducted once per annum due to financial constraints.** Challenges reported by internal audit are (a) lack of adequate funding, whereby there are no funds allocated for Project audits (b) delays of responses from auditees (c) ad hoc/special assignments resulting in divergence from internal audit plan (d) slow implementation of internal and external audit recommendations by auditees. The Project will require internal audit reports to be issued semiannually for the purpose of providing wide coverage assurance over the effectiveness of Project internal controls, regular reconciliation of financial data from different sources including payroll audit and review compliance with policies and procedures. Therefore, the Project will allocate funds for internal audits for capacity building on implementation requirements of World Bank funded projects and facilitate more frequent Project review.

29. **Auditing arrangements.** Article 143 of the Constitution of the United Republic of Tanzania of 1977 and Public Audit Act no. 11 of 2008 and the Public Audit Regulations of 2009 mandate the Controller and Auditor General (CAG) with exclusive powers to audit public funds, including this Program's funds. CAG has sole responsibility for statutory audit of all MDAs and LGAs. CAG discharges this responsibility either directly or through private auditors contracted as agents. Outsourcing of the audits partly solves the challenge of staff constraints at the CAG office. CAG conducts audits in accordance with the International Standards of Supreme Audit Institutions (ISSAIs). Independent quality assurance review of CAG audits is conducted by AFROSAI-E. The CAG has regularly carried out external audits in time and submits reports to the Parliament within the nine months of the year end, as stipulated under the law. Audited financial statements are scrutinized by Parliamentary Public Accounts Committee (PAC) and Local Authority Accounts Committee (LAAC). The World Bank will make audited financial statements available to the public in accordance with *The World Bank Policy on Access to Information*.

30. **In addition to regular financial audits, CAG conducts performance audits and special audits which reports are presented to Parliament.** The Performance Audit wing is established with audit manuals and combines staff with different technical skill sets other than financial audit. Audit scope for performance audits includes value for money to evaluate if public expenditure observed the principle of economy, efficiency and effectiveness.

31. **Project will prepare annual financial statements which will be audited by CAG in accordance with *International Standards on Auditing (ISA)*.** Audited financial statements of the Project will be submitted to the Bank along with management letter not later than six months after the end of financial reporting period. The Project will provide financial resources to meet operating costs of conducting annual financial audits. For the past three years, CAG has submitted timely audited financial statements of World Bank-funded projects.



Table 4.3. Audit Arrangements

Scope	Auditee	Reporting Deadline
Special purpose financial statements framework on EEPs reported in IFRs	PO-RALG	December 31
General purpose financial statements for the program	MoEST	December 31

Table 4.4. FM Risks and Mitigation Plan

	Risk/Issue	Proposed Action
1.	Timely release of funds in line with program budget framework.	There is a DLI to monitor funds released as per agreed budget framework and for associated action plans. (Disbursed linked indicator)
2.	Complex funds flow arrangement for IPF with DLIs categories and regular IPF.	Reimbursement for achievement of DLIs will be disbursed through exchequer system. Funds for technical support and coordination will be disbursed through designated accounts of MoEST and PO-RALG. Within three months of project effectiveness, the designated accounts will be operational.
3.	Complexity of tracking eligible expenditure program (EEPs) and semi-annual reporting.	Within three months of project effectiveness, qualified project accountants responsible for the project will be appointed by MoEST and PO-RALG.
4.	Capacity of internal audit to conduct frequent audit reviews.	Within three months of project effectiveness, MoEST internal audit department shall prepare audit plan, in form and substance satisfactory to the Bank. Internal audit capacity will be strengthened by providing budget for project audits and participation on training of World Bank procedures.
5.	External audit assurance on financial statements prepared under special purpose framework.	Within three months of project effectiveness, the project shall prepare ToR for external audit, in form and substance satisfactory to the Bank.

32. **Supervision arrangements.** FM performance status of the Project will continue to be monitored over the life of the Project through supervision review missions which will be conducted at least twice every year based on the current risk assessment of the Project. In addition, desk reviews will be conducted by review of IFRs and annual audit reports.

Procurement Arrangements

33. **Procurement procedures.** Procurement for Component 4 of the Project will be carried out in accordance with the “World Bank Procurement Regulations for IPF Borrowers under Investment Project Financing”, dated July 2016, revised November 2017 and August 2018 (hereafter referred to as “Procurement Regulations”), Guidelines on Preventing and Combating Fraud and Corruption in Projects Financed by IBRD Loans and IDA Credits and Grants (revised July 1, 2016); and the provisions stipulated in the Financing Agreement. As the agreed EEPs do not include any procurable items, Procurement Regulations will apply only to procurement activities under Component 4.

34. **PPSD and PP.** As required by the Procurement Regulations, a PSD for procurement activities under Component 4 has been developed. Based on PSD, a PP to cover activities for at least the first 18 months has been prepared to set



out the selection methods to be followed by the Recipient in the procurement of goods, works, non-consulting and consulting services financed by the World Bank under Component 4. The PP will be updated at least every 12 months, or as required, to reflect the actual project implementation needs. Each update of the PP shall require World Bank approval. All PPs will be publicly disclosed in accordance with the World Bank disclosure policy. For each contract to be eligible for financing by the credit, different procurement methods, estimated costs, prior review requirements, and time frame will be agreed upon between the Government and the World Bank in the PP.

35. **Systematic Tracking of Exchanges in Procurement (STEP).** The World Bank's system will be used to prepare, clear, and update PPs and conduct all procurement transactions for activities under Component 4 in the Project. As part of the preparation, staff from MoEST and PO-RALG will be trained in STEP.

36. **Procurement publications.** MoEST in consultation with PO-RALG will be required to prepare and submit to the World Bank a General Procurement Notice. The World Bank will arrange for its publication in *United Nation Development Business online (UNDB online)* and on the World Bank's external website. Specific Procurement Notices for all international competitive procurements and Requests for Expressions of Interest for all consultancies estimated to cost not less than US\$300,000 shall be published in at least one newspaper of national circulation in the borrower's country, or in the official gazette, or on a widely-used website or electronic portal with free national and international access, and in *UNDB online* and World Bank's external website through STEP.

37. **Procurement Templates:** The World Bank's Standard Procurement Documents (SPDs) shall be used for procurement of goods, works, and non-consulting services under International Competitive Procurement. National Bidding documents may be used under National Procurement Procedures (NPP) subject to the exceptions stipulated in the textual part of the PP. Similarly, selection of consultant firms shall use the World Bank's SPDs, in line with procedures described in the Procurement Regulations.

38. **Public procurement in Tanzania is governed by an act that was amended and became effective on July 7, 2016.** The associated Regulations for the amended Act have been published. The Act will be applied for procurements below the defined thresholds involving National Procurement Procedures. Under the Act, procurement functions remain decentralized to procuring entities with the Public Procurement Regulatory Authority (PPRA) continuing to provide oversight functions in public procurement. In addition, the amended Act has maintained the definitions of fraud and corruption with regard to coercive practices, collusive practices, and obstructive practices. The amendments have been published on the government gazette of the United Republic of Tanzania No.28 Vol.97 dated 8th July 2016 and government notice No. 333 of 30th December 2016 respectively. The reasons for the above amendments were long duration of procurement processes, issues with integrity and professionalism, constraints to commercially oriented Government companies/institutions, lack of and failure to apply approved standards for common items and services required by Government, and differences between procurement procedures used by LGAs and those used by other procuring entities. The need for approval for exceeded budget, previously required from approving authority, has also been amended. The amendments also emphasize submitting details, and not just a list of procurement contracts awarded and the use of Procurement Management Information Systems (PMIS). The amended Act also protects local content and firms. Furthermore, the amended Regulations stipulate that contracts exceeding Tanzania Shillings One billion will need vetting by the Attorney General's Office prior to signing. This is an improvement from the previous threshold of Tanzania Shillings 50 million.

39. **The amended Act has also reduced the cool-off period from 14 to 7 days during which an intention to award the contract is communicated to all bidders giving them opportunity to submit a complaint, if any, on the proposed award.** Furthermore, the procurement complaint review process was changed to two tiers, with PPRA no longer involved



in the review of complaints. Thus, there is a substantial reduction in the overall time for handling complaints. Otherwise, the overall basic principles of the public procurement and general institutional arrangements have remained the same. The amendment has introduced, among others: (a) mandatory inclusion of local firms and experts in consultancy contracts; (b) domestic preference to both international and national competitive bidding; (c) a requirement to set-aside contracts to be used for capacity building of local firms; and (d) a requirement to set-aside contracts below a set threshold to be awarded to local firms only.

40. **For better implementation of the amended Act, a set of regulations have been issued; the Public Procurement Regulations, 2016; vide Government Notice No. 121 of April 22, 2016.** These are supplemented by the LGAs' (Establishment and Proceeding of the Tender Boards) Government Notice No.177 of 2007 for procurements under the LGAs. In line with the issued regulations, various documents as working tools have been issued including Standard Bidding Documents (Procurement of Works, Procurement of Goods and Procurement of Non-consulting Services), Standard Request for Proposals, Guidelines on the Tenders Evaluation (Works, Goods and Non-consulting Services), Guidelines on the Technical & Financial Proposals Evaluation and Report Preparation, Guidelines for Preparing Responsive Proposal, Guidelines for Preparing Responsive Bids and Procedural Forms. All these documents are accessible on the PPRA's website free of charge.

41. **The amended Act has been reviewed by the World Bank and found to be satisfactory to a large extent,** except for the following provisions: (a) there will be no preference accorded to domestic suppliers and contractors under NCB for goods, non-consulting services, and works under this Project; (b) there should be no mandatory requirement for inclusion of local experts and firms for the consulting assignments; (c) negotiations with the lowest evaluated bidder to reduce price in the case of goods, works and non-consulting services where competitive methods have been used shall not be allowed; (d) the fixed budget method shall not be used for goods, works and non-consulting services; and (e) procurement standards established and approved by the Government may be used, provided that they are not restrictive. Furthermore, in accordance with paragraph 5.4 of the Procurement Regulations, the following shall be observed: (a) the request for bids/request for proposal document shall require that Bidders/Proposers submitting Bids/Proposals present a signed acceptance at the time of bidding, to be incorporated in any resulting contracts, confirming application of, and compliance with, the World Bank's Anti-Corruption Guidelines, including without limitation to the Bank's right to sanction and the Bank's inspection and audit rights; and (b) rights for the World Bank to review Borrower's procurement documentation and activities.

42. **Procurement of goods.** Goods to be procured under Component 4 of this Project will include items to support Project implementation and monitoring (vehicles, office equipment and ICT equipment for tracking secondary school dropouts, and so on). Procurement for goods will use international or national procurement procedures, as guided by Procurement Regulations. For procurement involving national competitive procurement, the Borrower may use its own Procurement Documents, acceptable to the Bank. Requirements of paragraphs 5.3 to 5.6 of the Procurement Regulations shall be observed when using the country's own procurement procedures, subject to the conditions stated in the textual part of the PP.

43. **Selection of consultants.** Consultancy services under Component 4 of this Project will include technical support consultancies (implementation support, development of strategies, material development), Impact evaluations and others. The Quality and Cost-Based Selection (QCBS) selection method will be used, whenever possible. Other selection methods, as stipulated in paragraph 7.2 of section VII of the Procurement Regulations, may also be used. Contracts for consultancy assignments estimated to cost less than US\$300,000 equivalent may be contracted through Consultant's Qualification Based Selection (CQS). Short lists of consultants for services estimated to cost less than the equivalent of



US\$300,000 per contract may be composed entirely of national consultants. However, if foreign firms’ express interest, they will not be excluded from consideration.

44. **Operating costs.** Operating costs under Component 4 shall consist of operating and maintenance costs for vehicles, office supplies, communication charges, utility charges, travel expenses, per diem and travels costs, office rental, training costs, workshops and seminars and associated costs, among others. These items will be procured using the Borrower national procurement and administrative procedures acceptable to the Bank including selection of Project implementation support personnel.

45. **Training and workshops.** Training and workshops under Component 4 will be based on capacity needs assessment. Detailed training plans and workshops activities will be developed during Project implementation and included in the Project annual plan and budget for World Bank’s review and approval.

46. **Procurement risk assessment.** Implementation of the Project activities will be mainstreamed within existing government entities and structures. Procurement activities will be managed by the respective Procurement Management Units (PMUs) of the MoEST and PO-RALG. Each entity will have the primary responsibility for the implementation of procurement activities for their respective entities.

47. **A capacity assessment of the agencies to implement Project procurement activities was carried out in January 2019 and October 2019.** The assessment reviewed the organizational structure, functions, staff skills and experiences, adequacy for implementing the Project, and the interaction between the Project staff responsible for procurement. For MoEST, the PMU has 11 staff, but only two have some knowledge of procurement using World Bank procedures, as they have been involved in AfDB Projects. For PO-RALG, the PMU in Dodoma has a total of 14 procurement staff. Additional staff are dedicated to the implementation of two World Bank-financed Projects (Tanzania Strategic Cities Project, P111153, and Dar es Salaam Metropolitan Project - P123134), based in Dar es Salaam. However, bidding opening, evaluation and Tender Board Approvals are all done at central level (Dodoma), such that most of the 14 staff based in Dodoma are in one way or the other involved in the Bank financed Projects, at some stage.

48. **The overall Project risk for procurement was assessed as “Substantial”.** The risk is reduced to a residual rating of “Moderate” in view of the mitigation measures proposed in table 4.5.

Table 4.5. Procurement Risks and Mitigation Measures

Risk	Mitigation Measure	Time Frame	Responsibility
Inadequate staff to handle procurement activities for the entity, current on-going Projects and the proposed Project	Recruit/deploy additional staff to the PMU	Within 6 months after Project effectiveness	MoEST
Inadequate knowledge and skills in World Bank procurement procedures, particularly the Regulations and STEP	Pairing staff with no donor procurement skills with the few that have the required skills	Within one month of effectiveness	MoEST and PO-RALG
	Training in World Bank Procurement Regulations and STEP	Within Two months of Project effectiveness	MoEST and PO-RALG in consultation with World Bank
Inadequate contract management skills	Training in contract Management	Within 6 months from Project Effectiveness	MoEST and PO-RALG
Lack of essential office equipment	Provision of office	Within 3 months of Project	MoEST



Risk	Mitigation Measure	Time Frame	Responsibility
(computers, scanners, and so on)	equipment	effectiveness	
Inadequate record filling and record management System	Establish a sound filling and records management system including training responsible staff	Within 3 months of Project effectiveness	MoEST and PO-RALG

49. **Thresholds for Prior Review, Procurement Approaches and Methods.** The PP for Component 4 shall set forth those contracts which shall be subject to the World Bank’s prior review. All other contracts shall be subject to post review by the World Bank. A summary of prior-review and procurement approaches and methods thresholds for the Project are indicated in tables 4.6 and 4.7, based on the procurement assessment.

Table 4.6. Thresholds for Goods, Works, and Non-Consulting Services

Category	Prior Review (US\$, millions)	Procurement Approaches and Methods (US\$, millions)		
		Open International	Open National	Request for Quotation (RfQ)
Works	≥ 10	≥ 15	< 15	≤ 0.2
Goods, IT, and non-consulting services	≥ 2	≥ 5	< 5	≤ 0.1

Table 4.7. Thresholds for Consulting Services

Category	Prior Review (US\$, millions)	Short List of National Consultants	
		Consulting Services	Engineering and Construction Supervision
Consultants (Firms)	≥ 1	≤ 0.3	≤ 0.3
Individual Consultants	≥ 0.3	n.a.	n.a.

Note:

General - ToR for all contracts shall be cleared by the World Bank

- (a) Shortlist for consultancy services for contracts estimated to be less than US\$300,000 equivalent per contract may be composed entirely of national consultants
- (b) Consultancy services for contracts estimated to cost US\$300,000 and above equivalent per contract shall be advertised in United Nations Development Business online and the Bank’s external website in addition to advertising in national newspapers in accordance with the provisions of paragraph 2.5 of the Consultants Guidelines

50. **Record keeping.** The implementing entities will be responsible for record keeping and filing of procurement records for ease of retrieval of procurement information. In this respect, each contract shall have its own file and should contain all documents on the procurement process.

51. **Monitoring.** M&E of procurement performance will be carried out through World Bank supervision and post procurement review missions.

52. **Frequency of procurement supervision.** In addition to the prior review supervision to be carried out from Bank offices, the capacity assessment of the implementing agencies recommends one supervision mission every 12 months to visit the field to carry out post review of procurement actions.



ANNEX 5: ENVIRONMENTAL AND SOCIAL STANDARDS

1. **Project activities.** All Project-financed related activities need to apply the ESF instruments prepared to manage environmental and social risks and impacts. Component 1 includes results that support the expansion of access to AEP, Component 2 includes results that include the adoption of ICT packages for teaching and learning in secondary schools and under Component 3, the Project will disburse against results that increase access and improve the quality of school learning environments that include average class sizes, minimum student-latrines ratios and availability of one multipurpose laboratory. Activities to support results under Component 3 could potentially generate environmental and social risks and impacts. The Project will also facilitate access to water, electricity and internet connections through other World Bank projects, but no environmental and social evaluations were taken in relation to these interventions.
2. **Risk category.** The Project was rated as Substantial for both environmental and social aspects due to the range of potential impacts that could occur due to the large number and geographic spread of civil works; in locations yet to be determined with potentially varying levels of sensitivity; and the number of government levels and agencies (approximately 11) involved in Project implementation who have limited knowledge in environmental and social aspects and in the World Bank's new Environmental and Social Framework (ESF) requirements.
3. **Environmental and social standards.** All the Environmental and Social Standards (ESS) are relevant to the Project, except the ESS9 Financial Intermediaries.

Potential Environmental and Social Impacts

- (a) **Environment.** Some of the potential environmental risks and impacts of the Project are: (i) land use change and cutting of native vegetation; (ii) domestic and construction waste generated at construction sites which can pollute land and water bodies (cement mixing areas); (iii) generation of hazardous wastes (paint residues, diesel and other oil residues) and lab chemicals during rehabilitation of existing schools and science labs; (iv) excavations (e.g. latrines) can cause accidents and impact of cultural resources; (v) domestic residues can attract wildlife; (vi) road and work related accidents; (vii) health and safety issues; (viii) conflict over water provision for construction and drinking; and (ix) lack of water quality monitoring and funding for doing so, among others.
- (b) **Social.** A range of social impacts may occur due to the large number of schools that will be constructed. The Project may result in the possibility of physical and/or economic displacement associated with land acquisition for new schools or expansion of existing schools. For any given school, particularly in rural areas, the number of impacted households is likely to be few in number, but all affected people need to be considered including when the land is considered to be village land which may be used by many households in the village (for example, for grazing). The construction of new schools and the presence of workers has the potential to result in impacts to community health and safety including, but not limited to, increased transmission of diseases (communicable and vector borne), road traffic accidents, accidents at construction sites if communities enter them (including quarries) and the risk of Gender Based Violence (GBV) or Sexual Exploitation and Abuse (SEA). As this is a nationwide Project, such risks will need to be considered differentially in relation to vulnerable groups (as defined in ESS7) who may be excluded from Project benefits. In addition, risks associated with labor and working conditions will also need to be managed including provision of contracts outlining pay, rest periods and working hours along with codes of conduct.



Girls are currently at risk of being subjected to GBV and SEA, both while travelling to school and when at school. The Project will increase access to secondary education and reduce the distance some girls have to walk to school. However, the risk of GBV and SEA remains. Within school, the risk will be higher while the Safe School Program is being established but is expected to decrease once the program is in place. Similarly, the development of measures to protect girls (and boys) on the way to schools will help to address the risk.

Accessible and appropriate GBV/SEA grievance mechanisms and access to survivor services will also need to be provided for girls during operation and communities during construction. As the exact location of the schools was unknown during Project preparation, the identification of referral pathways along with the development of GBV grievance mechanisms will need to be undertaken during operation by the LGAs where Projects are located, recognizing that central reporting of such issues is unlikely to be effective. A GBV Action Plan including prevention and response measures, including grievance mechanisms will be developed as part of the overall Project.

Access to project benefits should be available for all students (including girls, persons of different ethnicity or religion, persons with disabilities, and so on) regardless of geographical location or demographic characteristics.

4. Institutional Arrangements per Recipient's Institutional Capacity for Environmental and Social Management.

The MoEST and PO-RALG will need significant support to apply the environmental and social instruments developed in line with the ESF and national regulations. The LGAs (184 offices) will be responsible for the supervision of construction works, and compliance with the environmental and social standards. The LGAs are affected by uneven allocation of staff, limited budgets, issues of transportation, among others. As such, the LGAs will need project budget and training to be able to improve their capacity to handle the environmental, social including health and safety aspects of the Project. The IAE needs also to participate in capacity building and engagement with the ESF instruments to handle any aspect of construction expansion of AEPs or management of electronic waste.

5. The institutional arrangements agreed for the Project's environmental and social management and supervision,

includes ensuring the required environmental and social expertise within the Project Coordination Team consisting of (a) designating one national environmental management project expert, one social management project expert, and one Gender Based Violence expert at the central level to support the regional, and LGA-level administration with the environmental and social management of the project; (b) agreed five environmental and social focal points full time to support to the national experts and LGAs in capacity building, monitoring and data management, among other roles described in the ESMF and POM. This unit will be supported by the SEQUIP Project Coordination Team. The Project will develop an environmental and social management information system to facilitate subprojects documentation evaluation, review, recording and management.

6. Also, it has been agreed that the Project hire consultants based on Terms of Reference to be included in the POM to support the LGAs teams in capacity building on the ESF requirements and in the supervision of the multiples works to be financed across the country.

The POM will describe the: (a) terms of reference of the key environmental and social team for SEQUIP; (b) documents agreed to be followed for the environmental and social management of the Project namely the Environmental and Social Management Framework (ESMF), Vulnerable Groups Planning Framework (VGPF), Resettlement Framework and Stakeholder Engagement Plan (SEP), and Environmental and Social Commitment Plan (ESCP); (c) formats of Project environmental and social reports; and (d) institutional arrangements for the Project's environmental and social management.



7. **Country Regulations and Sectoral Approach for Construction.** Implementation and enforcement of environmental and social legislation requires strengthening. Thus, the Project faces important challenges for proper environmental and social management: (a) limited application of environmental, health and safety regulations; (b) government has limited resources to be able to provide support in the supervision of the Project; (c) water resources are scarce in some regions and the Project will need to secure water supply for the construction and later drinking needs of students and teachers without affecting the living conditions of other local communities; and (d) further refinement of the sectoral construction strategy to ensure that approval of any construction packages or new construction guidelines and implementation manuals are aligned to the ESS documents.

8. **Risk Management.** To address the identified risks and potential impacts of the Project, the following instruments have been prepared to avoid, prevent, reduce mitigate and compensate impacts and risks: ESMF, SEP, VGPF, Resettlement Policy Framework, and ESCP. These were disclosed on the MoEST and PO-RALG websites on November 28, 2019 and on the World Bank website on November 28 and 29, 2019.

- (a) **Environmental and Social Management Framework (ESMF).** The ESMF will serve as the Project's primary environmental and social management tool. The Project ESMF includes: (i) a summary of the Project's relevant legal framework and responsibilities for its application; (ii) screening checklists and procedures to identify risks in each of the sub-projects to natural habitats, physical cultural resources, communities and existing land uses so that alternative sites can be identified or if necessary the sub-project can be excluded; (iii) supervision and reporting procedures; (iv) preventive and mitigation measures; (v) institutional arrangements for the environmental and social management of the SEQUIP; (vi) requirements for the development of Environmental and Social Management Plan to minimize and reduce impacts; (vii) where applicable registration with the National Environmental Management Council (NEMC) and application of national Environmental Impact Assessment (EIA) regulations; and (viii) environmental and social operational budget. It has been agreed that the Project will comply with minimum building/construction standards acceptable to the World Bank and in compliance with the ESF, ESMF and the POM.
- (b) **Ensuring Financial Support for Environmental and Social Management.** The Project will finance the agreed environmental and social operational budget included in the ESMF to ensure financial support for environmental and social management of the Project which represents less than 0.3 percent of the Project value. This budget will come from Component 4. Also, the 'minimum package' cost will include an allocation of 3 percent (using as reference a cost of US\$50,000 per school construction, the Environmental and Social budget will be about US\$1,500) to include the cost of prevention and mitigation measures included in the ESS documents and the ESCP, as well the cost of a health and safety kit to provide basic support to local craftsmen/builders, communication and stakeholder engagement in Project development. Costs associated with resettlement activities are not included in this allocation and will need to be determined and paid on a site by site basis by the LGA.
- (c) **Ensuring Safety and Managing Accidents.** As per the requirements of ESS2, and due to the nature of the proposed construction scheme using independent local craftsmen/builders who do not have the means to protect themselves from accidents as well as the remote locations where the Project will be working, the Project will procure an insurance policy to protect workers and third parties – teachers, students, members of the community and project team members – who while working in the project site can suffer accidents or mortal impacts. This budget will come from Component 4.
- (d) **The Environmental and Social Commitment Plan (ESCP)** includes: (i) environmental and social management experts in the SEQUIP Coordination Team to identify and assess subprojects, coordinate EIA evaluation if needed, lead capacity building across regional and local government staff; (ii) the recruitment of environmental and social focal points to support the environmental and social management experts; (iii) the



generation of codes of conduct for contractors and project implementers; (iv) the establishment of sub-project implementation teams at national and LGA level responsible for all environmental and social matters including the development of the Environmental and Social Impact Assessment, Environmental and Social Management Plan (ESMP), Vulnerable Groups Plan (VGP) and Resettlement Action Plan (RAP) as required; (v) the provision of training to national, regional and LGA staff participating in the Project implementation before subprojects (school) selection, preparation and construction; and (vi) the Government commitment to ensure that contractors implement Occupational, Health and Safety (OHS) measures as outlined in the ESMF/POM and that workers have access to medical insurance to address accidents; among others.

- (e) **Stakeholder Engagement Plan (SEP).** Several stakeholder engagement mechanisms will be undertaken as part of the Project. During the development, implementation and operation of schools, a communication plan will be developed and specific subproject consultations and meetings with stakeholders will be undertaken. A Project-level GRM has also been included to address concerns and complaints from stakeholders both at the sub-project level and for any overall concerns about the Project. There will be a need to review and update the SEP as the Project. A budget for the SEP implementation will be covered by Component 4.
- (f) **Environmental Project Supervision and Monitoring.** The ESMF describes the roles and responsibilities of the implementing agencies for the Project supervision and monitoring. An environmental and social monitoring plan is also included in the ESMF. The Environmental and Social Management Experts will be responsible for undertaking all supervision and monitoring. The Project will be supported by a team of consultants that will provide support to the LGAs in capacity building and supervision according to the ToRs included in the POM.

9. **Environmental and Social Standards Monitoring and Reporting.** Environmental and social reporting from the Project will follow a model to be included in the POM and would include: (a) quarterly and comprehensive annual reports which would be prepared by the environmental and social experts of the Project, and (b) a mid-term environmental and social report to be attached to the mid-term Project review and disclosed on the ministries' websites. The Environmental and Social Management Experts from the Project will develop and maintain an up-to-date environmental and social monitoring information system with electronic records (environmental evaluations, screening tools, ESIA, EMP, environmental permits, water monitoring reports, supervision and grievance reports, NEMC reports, EIS, certificates, and so on) of all subprojects implemented by the Project. This supporting documentation will be available at each participating district. Annual environmental and social verification (audits) will be performed by the Independent Verification Agent and ensure compliance with the ESF instruments agreed for the Project and opportunities for improvement.

10. **Consultations and disclosure.** Summaries of all five ESF instruments were translated in Swahili and shared with a list of invitees prepared by the government for the consultations which included government agencies, beneficiaries, NGOs, private sector, and academia. The Draft ESF instruments were disclosed before appraisal in the MoEST and PO-RALG websites. Consultations occurred in mid-November at three locations agreed with the World Bank. Feedback from the consultations was received and the relevant ESF instruments and documents were updated and disclosed as final documents on the MoEST and PO-RALG websites on November 28, 2019 and on the World Bank website on November 29, 2019..

Climate and Disaster Screening

11. **Climate and disaster risk screening has been completed for the Project.** Tanzania is highly exposed to extreme temperature rise and drought, with extreme precipitation and flooding an additional moderate risk in the future. The mean annual temperature has increased 1C since 1960 and is projected to increase by 1.2-7C by the 2060s, with the



incidence of 'hot days' rising by 19-40 percent and 'hot nights' by 30-68 percent. Despite rising temperatures, droughts are expected to become less frequent. High temperatures and extreme precipitation, depending on the geographic location, may reduce attendance and access to school as well as increase the frequency of disease outbreaks such as dengue fever, typhoid, cholera and diarrheal diseases. The 2019 Country Environmental Analysis⁶² shows a decline in natural capital (renewable and non-renewable) of up to 47 percent over the past 20 years. Sustainable resource management needs to be prioritized for the future development trajectory. The country is also becoming water scarce in several regions and even its most important urban areas (Dar es Salaam, Arusha and Dodoma) faces important water supply issues which are even greater in rural areas; water availability can even be more affected with potential climate change which can pose sustainability risks for school location. Thus, the Project will screen out subprojects to ensure water availability and will implement actions to ensure the protection of natural resources, water resources and improvement of safety to cope with adaptation to climate change.

⁶² World Bank, 2019.



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