

# THE REVOLUTIONARY GOVERNMENT OF ZANZIBAR



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## Environmental and Social Management Framework (ESMF)

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Zanzibar Improving Students' Prospects Project (ZISP)

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Ministry of Education and Vocational Training  
April 20, 2015

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## LIST OF ACRONYMS AND ABBREVIATIONS

BoQ	Bill of Quantities
CBO	Community Based Organization
CEDAW	Convention on the Elimination of Discrimination against Women
CITES	Convention on International Trade in Endangered Species
CRC	Convention on the Rights of the Child
CWSA	Community Water and Sanitation Agency
DA	District Assembly
DALAE	Department of Alternative Learning and Adult Education
DCCFF	Department of Commercial Crops, Fruits and Forestry
DEMC	District Environmental Management Committees
DLI	Disbursement Linked Indicator
DOE	Department of Environment
EA	Environmental Assessment
EFA	Education for All
EIA	Environmental Impact Assessment
EIS	Environmental Impact Statement
EMIS	Education Management Information Systems
EMP	Environment Management Plan
EMS	Education Management System
EPA	Environment Protection Agency
EPZ	Economic Processing Zone
ESA	Education Sector Analysis
ESMF	Environmental and Social Management Framework
ESSF	Environmental and Social Screening Form
FDI	Foreign DIRECT INVESTMENT
FMP	Forest Management Plan
GDP	Gross Domestic Product
ICT	Information and Communications Technology
KIST	Karume Institute of Science and Technology
KVIP	Kumasi Ventilated-Improved Pit
M&E	Monitoring and Evaluation
MDG	Millennium Development Goals
MKUZA	Zanzibar Strategy for Growth and Reduction of Poverty (translation)
MoESWYWC	Ministry of Empowerment, Social Welfare, Youth, Women and Children
MoEVT	Ministry of Education and Vocational Training
MoLHWE	Ministry of Lands, Housing, Water, and Energy
MSE	Math, English and Science
NBC	National Bank of Commerce
NEMC	National Environmental Management Council
NEP	National Environmental Policy

NGO	Non-Governmental Organization
OP	Operational Manual
PBZ	People's Bank of Zanzibar
PDO	Proposed Development Objective
PER	Preliminary Environmental Report
POM	Project Operations Manual
RBF	Resettlement Policy Framework
RGZ	Revolutionary Government of Zanzibar
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SEIP	Secondary Education Improvement Project
SIDA	Swedish International Development Cooperation Agency
SIG	School Improvement Grant
SMC	School Management Committee
SUZA	State University of Zanzibar
TA	Technical Assistance
TC	Teacher Center
TESS	Teacher Training for Enhanced Student Support
ToR	Terms of Reference
TTCL	Tanzania Telecommunications Company Limited
TZS	Tanzanian Shilling
UNICEF	United Nations Children's Emergency Fund
URT	United Republic of Tanzania
VIP	Ventilated-Improved Pit
WB	World Bank
ZBEIP	Zanzibar Basic Education Improvement Project
ZEDP	Zanzibar Education Development Plan
ZHELB	Zanzibar Higher Education Loans Board
ZIE	Zanzibar Institute of Education
ZIPA	Zanzibar Investment Promotion Authority
ZISP	Zanzibar Improving Students' Prospects

# CHAPTER ONE: INTRODUCTION

## 1.1 Overview

The Revolutionary Government of Zanzibar (RGZ) has requested loans or credits from the World Bank for the implementation of the proposed Zanzibar Improving Student Prospects project (ZISP). This report is the Environmental and Social Management Framework (ESMF) to be used for the project, in order to ensure that all environmental and social safeguards are adequately addressed by the project components.

## 1.2 Purpose of the Environmental and Social Management Framework

The Proposed Development Objective (PDO) of ZISP is to improve the quality of – (i) instruction and (ii) learning Environment - in targeted grades and subjects.

Targeted grades are upper primary and lower secondary (Standard 5 – Form II) and targeted subjects are Math, English and Science (MSE).

The focus on English, Math, and Science subjects reflects the prioritization of skills that are most in demand by the labor market. However, the project includes several system-level reforms and interventions that are expected to improve instructional quality and student support in all subjects.

ZISP is comprised of four main components:

- Component 1: Effective Math, Science, and English (MSE) Instruction
- Component 2: Improved School Autonomy and Learning Environment
- Component 3: Hubs for Enhanced MSE Learning
- Component 4: Systems Transformation and Project Management

The component relevant to this document, **Component 3**, costed at approximately US\$ 11.5 million, is linked to the PDO in that it will support the impactful provision of learning facilities and resources for improved Math, Science, and English achievement. It will also reduce the overcrowding that is resulting both from rapid population growth, and the double cohort resulting from elimination of Standard 7<sup>1</sup>.

It will include building and equipping of:

- i. Additional classrooms to reduce overcrowding, and improve learning conditions, in heavily congested schools
- ii. Facilities and equipment to promote Math, Science, and English learning (Science rooms, Language labs, ICT facilities, and Rooms for extra classes and/or Teachers)

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<sup>1</sup> Education Sector Analysis (ESA) has estimated that 150 new secondary classrooms are required per year to accommodate rapid population growth (including the double cohort bulging its way through the system, starting 2016).

Construction of learning facilities will take place in 25 existing secondary schools, with each site serving not just the school itself, but also neighboring schools. School selection is based on a needs-based criteria derived from district level aggregates for pupil-classroom ratios and share of schools without science labs.

Each site will be equipped with one of three possible types of learning facilities:

1. EMS Infrastructure Package Only (17 sites): This is the basic package that will be provided to all 25 sites. It will include the provision of the following:
  - a. Science room, serving as a multipurpose laboratory for Physics, Chemistry, and Biology
  - b. Students' EMS resource room: Library, Language lab, ICT
  - c. Teachers' room and/or additional room for extra classes, built in a one-story structure.
2. EMS Infrastructure and Classrooms Package (8 sites): This will include, in addition to the package described in (1), the provision of classrooms to reduce overcrowding and improve learning conditions in heavily congested schools.
  - a. In 6 sites/schools, 8 classrooms will be constructed and the total package will be accommodated in a two-story structure<sup>2</sup>.
  - b. In 1 site, 12 classrooms will be constructed and the total package will be accommodated in a two-story structure. The site is in Chake Chake, one of the most densely-populated regions in Zanzibar.
  - c. In 1 site, 24 classrooms will be constructed and the total package will be accommodated in a three-story structure. The site is in Urban/West<sup>3</sup>, one of the most densely-populated regions in Zanzibar.

The components of the project are described in more detail in Chapter 2.

Operational Policy 4.01 of the World Bank requires the RGZ to prepare an Environmental and Social Management Framework (ESMF) to screen for and manage the potential and actual environmental and social impact of the project, and to manage its overall environmental and social impact in a strategic manner. The ESMF is based on the aim of mainstreaming environmental and social considerations fully into the participatory process for identifying, planning, implementing, and monitoring activities and/or sub-projects.

The RGZ is further required to disclose the ESMF document in-country as a stand-alone document, so that it can be accessed by the general public, local communities, potential project-affected groups, local NGOs, and all other stakeholders, as well as at the Infoshop of the World Bank.

### 1.3 Principles of the ESMF

The ESMF has been prepared on the basis of the principle that sustainable development is the underlying philosophy of the National Environmental Policy (NEP) of Zanzibar. Therefore, this ESMF is designed in order to maximize the contribution of the project to sustainable development of education infrastructure in Zanzibar, in line with national policy aspirations for a healthy environment. Specifically, the

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<sup>2</sup> The cost of EMS package + 8 classrooms would be about \$364,000 without equipment and furniture

<sup>3</sup> In this site, eight schools, called Kwerekwe A–H, are grouped together in one large site. One of these is a temporary school that was created from exhibition buildings in the 1980s and it is in appalling condition; this structure will be demolished.



implementation of ZISP has the potential to contribute to environmental management capacity on the grassroots level, through partnering with all stakeholders in steering project development. This is being done in the following ways: (i) preliminary consultations undertaken in preparation of the ESMF have been undertaken at the school level. Within this process community representatives, school officials, and local leaders (Shehas) were given a platform and opportunity to reflect on environmental and social issues and concerns with regard to potential infrastructure provision; (ii) this feedback from the community and ultimate beneficiary levels will be mainstreamed at district and central levels to improve attention to environmental and social concerns; (iii) various risk mitigation measures outlined within the ESMF will provide an important tracking mechanism and feedback loop to sustain consultations and focus on key environmental and social issues.

#### 1.4 Preparation of the ESMF

The ESMF is the result of a preparation study with the following objectives:

- To assess the potential areas of environmental and social impact of the proposed ZISP project
- To inform the project preparation process of the potential environmental and social impacts of potential project activities, and propose relevant mitigation measures
- To establish clear directives and methodologies for the environmental and social screening of project activities that will be supported by the proposed project
- To provide guidance on the process to ensure environmental assessments will be prepared in compliance with national legislation and OP 4.01, and also serve as a guideline by providing generic EMPs.

The key deliverable of this study is the ESMF Report addressing the ZISP project.

##### 1.4.1 Activities completed for preparation of the ESMF

Activities completed during the preparation to date include:

- Familiarization with background documentation
- Field visits to proposed ZISP project sites in Unguja and Pemba, including meetings with head teachers and *shehas*, undertaken from February 1 – 5, 2016
- Meetings with project staff in the Ministry of Education and Vocational Training, and other relevant arms of the RGZ
- Preparation of this ESMF report

The MoEVT first identified potential schools to be targeted for construction projects, following the below criteria:

1. Secondary schools with levels of up to Form IV or Form VI
2. Schools with lack/shortage of laboratory, Library or Computer rooms facilities
3. Schools with space for construction of Laboratory/Library/Computer rooms
4. Schools which are in a location that is accessible by other schools so that they can share the facilities (Laboratory, Library and Computer rooms)
5. Schools which are in other islands (e.g. Kojani, Tumbatu)
6. Schools with a large student body

The MoEVT then worked together with the Ministry of Land, Housing, Water and Energy to ensure that the MoEVT itself, as owner of school sites, had a copy of the land title in its possession for each site.

MoEVT staff then visited all 25 (originally 34) sites, and administered an environmental and social checklist questionnaire (see Annex 2 for full text). This questionnaire was administered to the head teacher, the village *sheha* (traditional leader), and any other informed persons who were available, including interim or assistant head teachers, and Parent Committee Heads. The full dataset with responses to all questions, and site photographs, are available.

## CHAPTER TWO: DESCRIPTION OF ZISP ACTIVITIES

### 2.1 Project Development Objectives

The PDO is to improve the (i) Quality of instruction and (ii) Student support for early resolution of learning gaps in targeted grades and subjects. Targeted grades are upper primary and lower secondary (Standard 5 – Form II) and targeted subjects are English, Math, and Science.

The focus on English, Math, and Science subjects reflects the prioritization of skills that are most in demand by the labor market. However, the project includes several system-level reforms and interventions that are expected to improve instructional quality and student support in all subjects.

### 2.2 Components of the ZISP Project

#### *Component 1: Effective Math, Science, and English (MSE) Instruction (estimated cost: US\$9 million)*

The main objective of this component is fundamentally to transform the way in which Math, Science, and English are taught to students in upper primary and lower secondary grades. Through this component, teachers will be equipped better to transmit knowledge and skills, and also to provide focused student support for early resolution of learning gaps. This will be done through a cohesive set of interventions that together address constraints in three key domains—availability of trained teachers, teacher skills, and teacher incentives and accountability structures.

Accordingly, the component includes three types of activities:

- a. Retraining of selected in-service teachers to increase the supply of Math and Science teachers in lower secondary grades
- b. Training of all English, Math, and Science teachers in targeted grades in enhanced student support
- c. Teacher management reforms to strengthen teacher accountability and motivation structures.

Retraining to increase the supply of Math and Science teachers: This activity will help alleviate the acute shortage of Math and Science teachers for lower secondary grades by supporting the government’s efforts to correct subject specialization mismatches in the form of undersupply of Math and Science teachers and oversupply of Arts teachers.

About 600 lower secondary Arts teachers will be re-trained to teach lower secondary Math and Science. Eligible teachers for this re-training have been identified based on baseline aptitude and interest. Teachers who successfully finish the training and are able to adequately reflect it in their classroom teaching will be entitled to the diploma and salary/benefits enjoyed by regular Science and Math teachers. This commitment will be formalized through a government order. To ensure that this government order is issued in a timely fashion, it is included as a disbursement condition for construction activities. This implies that actual construction cannot begin until this government order is issued.

Teacher Training for Enhanced Student Support (TESS): This in-service training aims to improve pedagogy and increase the level of direct student support provided by teachers for early resolution of learning gaps. In addition, teachers will be trained to provide guidance and counselling to improve students’ socio-

emotional readiness for the labor market. It will focus on five dimensions: supporting lagging students through extra classes and tutoring, formative student assessments (including provision of item banks), student counselling and guidance, overall pedagogy, and English proficiency. This training will be given to all English, Math, and Science teachers teaching upper primary and lower secondary (Standard 5-Form II).

Both re-training and TESS are designed as a series of short-term, cluster-based, in-service training courses delivered through the 12 existing Teacher Centers (TCs) to which each primary and secondary school in Zanzibar is mapped. The TCs will serve as resource centers not just for providing the training but also for follow-up support, mentoring, coaching, and refreshers. Where appropriate, training approaches will incorporate scaffolding and lesson-scripting techniques for maximizing effectiveness. Mechanisms will be instituted to reflect resulting pedagogical improvements in teachers' performance evaluations and professional development. Project DLIs disburse against evidence of targeted teachers' proficiency in lower secondary Science and Math and TESS skills.

Teacher Management Reform: These activities will focus on improving the incentives and accountability structures teachers face, and tie them more directly to the quality of instruction and student support. It will include the following:

- Teacher inspection reform:
  - a) School inspectors and head-teachers will be trained and resourced better to measure/track instructional quality and student support
  - b) Frequency of inspections will be increased
  - c) Feedback loops between inspectorate and schools will be strengthened (with support from TA enabled data platforms)
- Teacher performance-management reform: Annual recognition awards will be given to best-performing teachers – in terms of instructional quality and student support – at the school and district level. In addition, the project will help facilitate reforms to the teacher Scheme of Service so that teacher promotion becomes more directly performance-based.

Project DLIs disburse against evidence of annual school-level inspections (and related data provision), and provision of teacher awards.

Provision of e-Readers: This activity will aim to improve MSE learning through the use of low-cost e-Reader tablets. Digital devices like e-readers will be used to deliver curriculum content directly. They will also provide students with easier, cheaper, and faster access to innovative technology-based learning tools, games, references, and information. A key benefit of these devices is that they offer highly individualized instruction allowing students to learn at their own pace – features that can be particularly beneficial for struggling students who might have problems keeping pace with classroom instruction. Under this component, tablets would be distributed to lower secondary schools for school and possibly home use, with the capability to download and operate a range of self-paced, open-source software applications. A phased approach will be used during implementation wherein schools with access to MSE hubs and ICT connectivity will be prioritized. Conditional on these pre-requisites, to the extent possible, phasing-in will take place in a randomized way so that lessons can be learned to maximize development effectiveness during implementation.

### ***Component 2: Improved School Autonomy and Learning Environment (estimated cost: US\$9 million)***

The main objective of this component is to equip schools with autonomy, resources, and incentives to improve the quality of both instruction and student support by improving the overall learning environment of the school. To this end, School Improvement Grants (SIGs) are provided. SIGs are expected to remove charges to parents in secondary schools (in support of the government’s policy of free basic education), and provide additional resources and incentives at the school level to improve learning environment in the face of expanding access. This component will also explicitly support capacity building of school management committees (SMCs), and community outreach to strengthen social accountability mechanisms in education service delivery. To this end, training will be provided to SMCs and information campaigns undertaken for parents and communities.

The SIGs will have two parts:

- a. Base School Improvement Grant: will be delivered to all schools on a per capita basis tied to the number of students enrolled in secondary grades
- b. Performance-Based Top-Up Grant: will be awarded to schools exhibiting strongest performance improvements in Standard 6 and Form II exams in English, Science, and Math

Schools will be provided with a menu of options on how they can use the grants. To enhance school autonomy and provide space for localized solutions, the menu of options will be broad and flexible. They will include a particular focus on activities like extra/after-school classes and tutoring sessions for students who need additional focused support, student guidance and counselling, and implementing formative assessments. Project DLIs disburse against evidence of timely disbursement of SIGs to schools.

### ***Component 3: Hubs for Enhanced MSE Learning (estimated cost: US\$11.5 million)***

The main objective of this component is to support the impactful provision of learning facilities/resources for improved Math, Science, and English achievement.

It will include building and equipping of (a) 147 additional classrooms to reduce overcrowding and improve learning conditions in heavily congested schools; and (b) facilities and equipment to promote Math, Science, and English learning (Science room, language lab, information and communication technology [ICT] facilities, and room for extra classes and/or teacher preparation). Construction of learning facilities will take place in 25 existing secondary schools—with each site serving as a hub for neighboring schools. Hence, construction of facilities will serve a total of 78 lower secondary schools. Criteria for site selection is needs-based. Proposed interventions are designed such that they are not duplicative of ongoing infrastructure investments by other donor partners.<sup>4</sup>

It is expected that the proposed facilities/resources will not only increase student achievement directly, but also have positive impacts on student motivation, effort, and aspirations. They will also help more directly align education provision in schools with the skills required by labor markets. Cost-effectiveness

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<sup>4</sup> Several other donors are financing construction of facilities for the early childhood education and primary grades; more details are available in the ZISP Strategic Directions Paper (2015).

and efficiency will be maximized by (a) ensuring that, where possible, the same block can be accessed by multiple schools, using a cluster-based approach; (b) making facilities multipurpose; and (c) leveraging latest technological advances to reduce unit costs. Recurrent operating costs of laboratory blocks will be financed through SIGs (and secondary school capitation grants after project completion). Outreach activities targeted at school administrators, teachers, and students will be implemented to ensure that all physical facilities constructed under the project are used for maximum learning impacts, and align well with other project components.

**Table 1: Secondary Schools Selected For Construction Under ZISP**

<b>PEMBA</b>							
	<b>Schools</b>	<b>No. of Students</b>	<b>Details</b>	<b>District</b>		<b>Nearby Schools</b>	<b>No. of Students (hub schools)</b>
1	<b>KISIWA PANZA (Island)</b>	<b>394</b>	1 story	Mkoani	1	CHOKOCHO	310
2	<b>KANGANI</b>	<b>680</b>	1 story	Mkoani	1	MKANYAGENI	398
					2	MJIMBINI	619
					3	MTAMBILE	583
3	<b>KINOWE</b>	<b>465</b>	1 story	Micheweni	1	TUMBE	452
					2	KONDE	941
					3	MSUKA	528
					4	HARUNI	494
4	<b>MAKANGALE</b>	<b>366</b>	1 story	Micheweni	1	MKIA WA NG'OMBE	214
					2	KIPANGANI	347
5	<b>WINGWI</b>	<b>528</b>	2 story	Micheweni	1	MTEMANI	938
					2	MGOGONI	148
					3	KINYASINI	259
					4	SIMAI	865
6	<b>KOJANI (Island)</b>	<b>86</b>	2 story	Wete	1	CHWALE	366
					2	MAZIWANI	302
7	<b>FUNDO (Island)</b>	<b>148</b>	1 story	Wete	1	UKUNJWI	502
8	<b>CHANJAMJAWIRI</b>	<b>638</b>	1 story	Chake Chake	1	MATALE	396
					2	CHANJAANI	540
					3	MICHAKAINI	1201
9	<b>PUJINI</b>	<b>558</b>	1 story	Chake Chake	1	MATALE	396
					2	ALSADIK	401
					3	FURAHA	269
10	<b>CHAKE CHAKE</b>		MSE + 12 classrooms package (2 story)	Chake Chake	1	KWALE	404
					2	PONDEANI	429
					3	NG'AMBWA	440
					4	WESHA	414
<b>UNGUJA</b>							

	Schools	No. of Students	Details	District	Nearby Schools		No. of Students (hub schools)
1	JANG'OMBE	1551	2 story	Urban	1	JANG'OMBE	1551
2	KISAUNI	289	1 story	West	1	MAUNGANI	358
3	MWANAKWEREKWE		MSE + 24 Classrooms package (3 story)	West	1	MWANAKWEREKWE A	2138
					2	MWANAKWEREKWE B	1587
					3	MWANAKWEREKWE C	3292
4	REGEZA MWENDO	1213	2 story	West	1	KIANGA	485
					2	MWERA	716
5	CHUINI	1109	1 story	West	1	MBUZINI	317
					2	MFENESINI	806
6	MTONI KIGOMENI	1003	1 story	West	1	MTONI KIDATU	501
					2	BUBUBU	2273
7	TUMBATU (Island)	655	1 story	North A	1	TUMBATU	655
					2	JONGOWE	379
8	KIJINI	169	1 story	North A	1	MBUYU TENDE	95
9	FUKUCHANI	304	1 story	North A	1	POTOA	529
					2	KIDOTI	632
					3	KILINDI	147
					4	KIGUNDA	174
10	KITOPE	522	1 story	North B			
11	DONGE	716	1 story	North B	1	PALE	421
					2	MUANDA	429
12	MAHONDA	796	2 story	North B	1	MGAMBO	147
13	UROA	324	2 story	Central	1	MARUMBI	93
					2	PONGWE PWANI	34
					3	CHWAKA	324
14	BWEJUU	353	1 story	South	1	PAJE	260
15	UNGUJA UKUU	411	1 story	Central	1	UZI	230

**Component 4: Systems Transformation and Project Management (estimated cost: US\$3.7 million)**

This component will focus on four areas: (a) Examination reform; (b) Mainstreaming enhanced student support at the school level; (c) Strengthening data systems and supporting project M&E; and (d) Project implementation support. Outcomes associated with (a), (b), and (c) are included in project DLIs.

Examination reform: This area aims to improve student assessment activities in Zanzibar so they can be supportive instead of punitive. This would include (a) training and equipping of the Zanzibar Examination Council on Form II exam creation, administration, marking, and analysis; (b) development and dissemination of item banks for English, Math, and Science for Standard 5–Form II that can be used both

at the central level and at the school level by teachers in setting formative assessments; (c) generation of automated, standardized school- and student-level reports providing subject disaggregated data on student exam performance; and (d) improvement in Form II exams through an evaluation of its format and content structure, outreach to teachers and students, and instituting a Form II certificate to serve as a credible labor market signal.

Mainstreaming enhanced student support at the school level: TA will finance activities related to design and implementation support (including provision of a team of facilitators at the MoEVT) for provision of three types of student support at the school level: (a) early identification of learning gaps through formative assessments; (b) remediation of learning gaps through extra classes; and (c) tutoring, guidance, and counselling.

Strengthening data systems and supporting project M&E: Within this area, the focus will be on (a) creation of comprehensive interlinked education databases—teacher information system (including an inspection platform) and examination database; each database will include unique school, teacher, and student identifiers, which will be used to link each database with the central EMIS database; (b) dissemination of compiled/enhanced EMIS information at all levels (ministry, district education officers, and schools) through education abstracts and school reports; and (c) project-related data collection, including for impact evaluation, independent verification, and direct beneficiary feedback. Support in this area will be carefully aligned and harmonized with support from other donor partners and projects to avoid fragmentation and duplication and maximize complementarities.

Project implementation support: TA will finance activities related to design and implementation support, including provision of a team of facilitators at the MoEVT for (a) project design and implementation support; (b) design and supervision of construction activities; (c) comprehensive end-to-end capacity building on school grants; and (d) project-related communication and sensitization.

*Unallocated: (estimated cost: US\$1.8 million)*



## CHAPTER THREE: BASELINE DATA

### 3.1 Size and Geographical Location

Zanzibar is a small archipelago comprised of Unguja (commonly referred to as Zanzibar Island), Pemba, and several smaller outlying islands. It is an autonomous part of the United Republic of Tanzania (URT), and therefore has its own government – the Revolutionary Government of Zanzibar (RGZ) – which oversees internal affairs. However, some agencies (such as the Ministry of Defense and the Bank of Tanzania) serve the union as a whole.

Zanzibar is located in the Indian Ocean, lying at 39° east and 6° south. It is separated from the mainland by a 40 km channel. The islands of Unguja and Pemba have areas of 1660 km<sup>2</sup> and 981 km<sup>2</sup>, respectively; together this is equivalent to 250,000 ha of land.

Administratively, Zanzibar is divided into five sub-regions (three in Unguja and two in Pemba), which themselves are comprised of ten districts, as shown in the table below. The administrative capital and seat of government for Zanzibar as a whole is Zanzibar Town (Stone Town). In Pemba, the administrative center is Chake Chake town. However, each district has its own administrative center from which government service is coordinated.

**Table 2: Administrative districts in Zanzibar**

	<b>Regions and Districts</b>
<b>Unguja</b>	North Unguja
	- North A
	- North B
	South Unguja
	- South
	- Central
	Urban/West
	- Urban
	- West
<b>Pemba</b>	North Pemba
	- Wete
	- Micheweni
	South Pemba
	- Chake Chake
	- Mkoani

### 3.2 Population and Settlement Patterns

According to the 2012 Tanzania Census, the total population of Zanzibar is 1,303,569. Of this, 896,721 people live in Unguja and 406,848 people live in Pemba. The average household size for the archipelago is 5.1 people. Zanzibar has one of the fastest-growing populations in the world - the current population growth rate is around 2.8%.

The population of Zanzibar is predominantly rural and young. An estimated 68% of youth live in rural areas, and children less than 15 years of age account for 43% of the population.

The region with the largest population is Mjini Magharibi (Urban West); its population of 593,678 comprises 46% of the total population of Zanzibar, and 66% of the Unguja population. Mjini Magharibi also has the highest population growth rate: the average annual intercensal<sup>5</sup> population growth rate for the archipelago is 2.8%, but this figure leaps to 4.2% for Mjini Magharibi.

Mjini Magharibi also tops the charts in terms of population density. Population density for Zanzibar on average is 1392 people per square kilometer, but in Mjini Magharibi the figure is nearly double, at 2581 people per square kilometer, making it the second most-densely populated region in Tanzania overall, after Dar es Salaam.

Given the finite nature of land, especially in the case of islands, increasing population density has major implications on future land demand for conflicting uses, such as for agriculture to feed the growing population and secure export crops, forestry to meet the demand for wood, housing and settlement, industries, recreation, and conservation.

**Table 3: Total Population of Zanzibar by District and Region**

Zanzibar	1,303,569
Unguja North	187,455
Unguja South	115,588
Urban West	593,678
Pemba North	211,732
Pemba South	195,116

### 3.3 Climate

The climate of Zanzibar is tropical and maritime, and follows the monsoon winds. These are the northeast trade winds from December to February, and the southeast monsoon from March to November.

The main rainy season (*masika*) occurs between March and June due to the southeast monsoon winds, and the short rains (*vuli*) usually fall from October to December. There is also substantial inter-monsoonal precipitation: records show that one-fifth of total rainfall in Zanzibar occurs between the rainy seasons.

Average rainfall for the islands is about 1500 mm per annum, with a minimum of 1400 mm and a maximum of 1800 mm. February to late March is the driest period of the year, with about 20 mm of rainfall during this time.

According to Khiari (1992), the overall pattern of rainfall on the islands has changed in terms of volume and reliability. Rainy seasons have been observed to start late and end early and abruptly; hence overall precipitation has decreased.

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<sup>5</sup> Between censuses, which in Tanzania are done every 10 years

These changes have a negative impact on forest planting targets, as planting programs depend on the onset, duration, and reliability of rainfall.

The highest temperatures occur during the short dry season, with a maximum mean of 33° C in Unguja (and a minimum of 23.3° C), and 29° C in Pemba (minimum of 21.1° C).

### 3.4 Soils

Soils in Zanzibar are categorized into two main classes: the shallow, infertile, rocky coral rag soils in the east, and the deep, fertile soils in the west. In the coral rag, shifting cultivation is the dominant farming system, whereas the deep soils support permanent agriculture and plantation crops. Hence, areas with deep soils are densely populated compared to coral rag areas.

Zanzibar bedrock and parent material is predominantly made up of limestone of maritime origin. Compared to the eastern sides of the islands, the western sides have been overlain in larger proportion with alluvial sands, silts, and clays, with freely-drained reddish soils formed from these sediments called *kichanga*.

Darker *kinongo* soils, derived from limestone parent materials, are found toward the east. These soils become darker in color, with increasing humus content and pH as one moves farther eastward. The soil depth decreases until finally coral rock is exposed on the surface, with soil confined to pockets in depressions on the rock surface. The remaining *kinamo* heavy soil type is found in isolated areas.

### 3.5 Ecology

Unguja and Pemba are typical coastal low-lying ecosystems, influenced by the Indian Ocean and underlying coral limestone geology. Both islands are endowed with mangrove vegetation estimated to cover nearly 6.1% (16,000 ha) of the total land area, which is about 232,800 ha. The mangrove forest area is the second-largest natural forest vegetation after the coral rag thicket, which is estimated to cover 40% of the total land area.

Both Unguja and Pemba have some critical ecological habitats which harbor species of international conservation. The **Jozani Chwaka Bay National Park** is a 50 km<sup>2</sup> (19 sq mi) national park. The Zanzibar red colobus, found in the park, a rain forest species (unlike the black-and-white colobus found in other regions of Africa), is also known as Kirk's red colobus. It is now adopted as the flagship species for conservation in Zanzibar, from the mid-1990s. Other species of fauna found in the park are the Sykes monkey, bush babies, more than 50 species of butterfly and 40 species of birds. The nocturnal Zanzibar tree hyrax, which has four 'toes' on its front feet and three on its back, is said to be the first hyrax species that has acclimatized to the forest. Wild life attractions of Zanzibar also include dolphins apart from deep sea fishing for tuna, marlin, and shark. Another animal in the forests of the Unguja Island unequalled elsewhere is the Zanzibar leopard but this species has not been sighted since 2003.

The local economy is influenced largely by activities which exploit the marine and coral rag forest ecosystems.

### 3.6 Marine Environments

The entire coastline of Unguja and Pemba islands is threatened by degradation associated with non-sustainable human activity, such as coastal construction; dumping of solid and liquid effluent, including untreated sewage; non-sustainable fishing through the use of nets, poison, and blasts; dynamite fishing in coral reefs; anchor damage; collection of live coral; and over-exploitation of turtles through slaughter and collection of eggs. The problem is partly driven by an economy that is largely dependent on exploitation of primary resources, and compounded by an absence of strong policy guidelines on the exploitation of marine resources. If left unchecked, marine degradation has the potential to undermine strategic economic interests in Zanzibar, such as biodiversity, fisheries, and tourism.

### 3.7 Land

The National Environmental Policy identifies land degradation to be one of the main ecological concerns in Zanzibar today. The isles are home to unique ecosystems that are world-renowned as reservoirs of biodiversity. In Unguja, the most famous biosphere is the Jozani-Chwaka Bay Conservation Area: estimated to cover 5000 ha, the Area is made up of the Jozani Forest Reserve, mangroves, and the coral rag forest. It is the largest terrestrial natural forest on Unguja, and is the remainder of the forest that once covered most of the island. The mangrove formation of Chwaka Bay is the largest stand of mangrove forest in Unguja; its estimated 2800 ha make up around 15% of the forest cover of Zanzibar. The Jozani-Chwaka Bay Area is home to many rare and endemic species, and is thus an important reservoir for biodiversity. At the regional level, the area forms part of the Eastern African Arc Mountains, ranked among the top 25 biodiversity “hot spots” in the world.

It is commonly acknowledged that deforestation in Zanzibar began in the 1830s with the introduction of the clove-planting program. The current deforestation rate in Zanzibar is estimated at 950 ha per year<sup>6</sup>, and is driven by the demand for timber, fuel, and charcoal, and the clearing of land for cultivation and settlement. Shifting cultivation, through which land is cleared of vegetation, cultivated for several seasons, and then abandoned, is a major contributor to soil quality degradation (as well as deforestation).

According to available information (DCCFF, 2002), annual firewood consumption in Zanzibar is estimated at 3,068,977 m<sup>3</sup> (77% in Pemba and 23% in Unguja). Coral rag is most commonly used for firewood in Unguja, and clove tree wood in Pemba. Despite overharvesting, this demand is not met locally, and a substantial volume of wood is imported from the mainland.

Other forms of land degradation are associated with non-rehabilitation of quarries, which leave gaping craters that pose hazards to people and livestock, and create breeding grounds for water borne diseases.

Zanzibar is home to the endemic Zanzibar Red Colobus and the Zanzibar leopard. The Zanzibar leopard (*Panthera pardus adersi*) is an elusive and possibly extinct subspecies of leopard endemic to Unguja Island. Increasing conflict between people and leopards in the 20<sup>th</sup> century led to their demonization, and attempts to exterminate them. Efforts to develop a leopard conservation program in the mid-1990s were shelved when wildlife researchers concluded that there was little prospect for the animal’s long-term survival.

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<sup>66</sup> “How deforestation impacts on beekeeping.” By Issa Yussuf, 20 January 2016, Daily News. <http://www.dailynews.co.tz/index.php/features/46190-how-deforestation-impacts-on-beekeeping>

### 3.8 Water

All water in Zanzibar is under threat. Shallow groundwater is under threat of contamination from sewers, leaking sewage, and percolation of contaminated runoff water. Brackish and sea water is also under threat from direct discharge of untreated sewage and runoff water, and through location of municipal dump yards along creeks and estuaries. Dump yards also pose a threat to mangrove ecosystems in Unguja.

Being a coastal ecosystem, Unguja is faced with the problem of perpetual seepage of saline water into the groundwater. The hazard is compounded by overexploitation of groundwater, which allows the saline water table to flow freely into boreholes. Many boreholes in Unguja yield saline water.

### 3.9 Economic Profile

The economy of Zanzibar depends mainly on cloves for export, subsistence agriculture, and the tourism industry. Since the early 1990s, there has been a shift from a monopolist economy to free enterprise, as part of the economic recovery program.

The agricultural sector makes up about 50% of GDP, and employs nearly 70% of the labor force, which in turn earns about 90% of Zanzibar's export value. Manufacturing has potential for development if entrepreneurs/investors could be attracted to the sector. The public sector as a proportion of GDP is quite high. The main contributors are wholesale, retail trade, and public administration. At present, the RGZ is the largest single employer in Zanzibar.

#### Economic Overview<sup>7</sup>

Since the mid-1980s, Zanzibar has been pursuing a liberalized economic system of free trade and free enterprise. This marked the shift away from a centralized economy in which agriculture was the sole sector not dominated by government planning. The main drivers of the Zanzibari economy are agriculture, trade, tourism, and the services sectors.

Zanzibar's economy has experienced robust, albeit somewhat erratic, growth in recent years. According to the most recent Socio-Economic Survey published by the Office of the Chief Government Statistician (2014), Zanzibar's economy grew by 7.0 percent in 2014, down from 7.4 percent in 2013, but an improvement over the 4.9 percent expansion in 2012. Inflation stood at 5.6 percent, edging up from 5.0 percent in 2013. Food price increases were a major driver, with non-food inflation actually falling by almost two full percentages point over the same time period.

Table 4: Zanzibar Macroeconomic Fundamentals, 2010-2014

	2010	2011	2012	2013	2014p
<b>GDP Growth Rate (2007 Constant Prices)</b>	<b>4.3</b>	<b>9.3</b>	<b>4.9</b>	<b>7.2</b>	<b>7.0</b>
Agriculture, forestry, and fishing	3.3	4.7	-8.3	13.2	-0.4
Industry	4.6	18.4	7.5	3.5	6.0
Services	4.8	8.3	4.8	4.6	9.8

<sup>7</sup> All data quoted in this section comes from Integrated Labor Force Survey, 2006. This is the latest available Labor Force survey for Zanzibar.

	Adjustment to market prices	3.4	9.6	33.4	14.1	10.2
<b>Inflation</b>		<b>6.1</b>	<b>14.7</b>	<b>9.4</b>	<b>5</b>	<b>5.6</b>
	Food	6.2	18.8	6.7	1.8	4.4
	Non-food	6.2	9.9	13.2	8.5	6.8

This economic growth has been fuelled by strong FDI. In 2011, Zanzibar received US\$176m of new foreign direct investment, which is a 319% increase from 2010. Over 85% of this was in the tourism sector. Currently, the Zanzibar Investment Promotion Agency has close to 93 new investment projects approved, which would lead to further development opportunities.

Zanzibar's economy remains dominated by and dependent upon the agricultural sector, mainly the production and sale of cloves and clove products. Trade, tourism, and other service sectors are also major contributors to economic growth.

Zanzibar's imports make up 75% of its trade volume, with mainland Tanzania acting as a large supplier of goods. The archipelago has a narrow export basket, and persistently runs a negative trade balance. This deficit has widened in recent years; the 2013 trade deficit was 21 percent greater in 2014 than the previous year.

### **Agricultural Sector**

Agriculture is the second-largest contributor to Zanzibar's GDP, making up approximately 30 percent of the region's output (27.9 percent in 2014). The sector employs more than 70 percent of the working-age population, and earns around 80 percent of Zanzibar's export value.

Despite its crucial role in the economy, the sector is plagued by erratic growth and inefficiency. Problems include obsolete technology (especially for irrigation), insufficient financial services, constraints to investment, a weak framework for marketing, low uptake of the use of fertilizer and other inputs, post-harvest losses (reaching 40 percent on average across crops), and the impacts of climate change.

Cloves and clove stems are major cash crops, with international prices moving upward over the last few years, but the crop itself suffers from production fluctuation: clove output varies a great deal year-on-year because of the cyclical nature of the plant's bud production. Zanzibar usually experiences a bumper crop every 4 years.

Looking more broadly at the sector, production has nearly halved in the last half-century, with production dropping to approximately 10,000 metric tons per year from 24,000 metric tons in the 1950s, and the number of clove trees falling from around 4 million trees to 2 million.

Zanzibar's 2004 ten-year Clove Development Strategy sought to combat these issues, providing free seedlings to farmers and increasing the prices paid for cloves to 80 percent of the market price. The Zanzibar State Trade Corporation (ZSTC) remains the sole legal buyer of cloves; although the prices ZSTC offers to farmers have increased, they are still below world market prices, spurring some farmers to smuggle cloves for illegal sale in mainland Tanzania or in Kenya.

The next-largest cash crop by value is seaweed, an industry which emerged in the late 1980s and made Zanzibar the world's third-largest exporter of the crop by the following decade. However, production has fallen rapidly due to rising water temperatures, and damage from bacteria. According to the most recent Bank of Tanzania statistics, exports fell from 14,393 tons in 2012 to just 9,845 tons in 2013; this translated to a 33 percent reduction in export value.

Other cash crops include copra (the dried kernel of the coconut, from which oil is extracted), other spices, fish products, fruits, and vegetables.

In addition to crop cultivation, fishing is another important agricultural economic activity in Zanzibar. However, this industry is plagued both by underutilization of deep sea stocks and overfishing of areas close to the shore, as well as other resources management issues. For the most part, fishing methods are traditional and artisanal, and fishermen frequently resort to illegal practices such as dynamiting. Production remains at subsistence levels.

### **Tourism and Other Services**

Services overall are the largest contributor to Zanzibar's GDP, rising from 41.5 percent in 2013 to 44.7 percent in 2014. Tourism alone contributed 27 percent of GDP in 2012, and was responsible for 80 percent of forex earnings.

Zanzibar overhauled its tourism sector in 2014, following a "Results for Prosperity Lab" out of which the Multi-sectoral Tourism Development Program was formulated. This Program sought to integrate the National Tourism Policy and National Tourism Master Plan into a multi-sector strategy that would promote "a sustainable tourism industry that cares for norms and cultural diversity, protects the natural environment, and shares unique and rich experiences with visitors while providing a leading role in economic growth and decent employment".

The public sector as a proportion of GDP is quite high. The main contributors are wholesale, retail trade, and public administration. At present, the RGZ is the largest single employer in Zanzibar.

### **Manufacturing sector**

Zanzibar has a very small manufacturing sector. Its share of overall GDP is approximately 6.5 percent, but growth over the last five years has been erratic, fluctuating from 3.5 percent to as high as 9.9 percent.

The sector is oriented around chemical products, and consumer goods such as food, beverages, tobacco, and textiles. Exports of finished/processed goods are insignificant, contributing less than 5.0 percent to total export earnings. These products are made under Economic Processing Zone (EPZ)-type manufacturing, limited furniture products, and other wood products.

### **Energy**

The energy sector in Zanzibar is constituted by electric power, petroleum, and products supplemented by firewood and its products. Coal and gas are rarely used in households or by industry. 70 percent of Zanzibar's electric power demand is met by mainland Tanzania through a submarine cable; the remainder (fueling Pemba) is thermally-generated power. Between 70-75 percent of the electricity generated is used

by households, while less than 20 percent is used by industry. Firewood, charcoal, and kerosene are widely used for cooking and lighting in both urban and rural areas.

Households overwhelmingly rely on wood fuel (firewood and charcoal) for energy generation. Zanzibar relies on wood imports from mainland Tanzania to bridge deficits in local supply.

### **Hydrocarbons**

Large reserves of petroleum and natural gas have been discovered on and offshore in East Africa in recent years, and the potential for discoveries in Zanzibar is high.

However, ambiguity in petroleum resources management has stymied exploration activity. One view is that petroleum exploration is constitutionally a Union matter, and therefore governed by the state-owned Tanzania Petroleum Development Corporation (TPDC). The other is that current production-sharing mechanisms under the TPDC are not satisfactory, and that the Zanzibar Directorate of Petroleum (DoP) is better able to manage Zanzibar's resources and revenue. Although the DoP has issued exploration licenses, the inconsistency has prevented any exploration in Zanzibar since 2004. Proposed changes to the Constitution would have resolved some of these issues, but the referendum on the new constitution, originally slated for April 2015, was postponed indefinitely.

### **Mining**

All geological surveys conducted have indicated that Zanzibar has no significant mineral deposits. In this respect, the mining sector of Zanzibar is constituted by stone quarrying used for construction and lime making. It is a very insignificant proportion but based on the importance of the resource to the construction sector, stone mining becomes an important ingredient to the lives of rural people, especially those living in coral rag areas. Nevertheless, non-sustainable management of quarrying business presents a major ecological concern in Zanzibar.

### **Transport and Communications**

Zanzibar has a total road network of 1,600 kilometers of which 85 percent are tarmac or all weather surface. The remaining is earth road which is annually rehabilitated to make it passable throughout the year. Zanzibar has now a thriving sea transport network which by using publicly owned ships and private speed boats serves the ports of Zanzibar, Dar es Salaam, Pemba, Tanga Mtwara and Mombasa. Using the two main airports of Unguja and Pemba, Zanzibar is well connected to the rest of the world. The Zanzibar main airport can now handle bigger planes, which has resulted in an increase in passenger and cargo inflows and outflows. Similarly, Zanzibar is well served by the newly restructured public telecommunication company (TTCL) and 4 private owned mobile systems. Through these systems the whole of Zanzibar (Unguja and Pemba) is widely covered and connected to most parts of the world.

### **Building and Construction**

The construction industry has benefited from the government infrastructure program introduced as a result of Mkuzi II, and considerable FDI in hotels specifically. In 2012, the sector contributed TZS67bn to GDP (average annual growth at 5%) and was responsible for the formal employment of over 6,090 local people. The industry is highly dependent on labor from the Tanzanian mainland. Over 50% of skilled roles are fulfilled by non-Zanzibaris who travel on short-term contracts. The industry also has a



considerable informal sector, the size of which is difficult to fully determine. Estimates suggest that beyond the formal statistics, an additional 50% of labor is employed on an informal, non-contractual basis.

### **Financial Sector**

Accessibility to credits and other financial resources is an important ingredient towards social and economic development. Although Zanzibar has very little control on monetary policy issues and the levers of its financial institutions is low, the existing national bank of PBZ, NBC, Postal Bank and other small financial institutions play a significant role in serving the economy.

### **Employment**

The current number of people in formal and informal employment is difficult to determine, as the last integrated labor force survey was conducted in 2006. However, based on other more recent government statistics, it is estimated that the formal workforce in Zanzibar numbers approximately 86,000 people.

The education level of the general workforce is low, with less than 10% being educated beyond secondary school level. Around 25% of the workforce have not completed primary level education; the figure is higher for women. Although significant headway has been made in primary level enrolment with a large school-building program, dropout rates at secondary level remain high (less than 60% of students advance to secondary education and less than 45% of these complete the lower secondary level)<sup>10</sup>. As a result of this high dropout rate, youth unemployment in Zanzibar is higher than in mainland Tanzania, standing at 17.1%<sup>11</sup>. Overall unemployment is at 4.4%, and has gradually declined since the last Integrated Labor Survey in 2006, when it was recorded at 5.5%.

A total of 10,000 school leavers enter the job market annually. However, the majority of the youths are ill prepared professionally because the education system fails to provide necessary professional skills or trades with the results that such youth have nothing to do except loitering, drug abuse, and working as commercial sex workers. As part of the strategy to arrest the deteriorating youth situation, the MoEVT is reviewing the education curricula and master plan to focus more weight on technical education, functional education and labor market demands, as supported by ZISP.

### **Economic Prospects**

The economy of Zanzibar is continuously affected by instability of clove prices in the world market, fluctuation in oil prices, and the rise in prices of many intermediate goods and machinery which Zanzibar imports. The suitable weather as well as improved prices in external markets is expected to stimulate economic performance, but real growth is expected from the current emphasis on non-agricultural sectors mainly industrial and service sectors. Combined with current and on-going pace of investment and stability, the economy was expected to sustain at an average level of 5.0 percent.

## **3.10 Social Profile**

Zanzibar faces the following social issues:

### **Acute poverty**

It is estimated that 22% of the population of Zanzibar lives “in poverty”. This population is distributed unevenly throughout the islands with up to 60% living in poverty in some rural areas. Economic growth in

Zanzibar averaged 6% in 2004, and GDP per capita was estimated at \$300 (compared to \$260 on mainland Tanzania).

### **Crisis in Education**

With a median age of 17 years, Zanzibar has a young population. This signals strong potential for demographic dividends for economic growth and poverty reduction, provided young people can become productively engaged in the labor market. Basic education—primary education and lower secondary education—is essential for imparting the foundational skills required for this productive engagement, but currently the Zanzibar education system is not serving a large proportion of its students in an optimal way.

Students do not master key foundational skills, and these lags persist to higher grades, with no evidence of corrective measures. According to SAQMEQ III (2007), almost 66 percent of Standard 6 students had not mastered nationally defined basic learning competencies. Students progress more or less automatically through lower grades (Standard 1 to 6) with no system for identifying and correcting learning gaps, and then are weeded out in large numbers in exit examinations (end of primary (Standard 6), and or middle of lower secondary (Form 2)). Not surprisingly, students perform very badly in these curriculum-driven tests, and those who fail generally drop out of school: student survival rates drop by nearly 50 percent between Forms 2 and 4.

This means low economic and life prospects for young people, despite spending substantial time in the education system. The majority of students who fail leave the system without any formal credentials, and thus have limited chances for entering formal sector jobs. This is especially true for high-growth sectors like tourism, an industry which fills workforce needs by importing labor from mainland Tanzania, and from other countries, despite high levels of un- and under-employment in Zanzibar.

There is also a large stock of young people who have recently left the system and entered the labor force with very rudimentary skills, who will remain in the labor force for a long time.

### **Gender Issues**

Roughly, there is gender parity in access to pre-primary and primary schools – the gender parity index for gross enrolment ratios across districts ranges from 0.97 to 1.1. Imbalances exist in completion rates and access to ordinary secondary schools, where enrolment of girls outnumbers boys in all districts. For children aged 14 to 19, girls are as likely as boys to be out of school (approximately 30%).

As a whole, women in Zanzibar are often poorer than men, own less land and livestock, and have fewer years of schooling. Gender imbalances are rooted and sustained by traditional and cultural values.

In 2010, the RGZ established Ministry of Empowerment, Social Welfare, Youth, Women and Children (MoESWYWC), the successor to a previous ministry focused on women and children, which was later to include labor and youth issues. The mandate of the MoESWYWC is:

“To improve people’s lives through economic empowerment, the provision of quality social services and good governance, and to work towards a well-protected and empowered society

that observes human rights and safeguards the interests and concerns of women, children, youth, and the elderly and other vulnerable groups.”<sup>8</sup>

A gender committee has been created to ensure that sectoral investments prioritize the needs of both men and women.

Land ownership is a complex issue in Zanzibar: Tanzania’s constitution enshrines equal rights to property ownership, but Zanzibar does not have a land policy that explicitly guarantees women’s land rights.<sup>9</sup> Customs also play a role; however the RGZ and a number of NGOs have collaborated on awareness campaigns to inform women on their rights and means of advocacy regarding land.

### 3.11 Education Sector

#### *Government Vision*

Education is central to Zanzibar’s development objectives as reflected in various key strategy documents including Vision 2020, Zanzibar Education Policy, and Zanzibar Strategy for Growth and Reduction of Poverty (MKUZA II).

With respect to education the MKUZA objectives are: to ensure equitable access to demand-driven quality education which is gender responsive. To achieve these objectives, the Zanzibar Education Development Program (ZEDP: 2007-08 – 2015-16) had two main objectives: (i) Increased and more equitable access to education, and (ii) Improve relevance and quality of education throughout the sector

#### *Access to Education*

##### Pre-Primary Level

###### *Access*

The Education Policy of 2006 introduced two years of pre-primary education as a part of basic education. With this change enrolment in pre-primary has generally increased in the last five years<sup>10</sup>. In pre-primary, the Gross Enrolment Rate (GER) stood at 26.5 percent and Net Enrolment Ratio (NER) at 17.9 percent in 2012. In public schools almost 38 percent of students enter primary grades with some pre-primary education.

Number of pupils enrolled in pre-primary was a little over 21 thousand in 2009.

###### *Supply*

On the supply side, the pre-primary education is mainly dominated by private providers. Private share of pre-primary enrollment is 76 percent. The total number of pre-primary schools was 261 in 2009 (32 of them are government owned).

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<sup>8</sup> “Project Proposal on Women Empowerment and Gender Equality in Zanzibar.” MoESWYWC, 2013. <http://www.citsl.org/Zanzibar%20Ministry%20of%20Social%20Welfare%20Project%20Proposal.pdf>

<sup>9</sup> “FEATURE-Zanzibar women brush up on the law to keep control of land.” Reuters, 4 February 2016. <http://www.reuters.com/article/tanzania-women-property-idUSL8N15G101>

<sup>10</sup> There has been some decline in pre-primary enrollment since 2011

The pupil-classroom ratio in pre-primary was 27 and pupil teacher ratio was 21.6 in 2013. About 10 percent of government teachers were untrained in 2013.

The government has also launched a radio-based pre-primary education program titled Radio Instruction to Strengthen Education (RISE)<sup>11</sup> which currently enrolls about 3000 students.

### *Primary Level*

At the primary level a new curriculum has been developed for the 6-year cycle and is in the process of being phased in. Under this new curriculum, English is introduced as the language of instruction from Standard IV in an effort to raise students' English competency before they enter secondary education. The first cohort to use the new curriculum is currently in Standard V. This means that in January 2016 there will be an abnormally large intake into Form I as both students completing Standard VI and Standard VII will be graduating from primary education.

### *Access*

Zanzibar has made significant progress in increasing the number of students attending basic education. Gross Enrollment Rate (GER) in primary education has steadily increased from 92 percent in 2001 to 122 percent in 2012<sup>12</sup>. And the net enrolment ratio (NER) increased from 75.7 percent in 2006 to 81.4 percent in 2010.<sup>13</sup>

According to the Educational Statistical Abstract (2010-2013), the increase in the primary GER might to some extent be a statistical artefact driven by an earlier (under 2002 census) underestimation of the school age population. However, a high GER signals capacity constraints at the primary level.

The gender parity index for the GER indicates that at the national level males and females experience equal access to primary education.

The number of primary schools has increased from 277 in 2008 to 290 in 2009. In 2008 the total size of primary level was about 216,731 students.

### *Supply*

The pupil-classroom ratio at the primary level in government schools, which was 75 in 2013, has declined slightly over the past four years. This has been the result of investments in classroom construction as the number of students at this level has been increasing steadily.

In terms of facilities among government primary schools, 83 percent of schools have access to water and 81 percent to electricity while 53 percent of schools operate on double shift in 2013. The pupil-teacher ratio was 36.1 in the same year. About 4 percent of government teachers were untrained in 2013.

### *Efficiency*

The survival rate to the end of primary was 80 percent in 2013. This is very close to the mainland survival rate of 81 percent and stands above the rate found in many SSA countries. The transition to Form I is 95.5

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<sup>11</sup> MKUZA II

<sup>12</sup> Education for All Assessment, 2001-2013

<sup>13</sup> MKUZA II

percent and the repetition rate was 5 percent as of 2013. Primary repetition rates have increased from 2.5 percent in 2001 to 4.7 percent in 2012.

While performance is low in all subjects in the Standard VII Examinations, performance in Mathematics is particularly poor.

## Secondary Level

### *Access*

The Government of Zanzibar envisions introducing four years of compulsory secondary education. Enrolment has been stagnant at the ordinary secondary level (OSL) and there has been a 54 percent decline in enrolment at the advanced secondary level. Currently a large proportion of students fail the Form 2 examinations making them ineligible to progress to Form 3.

### *Supply*

On the supply side, secondary schools are better equipped than primary schools and face fewer capacity challenges, due partly to low share of progression of students from primary to secondary grades.

The pupil-teacher ratio was 21 percent in government schools and 11.7 percent in private schools in 2013. About 2 percent of government teachers were untrained in 2013. The pupil-classroom ratio at the secondary level in government schools was 46 in 2013.

The pupil-classroom ratio at the primary and secondary levels has declined slightly in government schools over the past four years. At the secondary level, while more classrooms have been constructed, a decline in the number of students is also driving the reduction in the pupil-classroom ratio.

Among government secondary schools, 89 percent have access to both water and electricity. About 26 percent of secondary schools operate on double shift.

The government has made considerable investments in input-provision for secondary education, partly through the ZBEIP project (2007-2013) with World Bank. Over the past five years (2009-2013), 19 new secondary schools were built and 6 schools rehabilitated. In addition, about 300 new classrooms were constructed to expand space for schools with shortage of space.

The number of trained teachers increased from 9,422 in 2008 to 9,788 in 2009, while the number of untrained teachers is currently below a thousand (939). On pupil-teacher ratio, the government managed to bring it back down to 29 from 31 in 2007.<sup>14</sup>

### *Efficiency*

The dropout rate at the end of primary education is high; just over a third of students survive in the system until Form 4. Around 64 percent of students drop out even before completing Form 4.

Transition rate from Form 2 to Form 3 is only 54.6 percent. Rates have remained stagnant since 2009 (was 53.6 percent in 2009). These high rates of drop-out are mainly driven by high rates of students failing Form 2 examinations. Transition rate from Form 4 to Form 5 is only 8.4 percent.

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<sup>14</sup> MKUZA II

In 2013, 19,322 students sat for Form 2 examination, out of which about 41 percent failed. In 2013, 69 percent students passed Form 4 examination which is an increase from 53.1 in the previous year.

### Government Budget

Zanzibar's budgeted education expenditure from 2002- 2012 has remained steady at 4-5 percent of its Gross Domestic Product with Actual Spending as a percentage of GDP being on average 0.3% lower. Zanzibar's expenditure on education as a percentage of GDP does not seem out of line with that of other countries in the region.

However, actual spending on education as a percentage of GDP has followed an upwards trend while budgeted spending has a declining trend.

About 75 percent of the MoEVT recurrent expenditure is spent on salaries. Development spending by MoEVT is described in the table below.

### Development Spending by RGoZ and DPs by project 2011/12 – 2013/14

Project Description	Expenditure 2011/12 (million TSH)		Expenditure 2012/13 (million TSH)		Budget Estimates 2013/14 (million TSH)	
	RGoZ	Loans/ Grants	RGoZ	Loans/ Grants	RGoZ	Loans/ Grants
Rehabilitation of MoEVT headquarters	25					
Strengthening of Technical Education	223		100		500	
Strengthening of Compulsory Education	407	19,595	525	18,857	1,000	17,647
Science and Technology in Higher Education				277		
Strengthening of Library Services	155		55		400	
Strengthening of Pre-Primary Education	110	445	50	23	150	1,568
Strengthening of Primary Education	1,000		407	4,644	1,000	7,212
Construction of two Primary Schools in West District			135		850	
Strengthening of Alternative Education	35		65	1,230	500	1,530
Construction of Islamic College Pemba	50		20		100	
Construction of SUZA Phase II	1,610	760	1,660	595	850	2,241
<b>TOTAL</b>	<b>3,615</b>	<b>20,800</b>	<b>3,017</b>	<b>25,627</b>	<b>5,350</b>	<b>30,198</b>

Source: Educational Statistical Abstract, 2010 - 2013

### 3.12 Physical Cultural Resources

Unguja and Pemba Islands both have numerous physical cultural resources, among them the World Heritage site of Stone Town.

The Stone Town of Zanzibar contains many of the fine buildings that reflect the particular culture of Zanzibar and the homogenous elements of the cultures of Africa, the Arab region, India, and Europe over more than a millennium. The buildings of the Stone Town, executed principally in coralline ragstone and mangrove timber, set in a thick lime mortar and then plastered and lime-washed, reflect a complex fusion of Swahili, Indian, Arab and European influences in building traditions and town planning.

The major buildings in Stone Town date from the 18th and 19th centuries and include monuments such as the Old Fort, built on the site of an earlier Portuguese church; the house of wonder, a large ceremonial palace built by Sultan Barghash; the Old Dispensary; St. Joseph's Roman Catholic Cathedral; Christ Church Anglican Cathedral commemorating the work of David Livingston in abolishing the slave trade and built on the site of the last slave market; the residence of the slave trader Tippu Tip; the Malindi Bamnara Mosque; the Jamat Khan built for the Ismaili sect; the Royal Cemetery; the Hamamni and other Persian baths.

## **CHAPTER FOUR: POLICY FRAMEWORKS FOR ZISP**

### **4.1 Administrative and Regulatory Frameworks for Education**

#### ***4.1.1. Project Administration***

ZISP will be carried out in the Zanzibar archipelago only. Under the constitution of the United Republic of Tanzania, Zanzibar enjoys a certain degree of autonomy, including an autonomous Ministry of Education and Vocational Training (MoEVT) for governance of education matters. This is the institution which will spearhead implementation of ZISP. Implementation of the project will be carried out through the existing structures of the MoEVT, including various departments, district education boards, and education institutions.

The Permanent Secretary is the executive responsible for overall management of education in the MoEVT, while the Commissioner for Education is the Technical Head of all education matters.

Administratively, Zanzibar is divided into five regions and 10 districts. Delivery of services in education is effected through the 10 districts, each of which has a District Education Officer charged with the responsibility of overseeing the activities for that district.

#### ***4.1.2. Institutional arrangements and coordination***

The MoEVT will provide overall policy guidance and supervision to ZISP. Through the Department of Policy, Planning, and Research, the Ministry will clarify participants' roles, including capacity building requirements, at all levels for project implementation. This will be achieved through development of a Project Operations Manual (POM), which will specify the responsibilities of all actors involved at each level. The Project Operations Manual is meant to ensure efficient and effective project implementation. The POM will also provide guidelines on the code of conduct for all project actor, to ensure compliance with RGZ and World Bank requirements for project management.

### **4.1.3. Policy Framework for the Education Sector**

Zanzibar has had several multi-year plans determining the overall policy framework for the education sector, the most recent being the Zanzibar Education Development Plan (ZEDP) 2008/09–2015/16. ZEDP expires this year, and will be replaced by a new five-year education policy, which will be formulated in an Education Sector workshop in 2016.

Since independence, education policy in Zanzibar has been characterized by the pledge of compulsory and free basic education for all. Until recently, community and individual contributions were encouraged, to fill needs ranging from provision of supplies to the construction of classrooms. The MoEVT abolished individual contributions for primary education in July 2015, and aims to abolish individual contributions for secondary education in the near future.

Domestically, Vision 2020 is the key document which articulates the aspirations of Zanzibar. It is supported by the three MKUZA poverty reduction plans, the Education Policy 2006, and ZEDP. These policy documents have enabled ambitions to become reality, and are key to the ongoing measurable improvement of the education sector.

Education policy in Zanzibar has also been guided by international declarations and conventions such as:

- The Millennium Development Goals for Education (MDGs, 2000)
- The Jomtien Declaration on Education for All (EFA, 2000)
- The Dakar Declarations (2000)
- The Convention on the Rights of the Child (CRC, 1990)
- The Convention on the Elimination of Discrimination Against Women (CEDAW, 1979)
- The Sustainable Development Goals (2015)

These global commitments aim at empowering the poor and disadvantaged to pursue their fundamental human rights, such as education, development, and protection.

## **4.2 Framework for Environmental Management**

### **4.2.1. Administrative Framework**

Under Article 27 of the Constitution of the Union Government of Tanzania, the public is called upon to ensure that the natural resources of the country are managed properly:

- 1. Every person is obliged to safeguard and protect the natural resources of the United Republic, State property, and all property jointly owned by the people*
- 2. All persons shall by law be required to safeguard State and communal property, to combat all forms of misappropriation and wastage, and to run the economy of the nation assiduously, with the attitude of people who are masters of the fate of their nation*

This constitutional exhortation places the responsibility of environmental management on the shoulders of all citizens and residents of Zanzibar. The NEP also recognizes that environmental management is not the responsibility of a single government agency, but assigns the role of coordination of environmental matters to the Department of Environment (DOE) under the Ministry of Agriculture, Livestock, and



Environment. For the purposes of this ESMF, the DOE is the technical reference point in environmental management.

#### *4.2.2. Policy Framework for Environmental Management*

The RGZ published the National Environmental Policy for Zanzibar (NEP) in 1992, along with specific sectoral policies for land, mining, energy, water, agriculture, population, and fisheries. The NEP recognizes the Environmental Impact Assessment (EIA) process as a means of ensuring that natural resources are soundly managed, and of avoiding exploitation in ways that would cause irreparable damage and social costs.

The NEP seeks to provide the framework for making the fundamental changes that are needed in order to incorporate environmental considerations into the mainstream of decision-making. The NEP seeks to provide guidance and planning strategies in determining how actions should be prioritized, and provides for the monitoring and regular review of policies, plans, and programs. It further provides for sectoral and cross-sectoral policy analysis, so that compatibility among sectors and interest groups can be achieved and the synergies between them exploited. The overall objectives of the NEP are the following:

- To ensure the sustainability, security, and equitable use of resources in meeting the basic needs of present and future generations, without degrading the environment or risking the health and safety of the population
- To prevent and control the degradation of land, water, vegetation, and air, which constitute our life support systems
- To conserve and enhance our natural and man-made heritage, including the biological diversity of Tanzania's unique ecosystems
- To improve the condition and productivity of degraded areas, as well as rural and urban settlements, in order that all Tanzanians may live in safe, healthy, productive, and aesthetically pleasing surroundings
- To raise public awareness and understanding of the essential links between the environment and development, and to promote individual and community participation in environmental action
- To promote international cooperation on the environmental agenda, and expand participation and contribution to relevant bilateral, sub-regional, regional, and global organizations and programs, including the implementation of treaties

In appreciation of the need to conserve biodiversity, the RGZ formulated a National Conservation Strategy in 1996 which addressed the cause of biodiversity decline and the factors underlying such trends. The overall objective of the Strategy is to reduce the negative impacts on biodiversity in Zanzibar, and develop sustainable economic and social use of indigenous ecosystems and species. Components of the strategy include:

- (i) Develop a body of resource managers capable of conserving biodiversity.
- (ii) Improve Legal and Policy framework for biodiversity conservation.
- (iii) Increase financial resources available for biodiversity conservation.
- (iv) Manage ecosystems by using integrated plans to provide economic benefits.
- (v) Increase conservation action in the field, prioritized to maximize effects on biodiversity.
- (vi) Increase knowledge of poorly studied biodiversity.
- (vii) Monitor trends of biodiversity.

- (viii) Build public support and participation in biological diversity conservation through education and awareness.

#### ***4.2.3. Legislative Framework for Environmental Management***

The RGZ published the Environmental Management for Sustainable Development Act (No. 2 of 1996) as the overarching framework legislation for environmental protection in the Zanzibar archipelago. Additional policies and laws relating to environmental management are:

- The Forest Resources Management and Conservation Act No. 10 of 1996
- Wild Animals Protection Decree Cap 128
- Wild Birds Protection Decree Cap 129
- Zanzibar Municipal Council Act No. 3 of 1995
- The Districts and Town Councils Act No. 4 of 1995
- The Stone Town Conservation Authority Act No. 3 of 1994
- The Town and Country Planning Decree (Cap 85): Stone Town Planning Regulations of 1994

#### ***4.2.4. International Conventions***

Under the Union with mainland Tanzania, Zanzibar is party to many international agreements on biodiversity, climate change, and desertification. Those critical to ZISP are:

- Convention Concerning the Protection of the World Cultural and Natural Heritage, Paris (1972)
- Convention on Biological Diversity (1992)
- Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES, 1973)
- UN Convention to Combat Desertification in Countries Experiencing Serious Drought and/or Desertification (1994)
- Lusaka Agreement on Co-operative Enforcement Operations Directed at Illegal Trade in Wild Fauna and Flora (1994)
- Montreal Protocol on Substances that Deplete the Ozone Layer (1987)
- Phyto-sanitary Convention for Africa, Kinshasa (1967)
- UN Convention on the Law of the Sea (1982)
- UN Framework Convention on Climate Change (1992)

#### ***4.2.5. The EIA Process in Zanzibar***

As outlined in Act No. 3 of 1996, The EIA guidelines and procedure involves the following:

**Registering a project:** The proponent is required to register the project with the DoE by way of preparation of a Project Report. If it is an investment project, the proponent submits a project profile to ZIPA which then distributes it to concerned Departments for comments to determine the need or otherwise for an EIA. ZIPA then calls a technical meeting; the Zanzibar Invest Committee meets to review the report and determine whether EIA is required. It is at this stage that the decision is made whether to conduct an EIA or not and the project is classified to determine the level at which the environmental assessment should be carried out.

**Screening:** Where an EIA is deemed necessary, the Investor is required to contact with DOE which screens the project to develop ToR and suggest consultants to undertake EIA.

**Review of the EIS:** EIA is then undertaken and report submitted to DOE for review. A Technical Review Committee established by the NEMC reviews the EIA and decides whether the EIA is acceptable or not.

If the EIA is approved the DOE issues an EIA Certificate to confirm that the project may proceed. The process takes 60-90 days but the TOR expires within one year of issue if the respective EIA has not been undertaken. The EIA procedure in Zanzibar requires public consultation.

**Auditing the completed project:** The DOE undertakes periodic and independent audits of the project. Depending on its findings, it will issue an Environmental Auditing Report.

### 4.3 The World Bank's Safeguard Policies

ZISP will trigger the Environmental Assessment OP/BP 4.01 World Bank safeguards policy, which requires an environmental assessment (EA) of project proposed for Bank financing. The EA process takes into account the natural environmental (air, water, and land); human health and safety; social aspects (involuntary resettlement, indigenous peoples, and cultural property); and trans-boundary and global environmental aspects.

OP 4.01 requires that the ZISP project as a whole be screened to determine the extent and type of EA process: ZISP has been assigned a Category B status, which describes projects likely to have potential adverse environmental impacts on human populations or environmentally important areas—including wetlands, forests, grasslands, and other natural habitats—but which are less adverse than those of Category A projects. These impacts are site-specific, few if any of them are irreversible, and in most cases mitigation measures can be designed more readily than for Category A projects. The EA process for Category B projects examines the potential negative and positive environmental impacts and recommends any measures needed to prevent, minimize, mitigate, or compensate for adverse impacts and improve environmental performance.

An Environmental and Social Management Framework (ESMF) is a requirement for Category B projects. This ESMF has therefore been designed to ensure that all investments under ZISP will comply with all environmental laws of the Revolutionary Government of Zanzibar, and the Environmental and Social Safeguard Policies of the World Bank.

The ESMF requires use of the screening checklist (in Annex 3) to identify potential adverse impacts of the construction component of ZISP, and thereby determine the corresponding mitigation measures to incorporate into planned activities.

ZISP intends to build science laboratories, the dearth thereof has been identified as a critical contributing factor for low student performance in Math and Science. Such construction, even if small-scale civil works, will have some level of environmental impacts related to (i) physical location of site, (ii) waste and wastewater management from labs, (iii) construction related waste management, and (iv) worker safety. ZISP will also build two hostels for female students, the architectural design for which are required to respect socio-cultural norms in Zanzibar.

OP 4.01 further requires that the ESMF report must be disclosed as a separate and stand-alone document by the RGZ and the World Bank as a condition of Bank appraisal of ZISP. The disclosure should be both in Zanzibar, where it can be accessed by the general public and local communities, and at the Infoshop of the World Bank. The date for disclosure must precede the date for appraisal of the program.

#### **4.4 Impact Screening Under World Bank and RGZ Procedures**

Criteria for Impact Screening under World Bank Policies: The screening process used by the World Bank classifies proposed projects into one of four categories, depending on the type, location, sensitivity, and scale of the project and the nature and magnitude of its potential environmental impacts. Going by World Bank categories, environmental and social impact assessment for projects is required as follows:

Category A: A proposed project is classified as Category A if it is likely to have significant adverse environmental impacts that are sensitive, diverse, or unprecedented. These impacts may affect an area broader than the sites or facilities subject to physical works.

Category B: A proposed project is classified as Category B if its potential adverse environmental impacts on human populations or environmentally important areas – including wetlands, forests, grasslands, and other natural habitats – are less adverse than those of Category A projects. These impacts are site-specific: few if any of them are irreversible; and in most cases mitigation measures can be designed more readily than for Category A projects.

Category C: A proposed project is classified as Category C if it is likely to have minimal or no adverse environmental impacts. Beyond screening, no further EA action is required for a Category C project.

Category FI: A proposed project is classified as Category FI if it involves investment of Bank funds through a financial intermediary, in subprojects that may result in adverse environmental impacts/

#### **4.5 Comparison of World Bank and RGZ Policies on Environmental and Social Impact Assessment**

Zanzibar, through the Environmental Management for Sustainable Development Act No. 2 of 1996, makes it mandatory for all major development projects (including RGZ projects) to be preceded by an EIA study, leading to development of an Environmental Impact (EIS). Part IV of Act No. 2 of 1996 provides a comprehensive framework for environmental assessment of projects, and this requirement is recognized in other legislation such as the Forest Resources Management and Conservation Act No. 10 of 1996. Thus, under RGZ laws, environmental assessments, and this ESMF, are fully mainstreamed in all development processes, and consistent with World Bank policies.

Where there is a conflict between the Laws of the RGZ and the Bank, World Bank Safeguard Policies will prevail.

#### **4.6 Disclosure**

OP. 4.01 further requires that this ESMF report must be disclosed as a separate and stand-alone report by the Executing Agencies and the World Bank, as a condition for World Bank Appraisal of the projects. In keeping with this requirement, the draft report will firstly be made publicly available to project- affected groups in Zanzibar by placing a public notice in a national newspaper, making the report available at the

MoEVT, and posting it on the Internet. This measure will also satisfy the Act No. 3 of 1996 requirement that EIA reports are disclosed and subjected to review by the public. Following revisions, the ESMF will be submitted officially to the World Bank, and made publicly available on Infoshop at least 30 days prior to the Board date.

## CHAPTER FIVE: THE ENVIRONMENTAL & SOCIAL MANAGEMENT FRAMEWORK

### 5.1 Introduction

The organization for the construction activities and implementation of the ZISP, under this section, are expected to screen for site selection; potential environmental and social impacts; mitigation of impacts; and to be able to outline steps for monitoring of potential impacts, with a process for triggering subsequent environmental and/or social assessments, where necessary.

### 5.2 General Environmental Concerns

From diverse sources (National Environmental Policy, DOE-Pers. Comm., dccff.com, etc.) the following have been identified as the critical environmental problems facing Zanzibar today:

- Degradation of marine environments (habitat and biodiversity)
- Land degradation through over-harvesting of mangrove and coral rag forests, solid waste dumping, and non-sustainable quarrying methods
- Water contamination from sewage and other waste

Brief commentaries and summaries for specific impacts are provided in the sections below, to provide a background against which potential adverse impacts of ZISP can be assessed.

#### 5.2.1 Degradation of marine environments

The entire coastline of Unguja and Pemba islands is threatened by degradation associated with non-sustainable human activity, such as coastal construction; dumping of solid and liquid effluent, including untreated sewage; non-sustainable fishing through the use of nets, poison, and blasts; dynamite fishing in coral reefs; anchor damage; collection of live coral; and over-exploitation of turtles through slaughter and collection of eggs. The problem is partly driven by an economy that is largely dependent on exploitation of primary resources, and compounded by an absence of strong policy guidelines on the exploitation of marine resources.

If left unchecked, marine degradation has the potential to undermine strategic economic interests in Zanzibar, such as biodiversity, fisheries, and tourism.

In appreciation of the need to conserve biodiversity, the RGZ formulated a National Conservation Strategy in 1996 which addressed the cause of biodiversity decline and the factors underlying such trends. The overall objective of the Strategy is to reduce the negative impacts on biodiversity in Zanzibar, and develop sustainable economic and social use of indigenous ecosystems and species. Components of the strategy include:

- (ix) Developing a body of resource managers capable of conserving biodiversity.
- (x) Improving Legal and Policy framework for biodiversity conservation.
- (xi) Increasing financial resources available for biodiversity conversation.
- (xii) Managing ecosystems by using integrated plans to provide economic benefits.
- (xiii) Increasing conservation action in the field, prioritized to maximize effects on biodiversity.
- (xiv) Increasing knowledge of poorly studied biodiversity.
- (xv) Monitoring trends of biodiversity.

- (xvi) Building public support and participation in biological diversity conversation through education and awareness.

### 5.2.2 Land degradation

The National Environmental Policy identifies land degradation to be one of the main ecological concerns in Zanzibar today. The isles are home to unique ecosystems that are world-renowned as reservoirs of biodiversity. In Unguja, the most famous biosphere is the Jozani-Chwaka Bay Conservation Area: estimated to cover 5000 ha, the Area is made up of the Jozani Forest Reserve, mangroves, and the coral rag forest. It is the largest terrestrial natural forest on Unguja, and is the remainder of the forest that once covered most of the island. The mangrove formation of Chwaka Bay is the largest stand of mangrove forest in Unguja; its estimated 2800 ha make up around 15% of the forest cover of Zanzibar. The Jozani-Chwaka Bay Area is home to many rare and endemic species, and is thus an important reservoir for biodiversity. At the regional level, the area forms part of the Eastern African Arc Mountains, ranked among the top 25 biodiversity “hot spots” in the world.

It is commonly acknowledged that deforestation in Zanzibar began in the 1830s with the introduction of the clove-planting program. The current deforestation rate in Zanzibar is estimated at 950 ha per year<sup>15</sup>, and is driven by the demand for timber, fuel, and charcoal, and the clearing of land for cultivation and settlement. Shifting cultivation, through which land is cleared of vegetation, cultivated for several seasons, and then abandoned, is a major contributor to soil quality degradation (as well as deforestation).

According to available information (DCCFF, 2002), annual firewood consumption in Zanzibar is estimated at 3,068,977 m<sup>3</sup> (77% in Pemba and 23% in Unguja). Coral rag is most commonly used for firewood in Unguja, and clove tree wood in Pemba. Despite overharvesting, this demand is not met locally, and a substantial volume of wood is imported from the mainland.

Other forms of land degradation are associated with non-rehabilitation of quarries, which leave gaping craters that pose hazards to people and livestock, and create breeding grounds for water borne diseases.

Zanzibar is home to the endemic Zanzibar Red Colobus and the Zanzibar leopard. The Zanzibar leopard (*Panthera pardus adersi*) is an elusive and possibly extinct subspecies of leopard endemic to Unguja Island. Increasing conflict between people and leopards in the 20<sup>th</sup> century led to their demonization, and attempts to exterminate them. Efforts to develop a leopard conservation program in the mid-1990s were shelved when wildlife researchers concluded that there was little prospect for the animal’s long-term survival.

### 5.2.3. Water contamination

All water in Zanzibar is under threat. Shallow groundwater is under threat of contamination from sewers, leaking sewage, and percolation of contaminated runoff water. Brackish and sea water is also under threat from direct discharge of untreated sewage and runoff water, and through location of municipal dump yards along creeks and estuaries. Dump yards also pose a threat to mangrove ecosystems in Unguja.

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<sup>1515</sup> “How deforestation impacts on beekeeping.” By Issa Yussuf, 20 January 2016, Daily News. <http://www.dailynews.co.tz/index.php/features/46190-how-deforestation-impacts-on-beekeeping>

Being a coastal ecosystem, Unguja is faced with the problem of perpetual seepage of saline water into the groundwater. The hazard is compounded by overexploitation of groundwater, which allows the saline water table to flow freely into boreholes. Many boreholes in Unguja yield saline water.

### **5.3 General Social Concerns**

Zanzibar faces the following social issues:

#### ***5.3.1. Acute poverty***

It is estimated that 22% of the population of Zanzibar lives “in poverty”. This population is distributed unevenly throughout the islands with up to 60% living in poverty in some rural areas. Economic growth in Zanzibar averaged 6% in 2004, and GDP per capita was estimated at \$300 (compared to \$260 on mainland Tanzania).

#### ***5.3.2. Crisis in Education***

With a median age of 17 years, Zanzibar has a young population. This signals strong potential for demographic dividends for economic growth and poverty reduction, provided young people can become productively engaged in the labor market. Basic education—primary education and lower secondary education—is essential for imparting the foundational skills required for this productive engagement, but currently the Zanzibar education system is not serving a large proportion of its students in an optimal way.

Students do not master key foundational skills, and these lags persist to higher grades, with no evidence of corrective measures. According to SAQMEQ III (2007), almost 66 percent of Standard 6 students had not mastered nationally defined basic learning competencies. Students progress more or less automatically through lower grades (Standard 1 to 6) with no system for identifying and correcting learning gaps, and then are weeded out in large numbers in exit examinations (end of primary (Standard 6), and or middle of lower secondary (Form 2)). Not surprisingly, students perform very badly in these curriculum-driven tests, and those who fail generally drop out of school: student survival rates drop by nearly 50 percent between Forms 2 and 4.

This means low economic and life prospects for young people, despite spending substantial time in the education system. The majority of students who fail leave the system without any formal credentials, and thus have limited chances for entering formal sector jobs. This is especially true for high-growth sectors like tourism, an industry which fills workforce needs by importing labor from mainland Tanzania, and from other countries, despite high levels of un- and under-employment in Zanzibar.

There is also a large stock of young people who have recently left the system and entered the labor force with very rudimentary skills, who will remain in the labor force for a long time.



### 5.3.3. Gender Issues

Roughly, there is gender parity in access to pre-primary and primary schools – the gender parity index for gross enrolment ratios across districts ranges from 0.97 to 1.1. Imbalances exist in completion rates and access to ordinary secondary schools, where enrolment of girls outnumbers boys in all districts. For children aged 14 to 19, girls are as likely as boys to be out of school (approximately 30%).

As a whole, women in Zanzibar are often poorer than men, own less land and livestock, and have fewer years of schooling. Gender imbalances are rooted and sustained by traditional and cultural values.

In 2010, the RGZ established Ministry of Empowerment, Social Welfare, Youth, Women and Children (MoESWYWC), the successor to a previous ministry focused on women and children, which was later to include labor and youth issues. The mandate of the MoESWYWC is:

“To improve people’s lives through economic empowerment, the provision of quality social services and good governance, and to work towards a well-protected and empowered society that observes human rights and safeguards the interests and concerns of women, children, youth, and the elderly and other vulnerable groups.”<sup>16</sup>

A gender committee has been created to ensure that sectoral investments prioritize the needs of both men and women.

Land ownership is a complex issue in Zanzibar: Tanzania’s constitution enshrines equal rights to property ownership, but Zanzibar does not have a land policy that explicitly guarantees women’s land rights.<sup>17</sup> Customs also play a role; however the RGZ and a number of NGOs have collaborated on awareness campaigns to inform women on their rights and means of advocacy regarding land.

## 5.4 Screening for Site Selection

Screening for site selection is perhaps the most important task, apart from the design works, in the pre-constructional phase. In doing this, it is imperative to take into consideration the adjoining land uses to locate a School together with a water point and a sanitation facility.

In general, technical considerations may limit the range of alternative sites for some components, particularly water projects. It is expected that all necessary studies, e.g. hydrological, climatic, soils etc., for relevant components will be carried out by appropriate authorities. However, the following must be considered when sitting the classroom and hostel construction for the ZISP.

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<sup>16</sup> “Project Proposal on Women Empowerment and Gender Equality in Zanzibar.” MoESWYWC, 2013. <http://www.citsl.org/Zanzibar%20Ministry%20of%20Social%20Welfare%20Project%20Proposal.pdf>

<sup>17</sup> “FEATURE-Zanzibar women brush up on the law to keep control of land.” Reuters, 4 February 2016. <http://www.reuters.com/article/tanzania-women-property-idUSL8N15G101>

- **Cultural Sites** - Avoid locating projects near cultural sites such as sacred groves and burial grounds and other places that may give offence to the people.
- **Adequate Land Area** - Ensure sufficient land area is available for facility installation and future expansion
- **Sanitation and Public Health** - Avoid sitting facilities near unsanitary locations, e.g. rubbish dumps, which might lead to outbreak and spread of infectious diseases.
- **Pollution of Water Bodies** - The sanitation facilities should not be sited near water bodies.
- **Conflict with Nearby Communities** - Involve nearby communities that might benefit from the facility in order to avoid conflict, which could lead to tensions in the use of the facility.
- **Population's Impact on the Facility** - The population of the micro location of the facility (the communities in which the facility is constructed) would have to be considered in sitting the facility in order that it is not extremely under-utilized
- **Ecologically Sensitive Sites** - Avoid ecologically sensitive sites such as flat plains, which are liable to flooding, aquifer recharge zones, which may be lost, steep terrain prone to erosion and areas that pose threat to fragile habitats and endangered species.
- **Conflict with Nearby Land Uses** - It is important to avoid sitting a primary school close to other land uses, such as major highways, hospitals, quarry, etc. that may impact negatively on the pupils or vice-versa.
- **Available Land** - Ensure that there are no existing land disputes pertaining to the existing site and that no involuntary acquisition of the land is required.

## 5.5 Screening for Potential Environmental and Social Impacts

Under this section those responsible for the construction and implementation of construction for ZISP are expected to screen for potential project impact as per the checklist. The potential project impacts as per the mentioned checklist include the following:

- **Farm Lands:** Are there farm lands in the project area? Will project result in more or improved farm lands? Will projects result in loss or damaged farm land?
- **Soil Erosion:** Will project help to prevent soil loss or erosion? Will project directly cause or worsen soil loss or erosion? Could project indirectly lead to practices that could cause soil loss or erosion?
- **Slope Erosion:** Does project involve modification of slopes? Will project affect stability of slopes directly or indirectly? Could project cause people or property to be located where existing unstable slopes could be a hazard? Is it necessary to consult a geotechnical engineer?
- **Surface Water Quantity:** Do surface water resources exist in project area? Is information available on present and future demands on water resources as a result of the project? Will project help to increase or preserve available surface water supplies? Will project increase demand or cause loss of available surface water? Is it necessary to consult a hydrologist?
- **Surface Water Quality:** Is current data available on existing water quality? Will project lead to additional natural or man-made discharges into surface water? Will project help to improve or protect surface water quality? Could project cause deterioration of surface water quality and Is it necessary to consult a water chemist?
- **Ground Water Quantity:** Do ground water resources exist in project area? Is information available on demands on ground water resource as a result of the project? Will project help to increase or preserve available ground water supplies? Will project increase demand or cause loss of available ground water? Is it necessary to consult a hydrologist?

- **Ground Water Quality:** Is information available on present water quality? Will project cause any natural or man-made discharge into ground aquifer? Will project help to improve or protect ground water quality? Could project cause deterioration of ground water quality, and Is it necessary to consult a to consult a chemist or hydrologist?
- **Air Quality:** Is information available on existing or quality? Will project produce any air emission directly? Will project help to reduce existing air pollution sources? Could project lead to practices that worsen air quality? Could project lead to a change in engine or fuel use that could cause serious air problem? Is it necessary to consult an air quality specialist?
- **Noise:** Is noise now a problem in project area? Will project help in reducing undesirable noise conditions? Will project cause increases in noise generating conditions? And Could project cause movements of people to high noise level locations
- **Aquatic Ecosystems:** Are there any aquatic ecosystems in the project area such as rivers, streams, lakes or ponds which might be considered significant? Will project affect the use of these systems for human consumption?
- **Wetland Ecosystems:** Are there any wetlands ecosystems in the project area such as marsh, swamp, flood plains, or estuary which might be considered significant? Will project affect the use or condition of such wetlands?
- **Terrestrial Ecosystems:** Are there any terrestrial ecosystem in the project area such as forest, savannah, grassland or desert which might be considered significant? Will project affect the use or condition of such system?
- **Endangered Species:** Is the existence of endangered species in the project area known? And Will project affect the habitat of any such species
- **Natural Habitat:** Is the project degrading, removing or converting any natural habitats which include forested areas, and other habitats for wildlife?
- **Migratory Species:** Do migratory fish, birds, or mammals use the project area? Will project affect the habitat of such species?
- **Beneficial Plants:** Do non-domesticated plants occur in the project area, which are used or sold by local people? And will project affect these species by reducing their habitat in any way?
- **Beneficial Animals:** Do non domesticated animals occur in the project area, which are used or sold by local people and Will project affect these species by reducing their habitat in any way
- **Pest-Plants and Animals:** Are there currently any problems with pest (plants or animals) in the project area? Are there any plants or animals in the area, which might become pests because of ecological changes brought about by the project? Will project improve increase he habitat for such species?
- **Disease Vector:** Are there known diseases in the project area transmitted through vectors? Will project increase vector habitat? Will project decrease vector habitat or provide opportunity for control? Are there clinics or other disease control programs in operation or planned for the area? Is it necessary to consult a public health officer?
- **Resource / Land Use:** Is the land owned/leased by the project proponent? Are there any known disputes on the land? Will the land be acquired by the government? Are lands in the project area intensively developed? Will project increase pressure on land resources? Will project result in decreased holdings by small land owners? And should a land use planner be used?
- **Distribution Systems:** Will project enhance the equitable distribution of agricultural and/or manufactured products? Will project increase demand for certain commodities within or outside the project area? Will project result in decrease in production of certain vital commodities?

- **Employment:** Will the project increase employment? And will project remove job opportunities from the area?
- **At-Risk Population:** Are the adverse impacts of the project unequally disturbed in the large population? And have the at-risk groups been identified?
- **Existing Population:** Are there currently any people living in or near the project area? Will project affect people in or near the project area? Has liaison been established with the community? Will community participation in projects design and implementation be necessary? Is it necessary to consult a sociologist?
- **Migrant Populations:** Are there currently any mobile groups in the target population? And is it necessary to consult a sociologist?
- **Cultural and Religious Values:** Is it necessary to consult a sociologist? Are there special superstitions or taboos that will affect acceptance of the project?
- **Tourism and Recreation:** Is there at present a significant degree of tourism in the area? Is there unexploited tourism or recreation potential in the area? Will project adversely affect existing or potential tourist or recreation attractions?

Undertaking the identification of the potential project impacts as explained above would facilitate the filling of DOE's. Those responsible for the screening process would be provided with training on how to fill the forms and on Environmental Impact Assessment procedures.

It must be mentioned that based on the information gathered during the screening exercise and provided on the EPA's EA1 Form, the DOE officers would visit the proposed project sites to assess the adequacy of the information provided and also the appropriateness/suitability of the selected site, among others and they would decide whether to give approval at this stage or require further analysis in the form of Preliminary Environmental Assessment or a more thorough assessment in the form of a complete Environmental Impact Assessment.

In the case of the Preliminary Environmental Assessment, a less detailed form of EIA, which leads to a Preliminary Environmental Report (PER). The Terms of Reference (TOR) are determined by the DOE. For the Environmental Impact Assessment (EIA), detailed study based on an initial scoping report is to be carried out on TOR agreed with the DOE.

## 5.6 Mitigation of Impacts

The proposed measures to mitigate the potential impact of the implementation of the ZISP components have been prepared in the form of guidelines. The guidelines are provided to ensure that good environmental practices are adopted to avoid and/or limit adverse consequences from the proposed interventions. Some of the guidelines given below are of a general nature, applicable to all components, while others are component specific. These guidelines are not exhaustive, project implementation should be guided by experience and knowledge gained from other projects.

## 5.7 Guidelines for Community Involvement

### Selection of Contact Persons

Efforts should be made to identify opinion leaders particularly those who appear to catch the vision and can assist in sensitizing the people. This however is the prerogative of the implementation committees. They should be on the lookout for opinion leaders, who could be employed to sensitize the rest of the community members. Contact should be made, as much as practicable, with all groups that would be affected one way or the other by the project, i.e. school leavers, parents, women groups, Community Based Organization (CBOs), teachers, members of the District Assembly, traditional authorities, and

school management committees. In doing this, gender balance has to be ensured in order to promote dialogue and capture the inputs of the women in the beneficiary communities. These groups would assist in the sensitization process.

### **Community Sensitization**

Selected beneficiary communities should be educated on aspects of the intended intervention well ahead of time. This should include the benefits, problems and financial implications among others. Animation, film shows, drama and posters are some of the methods that could be used to educate the people. Community participation/involvement is a vital issue that has been identified to ensuring sustainability of any project. Most of the communities targeted are among the most deprived in the country. This makes it more meaningful that they identify themselves with the project and its success by ensuring that assistance is provided to sitting and constructing of the project's components and to teachers, who would work in the establishment. Steps should thus be taken to sensitize and involve the beneficiary communities from the start of the project.

### **Conflict Resolution**

All issues of conflict and misunderstanding identified prior to implementation should be exhaustively addressed. The tendency of using the Project itself as a means of overruling potential conflict and misunderstanding should be avoided.

## **5.8 Guidelines for Project Site Selection**

The site selection of the project components is perhaps the most important stage, except for the construction work. Here, consultations should be made with the District Environmental Management Committees (DEMC), the Land Commission and the Water Resource Commission. The guidelines for site selection of projects should consist of the following:

- Avoid locating projects near cultural sites such as sacred groves and burial grounds and other places that may give offence to the people.
- Avoid sitting facilities near unsanitary locations, e.g. rubbish dumps, which might lead to outbreak and spread of infectious diseases.
- Any newly constructed sanitation facilities should not be sited near water bodies.
- Involve other nearby communities that might benefit from the facilities in order to avoid conflict, which could lead to tensions in the use of the facilities
- The population of the communities in the catchment area would have to be consulted in sitting the facility in order that the it is not extremely under-utilized
- In considering the catchment area, the sustainability of enrolment over the years should also be looked at.
- Ensure that the project site has sufficient land area for the construction of all the project's components, facility installation and for future expansion, if necessary.
- Avoid ecologically sensitive sites such as flat plains, which are liable to flooding, aquifer recharge zones, and steep terrain prone to erosion and threat to fragile habitat and endangered species.
- Avoid sites close to other land uses, such as major highways, hospitals, quarry, etc. that may impact negatively on the pupils or vice-versa.
- Do not use involuntary land acquisition that will negatively impact people's livelihoods and avoid sites that are subject to land ownership disputes.

## 5.9 Guidelines for the Timing of Construction Activities

Some of the construction work expected under ZISP would require community labor involvement, especially in the rural areas. In order to ensure availability of labor the following points should be considered.

- **Cultural and Religious Activities** – Some religious and cultural activities may engage the attention of the people over an extended period of time, such periods should be avoided as much as possible.
- **Seasonal Migration** – Periods and seasons when some of the people migrate out of their communities to seek employment elsewhere should be factored into the planning.
- **Favorable Climatic Conditions** – Activities requiring extensive excavation work like water projects must be timed to coincide with periods of conducive climate. In some areas, the rainy season renders inaccessible parts of the regions, thus construction work has to be planned in the dry season.

## 5.10 Guidelines for Construction Work

The mitigation measures for the environmental concerns raised with regards to the construction of the building and general construction work of the other components have been addressed as follows:

- **Erosion during Constructional Phase** – The site should not be cleared and left unused for a long time. The contractors are to ensure that the site clearance, topsoil removal, compacting, cutting and filling, and foundation construction follow each other in order to avoid or minimize the incidence of erosion. The construction work could also be timed to avoid the rainy season.
- **Erosion during Operational Phase** – Steep areas are generally prone to erosion. Lands selected for project components should be level or have minimum slope. Where this is unavoidable due to the terrain, the surrounding of the project's components should be covered with green grass.
- **Destruction of Farms** - The issue of destruction of farms falls under Zanzibar's Land Policy, which stipulates that prior agreement of compensation payment with the potential affected parties has to be reached even before setting off to survey the sites and for construction work to begin. It must be mentioned that the user of a farmland, whether he/she is owner of the land or not, should be compensated. The compensation must be an amount not less than replacement cost including cost of labor.
- **Destruction of Natural Habitats**- The project should not destroy or convert any natural forest or other natural habitat to ensure that the Bank's Safeguard on O.P 4.04 is not triggered. Selected areas should therefore assess this potential risk before site selection is finalized.
- **Risk of Water Body Pollution** – One part of this issue is related to erosion, which has already been addressed. With regards to human activities, especially indiscriminate defecation and disposal of waste materials, the contractors engaged in the construction activities should have on site mobile toilet facilities and garbage cans and ensure that their workers do not resort to free ranging and indiscriminate dumping of rubbish.
- **Resettlement and Compensation** – Any person or group of people to be affected by the project in the form of loss of farms, houses and other landed property should be compensated or resettled. It must be mentioned also that any people that due to the project, lose access to natural resource, income, or livelihood should be compensated, and that users of land, regardless of the owners, should also be compensated. It is the policy of the Government to pay compensation to people, whose properties, lands or landed property are affected by projects being undertaken by the Government.

The State Lands Act 1963 section 6(1) provides that any person, whose property is affected by public projects shall be entitled to compensation. The same Act provides avenues for people, who are not satisfied with the compensation to seek redress. Although the Lands Act provides for payment of compensation and resettlement of displaced people, whose lands or landed property are affected by projects being undertaken by Government, where there are gaps or discrepancies between the Land Act and the World Bank Policy, the World Bank Policy would apply.

- **Burrow Pit** – Excavating for laterite, sand and gravel create stagnant water bodies in borrow pits. These become habitats for breeding of mosquitoes and other diseases vectors. Methods of control include filling, draining and improved landscaping.
- **Drainage Interface and Water Quality** - Site selection is to be done properly to avoid interference with the natural drainage pattern of the project area.
- **Source of Raw Materials** - The project consultant should ensure that the contractor procures building materials such as sand, stones, and laterite from licensed and approved sites. The contractors should be urged not to employ chain-sawn lumber in the construction of any of the components of the project.
- **Noise** - Ear protection gadgets are to be provided to workers on the construction site, who would be exposed to high noise intensities
- **Dust** –. The impact of dust generation from construction work is more of a residual problem. However, during construction, efforts should be made to reduce dust impacts by frequent watering, providing of dust masks for workers and undertaking good work practices.
- **Operation / Maintenance and Odor** - Good housekeeping of sanitation facilities e.g. KVIP, VIP, Pit Latrine, and Pan Latrine is to be enshrined in the operations of the school, and to be carried out either by the pupils or by a private company in order to ensure the facility's sustainability
- **Quality of Work and Workmanship Specification** - All building works contracted for the Government of Zanzibar are to be executed according to the General Specification for Building Works published by... in.... These specifications are to ensure that the contractors apply, as applicable, the guidelines prepared herein for the mitigation of impacts, in order to achieve quality of work.
- **Quality of Materials** - All the materials to be used in the construction of the project components are to be new, of best quality and manufacture and in accordance with the current Board specifications, where they exist. Where they do not exist, samples are to be provided for tests to be carried out on the materials. When samples have previously been submitted and approved, all subsequent deliveries should be in accordance with the sample.
- **Storage of Materials** - The materials would have to be stored under cover clear of the ground and protected from dampness and the weather in such a way as to prevent decay or attack by fungus or insects.
- **Supervision of the Works** - Supervision of the works would be done by the District Implementation Committees in order to have proper control of the construction of the components of the project.
- **Selection of Types of Project Component's Design** - The design of the project components and the selection of types of water points and sanitation facilities are to be carried out in conjunction with or by the District Assemblies and District Implementation Committees. The DAs have their developmental plans and know, for example, which communities would be served with pipe borne water within a year. This proposal is also to avoid the selection or design of impractical project components, which could be imposed on the beneficiaries.
- **Disease Vectors** – These are associated with the tiny impoundments and wet patches that form near wells and boreholes and recommended preventive measures include: Avoidance of

stagnant little ponds or wet patches round the water points, preventing users from washing their hands, pans, feet, or clothes, etc. close to the water point; and Disease prophylaxis.

- **Security** – The water points must be protected to prevent misuse, accident and intentional pollution. Wells and boreholes should be secured by raising concrete barrier structure and provided with cover and lock. The sanitation facilities must be secured by lock when the schools are not in session.
- **Pollution of Surface Water** - The site of the construction of sanitation facility would be properly selected to avoid low lying areas, and drainage pattern or water flow paths in order to avoid overflows in the case of flooding of the area.
- **Groundwater Depletion / Aquifer Recharge** – This is relevant for wells and boreholes. Design considerations should ensure that abstraction rates are consistent with natural aquifer recharge. Consultations with the regional CWSA would provide information on the aquifer recharge.
- **Groundwater Contamination** - Work on the septic tanks and pits would have to be carried out professionally and to the highest quality to avoid contamination of groundwater during the constructional phase, and leachate into groundwater during the operational phase
- **Groundwater Quality** – Water is intended for human consumption and should be subjected to quality analysis by the Community Water and Sanitation Agency (CWSA) to determine, whether it meets the required standards before giving approval. Supposing the groundwater does not pass the standard tests, CWSA would advise on exactly which steps to take. It is imperative to mention that during the operational phase regular quality analysis has to be carried out to ensure that the water meets the set standards.
- **Occupational Hazards and Public Accidents at Project Sites** Materials and equipment used for the construction of the project components should be marked to explain visually their potential impact. The workers should always use helmets on the site. The construction areas for the water points and sanitation facilities should be marked and delimited in order to avoid accidents. Reasonably practicable precautions are to be taken and instructions given in the identification, use, handling, storage, transport and disposal of hazardous substances, e.g. petroleum products on the construction site.
- **Odor** - Good housekeeping of sanitation facilities e.g. VIP, Pit Latrine, Pan Latrine, Aqua Privy, and WC is to be enshrined in the operations of the school, and to be carried out either by an employee of the DA or by a private company in order to ensure the facility's sustainability.
- **Flies and Pest** - Good housekeeping of sanitation facilities are to be incorporated into the maintenance schedule of the school, and to be carried out either by the pupils or by a private company in order to prevent the proliferation of flies and pest.
- **Operation/Maintenance** – The management and maintenance of the components of the project would be in the hands of the District Assembly through the District Directorate of Education. Spare parts for the Water points would have to be made available, as they are difficult to come by in the rural areas. It should be the responsibility of the DA to see to the management and maintenance of the sanitation facility.
- **Danger of Explosion** - A ventilation tube with the right height, would have to be incorporated properly in the design of the sanitation facility in order to diffuse the generated gases in the pits and the septic tanks. It would also have to be included in the contract's technical specification.

### 5.11 Grievance Mechanism

A grievance mechanism will be designed and implemented to address any complaints that could arise as a result of the project activities. The World Bank's general grievance redress mechanism will also apply if



necessary: Communities and individuals who believe that they are adversely affected 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 noncompliance 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/GRS>. For information on how to submit complaints to the World Bank Inspection Panel, (Cf. [www.inspectionpane](http://www.inspectionpane)

## CHAPTER SIX: THE ENVIRONMENTAL & SOCIAL IMPACTS AND MITIGATION PLAN

This section deals with the mail potential environmental and social concerns likely to arise from the construction and rehabilitation of buildings, laboratories, and hostels for girls under the ZISP and their proposed mitigation measures. Work at the district level across other WB sponsored infrastructure projects shows that the issues such as community involvement, community ownership, and selection of appropriate sites are some of the key concerns, which influence the success and sustainability of such projects.

### 6.1 Potential Environmental and Social Impacts

The school project designs will require approximately [insert hectares] land at each location for the construction of all facilities. For the site with construction of girls' hostels will require more.

### 6.2 Pre-Construction Phase

Pre-Construction Phase impacts have been identified as comprising the following. Their respective mitigation measures are also presented below.

#### Site Selection

Setting of project components within a community poses a whole range of problems which impact on project's success and sustainability. Some of the key issues are:

- Locating projects near cultural sites such as sacred groves and burial grounds, which could be regarded as insulting and frowned upon or shunned by the people.
- Conflict with existing or proposed land use which could create problems of incompatibility
- Conflict with nearby communities leading to tension in the use of the facility
- Sitting facilities on land where the ownership is disputed
- Sufficient land area for facility installation and future expansion
- Ecologically sensitive sites such as plains, which liable to flooding, aquifer recharge zone, which may be lost, steep terrain prone to erosion and threat to fragile habitat and endangered species.

#### Land Acquisition

As indicated above, the project designs require approximately XX acres land take. It is envisaged that the beneficiary communities would donate land for the projects, which will be expected to meet the selection criteria outlined above. Thus, these could be prime lands that could be used for agriculture or some other activity. In some cases, such lands may be occupied by some local farmers. Acquiring such lands would be at some costs to the beneficiary communities.

#### ➤ Mitigation

As per the Screening checklist, priority will be given to unencumbered land. However, wherever people are inevitably affected, the dictates of the World Bank OP 4.12 on Involuntary Resettlement will be applied. This will ensure that all project-affected persons are appropriately compensated and resettled prior to the commencement of the project.

### **Involuntary Resettlement and Compensation**

The acquisition of such lands in the communities could engender involuntary resettlement for users of the lands. Such affected persons would need to be resettled on other suitable land and/or compensated, as the situation may determine. The acquisition of land for the construction of school buildings will not be financed under this project.

➤ **Mitigation**

The dictates of OP 4.12 will be applied to ensure that all project-affected persons are appropriately compensated and resettled prior to the commencement of the project.

### **Community Sensitization, Involvement and Ownership**

Not involving communities in projects that are benefited by them, usually leads to serious setbacks. If community involvement issues are not handled properly, they could create suspicion, tension and misunderstanding; eventually leading to beneficiaries not fully identifying with the project or in rare cases rejection or sabotage. The major issues to consider with regards to major obstacles to effective project implementation and sustainability are the siting, timing of construction work, and extent and level of involvement of beneficiary communities.

### **Site Preparation and Leveling**

Preliminary site preparation involving clearing the site of its top vegetation and removal of top soil, to facilitate the setting out of the layout plan, usually provokes erosion particularly in areas of heavy rainfall and poor drainage, and could potentially reduce rain water percolation into the ground. Site leveling could interfere with the natural drainage pattern of the area. Storm water run-off could increase. This potential increase in runoffs could enhance erosion, which could cause silting of the natural drainage channel. This in turn could adversely affect the hydrological properties of the area and receiving streams, and could lead to flooding. The work of the surveyors could have effects on farms. They usually slash and clear their paths in carrying out their work. The selection of the site for the facility could also be on a farm of member(s) of the community.

### **Site Clearing**

Lands at the project sites will be cleared of all vegetation to allow for the construction of the buildings. This would result in the loss of vegetative cover at the project area, and may expose the land to the elements of the weather.

➤ **Mitigation**

Vegetation clearing will be staggered; it will be done only at sites where construction work is ready to begin. This will limit the exposure of the soil surface to erosion and other factors.

## **6.3 Construction Phase Impacts**

Construction phase impacts will comprise the following:

- Air quality impacts (Dust and Exhaust emissions)
- Noise generation
- Traffic Impacts
- Occupational Health and Safety
- Public Health and Safety

- Solid Waste management
- Liquid waste management
- Impacts of material supply for construction

These are briefly described below, with their proposed mitigation measures:

#### **Air Quality Impacts**

Dust generation from excavation and construction activities could compromise air quality in the project area, especially during the dry season. Exhaust emissions from construction machinery could also affect air quality via their exhaust emissions.

#### **Noise generation**

Construction activity could generate noise from machinery and equipment.

#### **Traffic Impacts**

Haulage trucks delivering building materials to site could generate traffic impacts by adding to vehicular traffic on roads serving the project area.

#### **Occupational Health and Safety**

Construction site workers will be exposed to risks of accidental collisions with moving vehicles, strains from repeated movements or from lifting and heaving of heavy objects, slips and falls, including falls from heights. Accidental cuts from tools and machines are also safety risks. Wet cement as a building material is corrosive on contact to with human skin.

#### **Public Safety**

Excavations, pits and heaps of unconsolidated material will be left overnight at the end of a working day at the construction site. These would make the construction site dangerous to stray animals and vagrants who might walk across the site at night.

#### **Solid Waste Generation**

Construction activity will generate considerable amount of solid waste, include earth material, wood cut-offs, wood shavings, plastic cut-offs, empty cement sacks, paint cans etc. These would need to be appropriately disposed of.

#### **Liquid Waste Generation**

Liquid waste streams will include equipment wash-out after daily construction activity, and human wastes from construction workers.

#### **Impacts of material supply for construction**

During construction, inadequate supervision of project contractors could create loopholes for environmental abuse through non-sustainable sourcing of building material. This could cause long-term impacts such as those associated with non-sustainable quarry practices and deforestation for supply of building wood.

Table X below summarizes the identified environmental and social impacts and their proposed mitigation measures at the various phases of the project, assigns roles and responsibilities, and indicates the expected outcomes of the mitigation measures.

<b>Project Phase</b>	<b>Potential Environ. Impacts/Activity</b>	<b>Location</b>	<b>Proposed mitigation measure(s)</b>	<b>Monitoring/ Follow-up</b>	<b>Net Effects</b>	<b>Estimated Budget</b>
Pre-construction phase	Land Acquisition	Project site	Site selection criteria used	Project Management Team	Suitable site selected	
Pre-construction phase	Vegetation clearing	Project site	Selective and staged vegetation will be done only when construction is ready to begin		Avoidance of exposure to land surface erosion	
Pre-construction phase	Relocation or loss of shelter	Project site	Preparation and implementation of a Resettlement Policy Framework which will include compensation plans	District Commissioner, Commissioner for Lands, Project Management Team		
Pre-construction phase	Restricted or loss of access to land for growing food crops	Project site	Preparation and implementation of a Resettlement Policy Framework, which will include compensation plans.	District Commissioner, Commissioner for Lands, Project Management Team	Reduced social impacts	

Pre-construction phase	Loss of fragile ecosystems	Project site	Conduct feasibility studies before construction, use expert knowledge of ecologists, introduction of ecosystem conservation projects, fencing	Contractors, DoE, Project Management, District Assemblies	Reduced Environmental Impacts	
Pre-construction phase	Loss of physical cultural resources	Vicinity of project site	Conduct feasibility studies before construction, use expert knowledge of anthropologists/historians	District Commissioner, Commissioner for Lands, Project Management Team	Reduced cultural impacts	
Construction phase	Air quality	Project site and vicinity	Areas will be doused with water to minimize dust emissions	Contractor	Controlled dust generation; reduced exhaust emissions	
Construction phase	Noise	Project site and vicinity	Regular maintenance of machinery and equipment; Restriction of construction activity to daylight	Contractor	Reduced noise impacts	

Construction phase	Traffic	Roads serving immediate project area	Restriction of delivery of material to site to off-peak traffic hours	Contractor	Reduced traffic impacts	
Construction phase	Occupational Health and Safety Issues. Public Safety	Project site and vicinity	Proper site sanitation and housekeeping. Provision and enforced use of PPE. Strict adherence to safety precautions as per cordoning off of pits and excavations with physical barriers and signage	Contractor	Reduced risk of accidents and injury to public	
Construction phase	Solid Waste Management	Project site	Excess earthen material will be used in landscaping. Waste skips will be provided to collect wastes for appropriate disposal at municipal site.	Contractor	Safe disposal of generated solid waste	

Construction phase	Liquid Waste Management	Project site	Equipment washout will be discharged away from water courses; mobile toilets will be provided for construction workers.	Contractor	Safe disposal of generated liquid waste	
Construction phase	Employment and Income	Project site	Hired hands will earn some regular income to support themselves and their families	Project Management /Contractor	Income generation	
Construction phase	Material supply for construction	Surrounding areas	Close supervision of contractors	Project Management	Reduced environmental impacts	
Occupancy and Maintenance Phase	Solid Waste generation	School site	Waste skips will be provided for waste collection, to be evacuated by district waste management facilities periodically.	School authorities	Proper sanitation conditions on school compound	



Occupancy and Maintenance Phase	Liquid waste generation	School site	Provision and maintenance of suitable toilet facilities on school grounds	School authorities	Proper sanitation conditions on school compound	
Occupancy and Maintenance Phase	Electronic waste	School site	Deposits for electronic waste will be provided, to be evacuated by district waste management facilities	School authorities	Reduced environmental impacts	
Occupancy and Maintenance Phase	Security and safety	School site	Engagement of security personnel to protect school facilities	School authorities	Enhanced security on school compound	
Occupancy and Maintenance Phase	Run-off management	School site	Installation of rain gutters to harvest rain into designated receptacles for use in toilets, laboratories	School authorities	Reduced run-off impacts	

**6.4 Occupancy and Maintenance Phase**

Occupancy and Maintenance phase impacts would include:

- Demographic changes and increased demand on social infrastructure in host communities
- Traffic Impacts
- Solid Waste generation
- Liquid Waste generation
- Electronic Waste generation
- Security and Safety issues
- Run-off management
- Ground water depletion
- Employment opportunities
- These are briefly described below.

**Demographic changes and increased demand on social infrastructure in host communities** – Each school in the project is expected to have a population capacity of X students. As a Math and Science resource school, it will draw its students from communities within a X-kilometer radius of its location. A

daily influx of such a population will affect the population dynamics of the host community and potentially impinge on community infrastructure and services, especially on transport facilities.

**Solid Waste Generation** Paper wastes, food packaging and residues will comprise the bulk of solid wastes to be generated from the school.

**Liquid Waste Generation** Liquid waste will comprise washroom wastes, as well as wastes from the chemistry laboratories.

**Electronic Waster Generation** Electronic waste refers to ICT equipment becoming old/obsolete.

**Security and Safety issues** At the operational phase, the schools could attract thieves and social miscreants like robbers. The risk of fire outbreaks and other related incidents on the facility could present challenges to the safety and security of the school facilities.

**Run-off management** The development of the school project will ensure that a considerable part of X acres of soil surface will be covered by materials impermeable to rain water. Roofs of the facilities and paved areas will reduce percolation and increase run-off within the project area. This could increase the risk of flooding in the project area.

#### ***6.4.1. Potential Positive Environmental and Social Impacts of ZISP***

Each school to be supported under ZISP will be assessed for impacts under its own merit, taking into account the size, geography, and ecology of each site. The potential impacts highlighted in the sections below are based on Environmental and Social checklist visits to sites targeted for new construction. Preliminary impact prediction has been made based on consideration of the potential interaction between civil works and the baseline environment of the site, and also against the background of general social and environmental concerns as identified earlier in this report.

Typical project impacts include:

Capacity building and strengthening for professional staff: Under ZBEIP, a cadre of highly trained professional staff was developed with capacity to replicate project initiatives beyond the scope of the project. ZISP will continue to strengthen the capacity of professional staff in Zanzibar through their roles in planning, implementing, and supervision.

Capacity building for environmental management: It is anticipated that implementation of this ESMF will increase in Zanzibar the practice of subjecting development projects to an environmental management process. The ESMF offers the opportunity to identify potential program impacts, mitigate them verifiably through monitoring while building capacity for environmental management at all levels of project management down to School boards and local communities led by Shehas.

More directly, positive impacts of the project will manifest as follows:

- Improvement in quality of upper-primary and lower-secondary education in Zanzibar: By building new and improving existing facilities in schools for the teaching of Math, Science, and English subjects and equipping teachers with the skills to effectively teach these subjects, ZISP will impact

positively on the delivery of quality education and thus facilitate production of school leavers who are better equipped to enter the labor market.

- Improvement in enrollment rate for secondary education: By increasing the number of classrooms and places in public secondary schools throughout Zanzibar, there will be more space to accommodate a growing number of students participating in secondary education.
- Impacts on the rural and national economies: In the short-term, ZISP will create opportunities for employment in civil works. Others will benefit from business opportunities created by market for construction materials and supply of foodstuffs and fuel wood to the construction sites. This will boost the rural economy and is an affront against rural poverty.

Careful selection of sites for construction together with adherence to this ESMF will greatly reduce occurrence of adverse social and environmental impacts under ZISP. However, adverse impacts may manifest in the following areas:

- Impacts of material supply for construction: During construction, inadequate supervision of project contractors could create loopholes for environmental abuse through non-sustainable sourcing of building material. This could cause long-term impacts such as those associated with non-sustainable quarry practices and deforestation for supply of building wood.

#### ***6.4.2. Net social and environmental impacts of the project***

Overall, ZISP is likely to have a positive impact on the environment in Zanzibar in the short, medium, and long term. The project benefits in terms of social and environmental impacts outweigh the adverse impacts. ZISP will pose no direct risks to biodiversity, natural habitats and wetlands, as it will not fund activities in protected areas, national parks, or wetlands. All efforts to supervise construction adequately and comprehensively are being undertaken to ensure sustainable environmental and social practices are utilized. The environmental and social screening form and checklist are specifically designed to ensure that adverse social impacts from ZISP activities are identified and captured in the planning stages and there-in effectively mitigated. Environmental and social mitigation measures would be verifiably monitored during the various stages of the program cycle.

#### **6.5 Procedure for Environmental and Social Impact Assessment under ZISP**

The MoEVT first identified potential schools to be targeted for construction projects, following the below criteria:

7. Secondary schools with levels of up to Form IV or Form VI
8. Schools with lack/shortage of laboratory, Library or Computer rooms facilities
9. Schools with space for construction of Laboratory/Library/Computer rooms
10. Schools which are in a location that is accessible by other schools so that they can share the facilities (Laboratory, Library and Computer rooms)
11. Schools which are in other islands (e.g. Kojani, Tumbatu)
12. Schools with a large student body

The MoEVT then worked together with the Ministry of Land, Housing, Water and Energy to ensure that the MoEVT itself, as owner of school sites, had a copy of the land title in its possession for each site.

MoEVT staff then visited all 25 (originally 34) sites, and administered an environmental and social checklist questionnaire (see Annex 2 for full text). This questionnaire was administered to the head teacher, the village *sheha* (traditional leader), and any other informed persons who were available, including interim or assistant head teachers, and Parent Committee Heads.

The full dataset with responses to all questions, and site photographs, are available. However, most relevant were the following conclusions:

- Mainly because all sites were existing school grounds, no one was living on any of the building sites, even illegally, **with the exception of one site: Bumbwini** (North B, Unguja)
- There were two building sites in Pemba for which the questionnaire stated that there was no one living on the site, but that temporary shelters existed there - there will be follow up on these sites for additional information:
  - Limbani (Limbani, Wete, Pemba)
  - Wambaa (Wambaa, Mkoani, Pemba)
- Numerous schools visited in Unguja had building sites on which people were cultivating food, and grazing cattle. However, the food was being grown by students and teachers for their own consumption, and in the event of construction, they would be able to plant in another area without any interruption to their produce, if given enough advance warning (5 months)
- There were two building sites in Pemba which people were cultivating, and one for which there was no information available on the questionnaire. There will be follow up on these three sites for additional information:
  - Chanjamjawiri (Matale, Chake Chake, Pemba): loss of income from crops
  - Chwakatumbi (Sizini, Micheweni, Pemba)
  - Kilindi (Kilindi, Chake Chake, Pemba): no information
- In addition, there was one school for which the questionnaire stated that there was no cultivation on the building site, but that there would be loss of crop income if structures were added to the site - there will be follow up on this site for additional information:
  - Chambani (Chambani, Mkoani, Pemba)
- No one would lose their livelihood as a result of building on the sites
- Only one site was close to a cultural heritage area: Fukuchani Secondary is directly adjacent to Fukuchani Ruins, the site of a 16<sup>th</sup> century farmer or trader's dwelling.

Other observations:

- Numerous interviewees stated that while the school in question had toilet/sanitation facilities, they were not sufficient to meet the needs of the current student and teacher population. This is something to consider particularly in the case of sites which will share their laboratory and library facilities with other student bodies
- Several schools had no services at all:
  - Wingwi (Wingwi, Micheweni, Pemba)
  - Shumba (Shumba Vtamboni, Micheweni, Pemba)
  - Chambani (Chambani, Mkoani, Pemba)
  - Kisiwa Panza (Kisiwa Panza, Mkoani, Pemba)
- Several schools had more than one site available for building. In these cases, information on both or all sites was recorded (in the questionnaires and with photographs)

- There is no National Chance Finds procedure in Zanzibar, so naturally it was not rational to expect anyone to be familiar with it. However, when probed, respondents had a clear idea of what they would do in such a situation: this usually involved informing a chain of authority including the head teacher, the *sheha*, the District Commission, and the MoEVT or the Ministry of Culture. Sometimes the Kilimani Archives was included as well.

## 6.6 Procedure for Environmental and Social Impact Mitigation under ZISP

Impact mitigation for the ZISP sub-projects will be mainstreamed into the Project Development Cycle. Given the most critical short-term impacts and the bulk of long-term impacts manifest at the construction and operation stages respectively, this ESMF has identified appropriate monitoring procedures to be put in place to facilitate impact tracking at both stages. As per this ESMF, the bulk of mitigation will take place at the design stage when mitigation measures will be identified and mainstreamed into the project design. This ESMF recommends the following key mitigation tools:

**Approved architectural plans/design report:** this report to be prepared and approved by MoEVT for all projects will seek to ensure that the proposed sub-projects are sensitive to social and conservation requirements.

**Contract for Construction:** Clauses binding project contractors to implement impact mitigation as part of construction will be included in to contracts for construction. The MoEVT will ascertain that all contracts bear respective clauses for environmental and social mitigation.

## 6.7 Procedure for Monitoring of the ESMF

Monitoring for ZISP will take place at diverse levels. Monitoring of progress, outputs and effects of implementing ZISP will be detailed in the Projection Operations Manual. Monitoring of environmental and social impact design reports will be captured in the project reports submitted to DOE.

Key features of the monitoring program are as follows:

- Approved Architectural Plans/Design Report: This is the document that will be screened to determine how potential impacts of sub-projects will be addressed.
- The Project Report: Based on the Project Reports, the DOE will screen potential impacts of sub-projects and advice on the adequacy or otherwise of the impact mitigation plan proposed for each sub-component. Upon being satisfied with the adequacy of the Project Report, the DOE will issue an EIA certificate to signify that construction can start. The EIA Certificate will also specify conditions that MoEVT will observe during construction and operation.
- The Contract for Construction: Based on the contract for construction, the MoEVT will supervise activities of contractors to ensure mitigation measures prescribed for implementation during construction have been implemented.

- The Resettlement Action Plan: The MoEVT and other agencies will scrutinize the RAP to ensure that its recommendations on restitution of any disturbance/displacement triggered by ZISP have been fully expedited.
- The Facilities Management Plan: This document will be prepared by School Boards as part of their contribution to ZISP. Once filed and approved it is the document that MoEVT Inspectorate will use to monitor progress in implementing impact mitigation during operation of projects.

## CHAPTER SEVEN: STAKEHOLDER ENGAGEMENT AND CONSULTATION

Stakeholders are people or groups who are directly or indirectly affected by a project, as well as those who may have interests in a project and/or the ability to influence its outcome, either positively or negatively. They may include locally affected communities or individuals and their formal or informal representatives, national or local government authorities, politicians, religious leaders, civil society organizations and groups with special interests, the academic community, or businesses.

Stakeholder engagement aims to build and maintain an open and constructive relationship with stakeholders, and thereby facilitate and enhance a project's management of its operations, including its environmental and social effects and risks.

For the best outcomes, stakeholder engagement begins during project design and continues for the life of the project. Building a strong relationship from the start can help develop support for the project. Information exchange during the design phase can help organizations avoid costly mistakes that are difficult to fix at a later stage.

### 7.1 Communities

Stakeholder engagement is an important part of communicating the goals of and expectations for ZISP to the communities who will benefit from the project. During the project preparation phase of ZISP, the first step in this engagement was to visit proposed sites for school facility construction. During these visits, MoEVT and World Bank representatives viewed the potential area or areas where construction could take place, and met with school and community representatives to conduct the environmental and social checklist survey (as described in Chapter 5, Section 4).

Specifically, in each proposed construction site, the MoEVT/World Bank team met with Head Teachers and/or with other school authorities, including interim or assistant head teachers; with the village *sheha*, or traditional community leader; with any other informed authority figures who were available, such as the Head of the school Parent Committee; and, if relevant, with any persons who would be directly and adversely impacted by construction (for example, anyone living or conducting business on the proposed construction site). The general theme of ZISP was outlined to these authorities, as well as the fact that it was a proposed project still in the planning stages, but that one component was expected to be construction of additional school facilities. Questions were answered to the best of the team's ability, and any relevant information that was not captured by the questionnaire was noted (for example, a lack of adequate toilet facilities for the school's existing student and staff population).

Once the project is approved, the MoEVT and World Bank will also hold dissemination meetings, to inform communities about ZISP, its components, its goals, and to respond to questions about its scope.

### 7.2 RGZ Agencies and Other Organizations Operating in Zanzibar

The World Bank and the MoEVT have also sought the input of RGZ ministries and agencies, and other organizations working in the education sector in Zanzibar.

An August 2015 Bank mission to Zanzibar included both a multi-stakeholder meeting and a technical meeting to obtain feedback on and endorsement of the ZISP Strategy Document, a paper that identified key priorities in education and broad areas of intervention. The multi-stakeholder meeting included a broad range of MoEVT staff, representatives from affiliated institutions, and other donor partners working in Zanzibar, and the technical meeting was with the MoEVT core team involved in the ZISP project.

## **MULTI-STAKEHOLDER MEETING**

The multi-stakeholder meeting was one which included not only the core MoEVT team responsible for coordinating and implementing ZISP, but a broad base among the MoEVT leadership who were responsible for areas that ZISP seeks to affect. These were:

- The Permanent Secretary and Deputy Permanent Secretaries
- The Departments of:
  - o Policy, Planning, and Research
  - o Pre-Primary and Primary Education
  - o Alternative Learning and Adult Education (DALAE)
  - o Teacher Education
  - o Personnel and Administration
  - o Education Management Information Systems (EMIS)

In addition, the following ministries, institutions, and organizations were represented:

- The Ministry of Empowerment, Social Welfare, Youth, Women and Children
- Representatives from:
  - o the State University of Zanzibar (SUZA)
  - o the Zanzibar Institute of Education (ZIE)
  - o the Zanzibar Higher Education Loans Board (ZHELB)
  - o the Zanzibar Library Service
  - o Karume Institute of Science and Technology (KIST)
- Representatives from:
  - o Sida (Government of Sweden)
  - o UNICEF
  - o The Milele Foundation

The Strategy Document was discussed in detail, in order to seek consensus and solicit feedback and adjustments.

## **TECHNICAL MEETING**

The technical meeting discussed project design and preparation in greater depth than the multi-stakeholder meeting, and included topics such as fiduciary readiness, procurement, assessment, monitoring and evaluation, and integration with the next five-year education policy.



## **OTHER AGENCY MEETINGS**

Zanzibar's Ministry of Finance and Planning Commission have been intimately involved with the development of ZISP and the requisite budgeting and financial management matters. The Civil Works Department of the President's Office also has been an integral part of construction planning; the Bank and MoEVT have been in frequent contact and consultation with these agencies throughout the planning process.

The final agency to be involved in consultations is the Department of Environment.

## CHAPTER EIGHT: ASSESSMENT OF CAPACITY IN IMPLEMENTATION OF THE EMSF

### 8.1 Analysis of Institutional Roles and Capacity-Building Needs

An analysis of the capacity of institutions to serve their roles in ZISP as identified in the EMP is outlined in Table 4 with respect to two criteria, namely:

- Level of involvement of the institution in executing key roles of the ESMF:
  - Impact Screening
  - Impact Mitigation
  - Supervision of Mitigation
  - Impact Monitoring
- Availability of personnel and skills to execute roles identified for each institution

Gaps in capacity amongst stakeholder institutions have been documented as follows:

MoEVT: The MoEVT is the single most important player in implementing the ESMF, as the Ministry is heavily involved in all aspects (screening, mitigation, supervision). This ESMF recognizes that the MoEVT has adequate supervisory capacity down to the district level, but that staff lacks any significant exposure and skills required to execute the stipulated environmental management.

The Department of Environment (DOE): The DOE would provide periodic monitoring to ensure that no adverse cumulative impacts result from new construction, and to act as an environmental advisor to all stakeholders involved in management of ZISP. To undertake this role, it is critical that the DOE has a deep understanding of the ZISP project design and implementation procedure. Therefore, a one-day seminar will be conducted to familiarize the relevant central and district staff.

Ministry of Lands, Housing, Water, and Energy (MoLHWE): The MoLHWE will prepare physical development plans and ensure that all construction is suitable for the local environment, physically and socially.

School Boards: School Boards will not be heavily involved in the design or implementation of ZISP. However, School Boards are responsible for preparing and implementing Facility Management Plans to mitigate impacts associated with the operation of completed structures. Professional environmental skills are lacking; therefore, it is important for members of school boards to receive training on how to design and administer Facility Management Plans.

### 8.2 Requisite Capacity Building

The required training will be organized as follows:

Module One: Curriculum for Environmental Training, MoEVT

Participants: Central and district MoEVT staff

Duration: One week

Topics:

- Review of and discussion on Zanzibar’s national environmental policies, procedures, and legislation
- Review of and discussion on the Bank’s safeguards policies
- Review of Environmental and Social Management Process – the ESMF for ZISP
- Design and administration of Screening Form and Checklist to determine adverse impacts from project activities
- Strategies for consultation, participation, and social inclusion
- Terms of Reference for a Project Report
- Methods for measurement of cumulative adverse impacts
- Design of appropriate mitigation measures
- Procedure for review and approval of construction design packages
- Procedure for incorporating the ESMF process into civil works contracts
- The role and importance of public consultations in the ESMF process
- Methods for monitoring mitigation measures

Module Two: Proposed Training Program for School Boards

Participants: Two representatives from each site’s School Board

Duration: Three days

Topics:

- Environmental and Social Management process
- Review of construction designs
- Use of Screening Form and Checklist to determine adverse impacts from project activities
- Methods for measurement of cumulative adverse impacts
- Design of appropriate mitigation measures
- Procedure for review and approval of construction design packages
- The role and importance of public consultations in the ESMF process
- Methods for monitoring mitigation measures
- Procedure for incorporating the ESMF process into civil works contracts
- Selected topics on environmental protection:
  - Land use, land degradation, and soil erosion on-site/in the community
  - Safe management of waste disposal, and implications for public health
  - Environmental management in learning institutions
  - Disaster preparedness for floods and droughts

### Training Cost Estimates

The Training Program is to be implemented by the MoEVt. The cost will be included in the ESMF budget.

**Table 5: Analysis of Stakeholder Roles and Capacity**

INSTITUTION	ASSESSMENT OF CAPACITY				Recommendations
	Impact Screening	Impact Mitigation	Supervising Mitigation	Impact Monitoring	

<b>MoEVT</b>	Will screen projects and prepare Project Reports for DOE screening. Has supervisory personnel but lacks environmental skills	Will mitigate impacts at design stage. Has supervisory personnel but lacks environmental skills	Will supervise mitigation at construction. Has supervisory personnel but lacks environmental skills	Will oversee compliance by School Boards in filing annual audit returns to DOE. Has supervisory personnel but lacks environmental skills	One-week environmental course for central and district-level staff
<b>MoLHWE</b>	Will screen sites targeted for new construction	No role during construction	No role during construction	No major monitoring role	One-day training seminar on Environmental Screening for ZISP
<b>DOE</b>	Will screen Project Reports for all new activities. Has skilled personnel down to district level	Strong role in mitigation, through screening of EMPs for activities. Has skilled personnel down to district level	No role in supervision	Statutory monitoring review of annual audit reports submitted by School Boards. Has skilled personnel down to district level	One-day seminar on ZISP design and proposed Environmental Screening process
<b>School Boards</b>	Minor screening role for rehabilitation activities. Teachers have no environmental skills	Management of onsite supervisors and contractors. Teachers have no environmental skills	Co-supervision of construction on behalf of MoEVT. Teachers have no environmental skills	Will prepare and administer FMPs and file annual audit reports to DOE. Teachers have no environmental skills	School Boards to nominate 2 people per site to attend a 1-week course on environmental management for ZISP

## CHAPTER NINE: ASSESSMENT OF REQUISITE FINANCES

### 9.1 Overview of the Budget

This chapter outlines the cost implications of administering the ESMF recommendations. In preparing the budget outlined in Table 5, it has been assumed that some of the costs of the involvement of the MoEVT and other RGZ stakeholders will be met internally through routine budgetary allocations and these agencies' own revenue. Furthermore, the bulk of impacts from civil works will be mitigated during construction, and thus financed under construction contracts and BoQs. Provisions for this have already been made in the ToRs advertised for Construction design and supervision. Therefore, the budget proposed here covers additional expenditures that have been triggered by this ESMF and which were not originally factored into ZISP.

The ESMF budget therefore reduces to the following:

- Financing for technical assistance to the MoEVT in generating the required Environmental Project Reports
- Financing of the proposed capacity building (training) for ESMF implementation

These activities have been costed within Component 4 of ZISP, under Project Implementation Support.

**Table 6: Budget requirements for implementing the ESMF**

ITEM	FINANCING SOURCE	COST (US\$)
<b><i>Technical Assistance and Monitoring</i></b>		
Hiring of ESMF consultant	ZISP	54,000 (60 days per year for 3 years)
<b><i>Training and outreach costs</i></b>		
One-week environmental course for central and district-level MoEVT staff	ZISP	12,000
One-day training seminar for MoLHWE on Environmental Screening for ZISP	ZISP	3,000
One-day seminar for DOE on ZISP design and proposed Environmental Screening process	ZISP	3,000
One-week course for School Board representatives on environmental management for ZISP	ZISP	8,000
One-day course for other stakeholders	ZISP	2,000
<b>TOTAL BUDGET</b>		<b>80,000</b>

## 9.2 Total Costs

The additional expenditure triggered by this ESMF amounts to US\$ 80,000.00 (US dollars eighty thousand) to be sourced from ZISP.

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## **ANNEX I: World Bank Environmental and Social Safeguard Policies**

Environmental Assessment (OP 4.01). Outlines Bank policy and procedure for the environmental assessment of Bank lending operations. The Bank requires environmental assessment (EA) of projects proposed for Bank financing to help ensure that they are environmentally sound and sustainable, and thus to improve decision making. This environmental screening process will apply to all sub-projects to be funded by ZISP.

Natural Habitats (OP 4.04): The conservation of natural habitats, like other measures that protect and enhance the environment, is essential for long-term sustainable development. The Bank therefore supports the protection, maintenance, and rehabilitation of natural habitats and their functions in its economic and sector work, project financing, and policy dialogue. The Bank supports, and expects borrowers to apply, a precautionary approach to natural resource management to ensure opportunities for environmentally sustainable development. Should the sub-project specific EAs indicate that natural habitats might be affected negatively by the proposed sub-project activities, such sub-projects will not be funded under ZISP.

Pest Management (OP 4.09): The policy supports safe, effective, and environmentally sound pest management. It promotes the use of biological and environmental control methods. An assessment is made of the capacity of the country's regulatory framework and institutions to promote and support safe, effective, and environmentally sound pest management. This policy will most likely not apply to ZISP.

Indigenous Peoples (OP 4.10): This policy contributes to the Bank's mission of poverty reduction and sustainable development by ensuring that the development process fully respects the dignity, human rights, economies, and cultures of Indigenous Peoples. For all projects that are proposed for Bank financing and affect Indigenous Peoples, the Bank requires the borrower to engage in a process of free, prior, and informed consultation. The Bank provides project financing only where free, prior, and informed consultation results in broad community support to the project by the affected Indigenous Peoples. Such Bank-financed projects include measures to (a) avoid potentially adverse effects on the Indigenous Peoples' communities; or (b) when avoidance is not feasible, minimize, mitigate, or compensate for such effects. Bank-financed projects are also designed to ensure that the Indigenous Peoples receive social and economic benefits that are culturally appropriate and gender and intergenerationally inclusive. Sub-projects that would have negative impacts on indigenous people will not be funded under ZISP.

Involuntary Resettlement (OP 4.12): This policy covers direct economic and social impacts that both result from Bank-assisted investment projects, and are caused by (a) the involuntary taking of land resulting in (i) relocation or loss of shelter; (ii) lost of assets or access to assets; or (iii) loss of income sources or means of livelihood, whether or not the affected persons must move to another location; or (b) the involuntary restriction of access to legally designated parks and protected areas resulting in adverse impacts on the



livelihoods of the displaced persons. This is triggered at one site by ZISP; therefore, the Government will prepare and disclose the required Resettlement Policy Framework (RBF).

Forests (OP 4.36): This policy applies to the following types of Bank-financed investment projects: (a) projects that have or may have impacts on the health and quality of forests; (b) projects that affect the rights and welfare of people and their level of dependence upon or interaction with forests; and (c) projects that aim to bring about changes in the management, protection, or utilization of natural forests or plantations, whether they are publicly, privately, or communally owned. The Bank does not finance projects that, in its opinion, would involve significant conversion or degradation of critical forest areas or related critical natural habitats. If a project involves the significant conversion or degradation of natural forests or related natural habitats that the Bank determines are not critical, and the Bank determines that there are no feasible alternatives to the project and its siting, and comprehensive analysis demonstrates that overall benefits from the project substantially outweigh the environmental costs, the Bank may finance the project provided that it incorporates appropriate mitigation measures. Sub-projects that are likely to have negative impacts on forests will not be funded under ZISP.

Safety of Dams (OP 4.37): For the life of any dam, the owner is responsible for ensuring that appropriate measures are taken and sufficient resources provided for the safety of the dam, irrespective of its funding sources or construction status. The Bank distinguishes between small and large dams. Small dams are normally less than 15 meters in height. This category includes, for example, farm ponds, local silt retention dams, and low embankment tanks. Large dams are 15 meters or more in height. Dams that are between 10 and 15 meters in height are treated as large dams if they present special design complexities—for example, an unusually large flood-handling requirement, location in a zone of high seismicity, foundations that are complex and difficult to prepare, or retention of toxic materials. Dams under 10 meters in height are treated as large dams if they are expected to become large dams during the operation of the facility. For small dams, generic dam safety measures designed by qualified engineers are usually adequate. This policy will most likely not apply to ZISP.

Projects on International Waterways (OP 7.50): The Bank recognizes that the cooperation and goodwill of riparians is essential for the efficient use and protection of the waterway. Therefore, it attaches great importance to riparians' making appropriate agreements or arrangements for these purposes for the entire waterway or any part thereof. This policy applies to the following types of projects: hydroelectric, irrigation, flood control, navigation, drainage, water and sewerage, industrial, and similar projects that involve the use or potential pollution of international waterways. This policy most likely will not apply to ZISP.

Projects in Disputed Areas (OP 7.60): Projects in disputed areas may raise a number of delicate problems affecting relations not only between the Bank and its member countries, but also between the country in which the project is carried out and one or more neighboring countries. In order not to prejudice the position of either the Bank or the countries concerned, any dispute over an area in which a proposed project is located is dealt with at the earliest possible stage. The Bank may support a project in a disputed area if the governments concerned agree that, pending the settlement of the dispute, the project

proposed for country A should go forward without prejudice to the claims of country B. This policy is unlikely to be triggered by sub-projects to be funded by ZISP.

## **ANNEX II: Environmental and Social Screening Form for use by MoEVT**

The Environmental and Social Screening Form (ESSF, below) has been designed to assist in the evaluation of design proposals for construction sites for secondary schools and hostels. The form is designed to place information in the hands of implementers and reviewers so that impacts and their mitigation measures, if any, can be identified and/or that requirements for further environmental analysis be determined.

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

### ***Cover Page***

1. DATE (DD-MM-YYYY)
2. SITE/SCHOOL NAME
3. HEAD TEACHER NAME (if an existing school campus)
4. LOCATION
  - a. Ward
  - b. District
  - c. Region (Unguja/Pemba)

### ***Social Checklist***

1. Determine the ownership of land at proposed intervention sites by consulting with the locals and the relevant authorities
2. Determine what economic activities are carried out in the general sites areas which could affect the project and construction activities. Especially if there are any temporary shelters housing economic activities around the proposed sites.
3. Determine the socio-cultural practices related to built spaces where the female hostels will be built and ensure adapted design
4. Consult with the Department of Antiquities, Ministry of Natural Resources and Tourism and the Zanzibar Commission for Tourism to determine the presence of known cultural heritage sites in the proposed intervention areas. This is especially important for places like Pemba (which has a lot of archaeological heritage and historic settlements) and the remote rural areas. Also request for the national chance finds procedure that could be applied to the project.
5. If there is any proposed intervention in the Stone Town of Zanzibar, consult with the Stone Town Conservation Development Authority regarding culturally sensitive zones.

### ***Environmental Checklist***

1. Geography of the site:

- |                                |                       |                       |
|--------------------------------|-----------------------|-----------------------|
| a. Forest                      | f. Coral Rock         | j. Body of            |
| b. Uncultivated<br>Arable Land | g. Sandy              | Water                 |
| c. Cultivated<br>(Agriculture) | h. Natural<br>Habitat | k. River/Stream       |
| d. Fallow                      | i. Protected<br>Area  | l. Beach              |
| e. Rocky                       |                       | m. Other<br>(Specify) |
2. Geography of the surrounding land [same option list]
  3. Will construction require any trees to be cut? (Y/N)
  4. Is the site near a body of water or a river? (Y/N – skip to #6 if no)
  5. Is it upstream or downstream (upstream/downstream)
  6. Are there any people living on the land, even if illegally? (Y/N)
  7. Are there any people cultivating the land, even if illegally? (Y/N)
  8. Are there any people operating small shops on the land, even if illegally? (Y/N)
  9. Is the site on a slope? (Y/N)
  10. Is the site connected to electricity, water, sanitation (garbage), and sewage services? (Y/N – skip to #13 if yes)
  11. If there are no services, is the site conducive for boring of wells? (Y/N)
  12. If there are no services, is the site conducive for the construction of soak pits? (Y/N)
  13. Is there easy road access to the site? (Y/N)
  14. Would construction activities (movement of vehicles, etc.) affect any communities around the site? (Y/N)
  15. Would construction activities (movement of vehicles, etc.) affect any natural animal habitats around the site? (Y/N)
  16. OTHER: PROVIDE ANY ADDITIONAL NOTES AND DETAILS HERE

### *Social Checklist*

1. Who owns the land at the proposed construction site? (Consult with the locals and the relevant authorities)
2. Does the school have a copy of the land title? (Y/N)
3. What economic activities, EVEN IF ILLEGAL, are carried out in the general site area which could be affected by the project and construction activities?
 

a. Agriculture	f. Seaweed Cultivation
b. Fishing	g. Petty Trade
c. Forestry	h. School Shop
d. Hunting	i. Other (Specify)
e. Livestock	
4. Will there be any loss of income from crops if structures are added to the site? (Y/N)
5. Will there be any loss of income from trees (forestry) if structures are added to the site? (Y/N)
6. Are there any temporary shelters, or temporary structures for economic activity around the proposed site?
  - a. Temporary Shelters
  - b. Temporary Structures (Economic Activity)
  - c. Both

7. Will anyone lose their home and need to be relocated, even temporarily, if structures are added to this school? (Y/N)
8. Will anyone lose a structure in which they do business/conduct economic activity, even temporarily, if structures are added to this school? (Y/N)
9. What must be done to ensure the building of female hostels complies with socio-cultural norms? (Y/N)
10. Are there known cultural heritage sites in the proposed intervention area? LIST ALL, OR INDICATE THERE ARE NONE. (Consult with the Department of Antiquities, Ministry of Natural Resources and Tourism, and the Zanzibar Commission for Tourism)
11. Has a request for the National Chance Finds procedure<sup>18</sup> been made? (Y/N)
12. If no, why not?
13. Where can documentation for this procedure be found?
14. Include any other relevant notes on the National Chance Finds procedure
15. OTHER: PROVIDE ANY ADDITIONAL NOTES AND DETAILS HERE

### *Signature Page*

LIST ALL PEOPLE WHO WERE INTERVIEWED TO COMPLETE THIS CHECKLIST:

1. NAME
2. DESIGNATION (*e.g., Head Teacher, sheha, etc.*)
3. SIGNATURE
4. NAME
5. DESIGNATION
6. SIGNATURE
7. ...

### *Summary*

USE THIS SPACE TO WRITE UP A SUMMARY OF THE SITE EVALUATION INTERVIEW, AND ALL CONVERSATIONS WITH ALL RELEVANT PARTIES

### *Enumerator Manual*

#### **INTRODUCTION**

The purpose of the Environmental and Social Checklist is to inform the Environmental and Social Management Framework (ESMF), a document being prepared by the Ministry of Education in preparation for the Zanzibar Improving Students' Prospects (ZISP) project with the World Bank. In order to receive funds from the World Bank, the MoEVT must ensure that all environmental and social safeguard are adequately addressed by the project components. In the case of ZISP, the construction component is the most relevant to the ESMF.

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<sup>18</sup> Such a procedure does not exist in Zanzibar; in place of this question, the respondents were asked what procedure they would follow if they found an item of historical or cultural value in the community.

This questionnaire will address several broad questions which are of critical importance, namely:

1. What impact will construction have on the environment of Zanzibar, both the natural environment and heritage sites?
2. What impact will construction have on any people living on the site, including relocation?
3. What impact will construction on economic activities on the site, including relocation?

**It is important to establish clearly the extent to which any resettlement or loss of livelihood will happen as a result of ZISP construction. If any resettlement or loss of livelihood is identified, the project will need to create a Resettlement Policy Framework with adequate compensation to those affected.**

**If no resettlement or loss of livelihoods is expected, then supporting documentation, in the form of consultation summaries (with signatures), needs to be provided.**

At each site, the interviewer must speak with the following people (they can all meet together):

- a) DEOs
- b) Head Teacher
- c) Teachers
- d) SMC members
- e) Local Chiefs
- f) Anyone living on the site
- g) Anyone running a business on the site, including on school grounds

One checklist form should be completed per site/school.

Full details of each person interviewed must be recorded: name, role/designation, phone number, and signature.

A summary of each consultation must also be prepared after the interview.

## **COVER PAGE**

### **Question 1. Date**

Enter the date of the interview, in two-digit day, two-digit month, and four-digit year (DD/MM/YYYY) format

### **Question 2. Site/School Name**

Enter the site name, using one field (square) in the form per letter. Leave the square blank to indicate a space between words. If there is already a school on the site, enter the school name.

### **Question 3. Head Teacher name**

If there is already a school on the site, enter the name of the Head Teacher, using one square per letter.

### **Question 4: Location – Ward**

Enter the name of the town in which the site is located

**Question 5: Location – District**

Enter the district in which the site is located

**Question 6: Location – Region**

Indicate whether the location is in Pemba or Unguja (check the correct box)

**ENVIRONMENTAL CHECKLIST****Question 1. What is the geography of the site?**

Enter information for the geographical characteristics of the site itself. Enter in the correct code for ALL options that apply. If “Other” is selected, specify what is described as “other” by writing in the information.

**Question 2. What is the geography of the surrounding land?**

Enter information for the geographical characteristics of the surrounding land. Enter in the correct code for ALL options that apply. If “Other” is selected, specify what is described as “other” by writing in the information.

**Question 3. Will construction require any trees to be cut?**

Indicate if construction will require any trees to be cut, even those which are not instrumental in income-generation for anyone living on or near the site.

**Question 4. Is the site near a body of water or a river?**

Indicate if the site is near any body of water (river, stream, ocean, etc.)

**Question 5. Is it upstream or downstream?**

Indicate if the site is upstream or downstream, if the body of water is flowing.

**Question 6. Are there any people living on the land, even if illegally?**

Indicate if any people are living on the land, regardless of whether they have legal ownership of the land, or if they have a legal right to be there.

**Question 7. Are there any people cultivating the land, even if illegally?**

Indicate if any people are cultivating the land or doing other agricultural activity, including harvesting wood, regardless of whether this activity is legal or not.

**Question 8. Are there any people operating small shops on the land, even if illegally?**

Indicate if any people are doing any other form of economic activity, including operating small shops or other businesses, regardless of whether this activity is legal or not.

**Question 9. Is the site on a slope?**

Indicate whether the site is on land that is sloping (not flat).

**Question 10. Is the site connected to electricity, water, and sanitation services?**

Indicate if the site is connected to such services that would be necessary for operation of a school.

**Question 11.** If there are no services, is the site conducive for boring of wells?

If the site does not have electricity, water, or sanitation services, indicate if it is possible and sensible to bore wells there.

**Question 12.** If there are no services, is the site conducive for the construction of soak pits?

If the site does not have electricity, water, or sanitation services, indicate if it is possible and sensible to construct soak pits there.

**Question 13.** Is there easy road access to the site?

Indicate if there is road access to the site, and if vehicles and construction equipment can navigate this road without problems or danger of damage to equipment.

**Question 14.** Would construction activities (movement of vehicles, etc.) affect any communities around the site?

Indicate if construction activities would cause disturbance of any kind to communities around the site.

**Question 15.** Would construction activities (movement of vehicles, etc.) affect any natural animal habitats around the site?

Indicate if construction activities would cause disturbance of any kind to animals and their habitats around the site.

**OTHER: PROVIDE ANY ADDITIONAL NOTES AND DETAILS HERE**

Use this space to provide any additional notes and relevant details.

**SOCIAL CHECKLIST**

**Question 1. Who owns the land at the proposed construction site?**

Consult with the people living on or near the site, and the relevant authorities, to determine the legal owner of the site.

**Question 2. Does the school have a copy of the land title?**

Inquire if the school itself has a copy of the land title, even if the MoEVT is already in possession of a copy of the land title.

**Question 3. What economic activities, EVEN IF ILLEGAL, are carried out in the general site area which could be affected by the project and construction activities?**

Indicate if there are any economic activities that could be negatively impacted by the ZISP project and construction activities, including loss of income, interruption of services, or loss of livelihood. Indicate this for any and all economic activities, even if they are illegal.

**Question 4. Will there be any loss of income from crops if structures are added to the site?**

Indicate if there are any agricultural activities that could be negatively impacted by the ZISP project and construction activities, including loss of income, loss of crops, or loss of livelihood. Indicate this for any and all agricultural activities, even if they are illegal.

**Question 5. Will there be any loss of income from trees (forestry) if structures are added to the site?**



Indicate if there are any forestry activities that could be negatively impacted by the ZISP project and construction activities, including loss of income, loss of trees, or loss of livelihood. Indicate this for any and all forestry activities, even if they are illegal.

**Question 6. Are there any temporary shelters, or temporary structures for economic activity around the proposed site?**

Indicate if there are any structures, including temporary or illegal ones, in which people live or work around the proposed site.

**Question 7. Will anyone lose their home and need to be relocated, even temporarily, if structures are added to this school? Include information for temporary and/or illegal shelters, as well as permanent and legal ones.**

Indicate whether there are any people, even if living in temporary shelters, on the site who will need to be relocated if the project goes forward.

**Question 8. Will anyone lose a structure in which they do business/conduct economic activity, even temporarily, if structures are added to this school? Include information for temporary and/or illegal structures, as well as permanent and legal ones.**

Indicate whether there are any people, even if working in temporary or illegal shelters, on the site whose businesses will need to be relocated if the project goes forward.

**Question 9. What must be done to ensure the building of female hostels complies with socio-cultural norms?**

If there are any social or religious requirements for the construction and location of hostels for female students, indicate them here.

**Question 10. Are there known cultural heritage sites in the proposed intervention area?**

List any and all known cultural heritage sites on or near the construction site, or indicate if there are none. Consult with the Department of Antiquities, Ministry of Natural Resources and Tourism, and the Zanzibar Commission for Tourism for more information if necessary.

**Question 11. Has a request for the National Chance Finds procedure been made?**

Indicate whether Zanzibar has policies and procedures governing the accidental discovery of valuable items, including those with monetary value or historical value, and if a request for those procedures have been made from the governing authority.

**Question 12. If no, why not?**

If the procedure has not been requested or obtained, please provide more information about the process here, and indicate why this task has not been completed.

**Question 13. Where can documentation for this procedure be found?**

If the procedure has been requested or obtained, indicate where documentation for this procedure can be found, either at the MoEVT or elsewhere.

**Question 14. Include any other relevant notes on the National Chance Finds procedure.**

If there is any other relevant information on Chance Finds, please indicate it here.

**OTHER: PROVIDE ANY ADDITIONAL NOTES AND DETAILS HERE**

Use this space to provide any additional notes and relevant details.

**SIGNATURE PAGE**

List all people who were interviewed to complete the checklist for a given site.

List their full names and designations, and obtain their dated signature, before thanking them for their time.

**SUMMARY PAGE**

Use this page to write a summary of each consultation after the interview.