UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

STAKEHOLDER ENGAGEMENT PLAN (SEP)

HIGHER EDUCATION FOR ECONOMIC TRANSFORMATION PROJECT (HEET)

by

Project Preparation Team

Ministry of Education, Science and Technology
DODOMA

March 2021

CONTENTS

LIST OF ABBREVIATIONS AND ACRONYMS iii
LIST OF TABLES v
LIST OF FIGURES vi
EXECUTIVE SUMMARY vii
Stakeholder Engagement viii
Consultation during Communicable Disease Outbreaks such as COVID-19 xiv
CHAPTER ONE 1
1 INTRODUCTION 1
1.1 Project Background 1
1.2 Project Description 2
1.3 Project Components 3
1.4 Overall Project Implementation Arrangement 9
1.5 Stakeholder Engagement 10
1.6 Objectives of the SEP 14
CHAPTER TWO 16
2 STAKEHOLDERS IDENTIFICATION AND ANALYSIS 16
2.1 Project Affected Parties 16
2.2 Other Interested Parties 17
2.2.1 Disadvantaged People and Vulnerable Groups 17
2.2.2 Non-Governmental Organizations 18
2.2.3 Private Sector 18
CHAPTER THREE 24
3 STAKEHOLDER ENGAGEMENT APPROACH 24
3.1 Purpose 24
3.2 Preparation Stage Engagement Plan 24
3.3 Stakeholders Engagement During Implementation: Proposed Strategy for Information Engagement 25
3.4 Plan for Engagement 29
3.5 Engagement with Vulnerable Groups and Vulnerable People. 40
CHAPTER FOUR 42
4 IMPLEMENTATION ARRANGEMENTS OF THE SEP 42
4.1 Resources 42
4.1.1. Cost for addressing environmental, social, safety and health issues 42
4.2 Management Functions and Responsibilities 42
4.2.1 Environmental and Social Specialist (s)– Project Implementing Institutions 43
4.2.2 Safeguard Specialist (Environmental and Social Specialists) -MoEST PIU 45
CHAPTER FIVE 46
5 GRIEVANCE REDRESS MECHANISMS 46
5.1 Purpose 46
5.2 Principles 46
5.2.1 Construction GRM 47
5.2.2 Gender Based Violence (GBV) Grievance Redress Mechanism: 53

5.2.3 Resettlement Grievance Redress Mechanism 54
5.3 Records Keeping 54
5.4 Monitoring 55
CHAPTER SIX 56
6 STAKEHOLDER ENGAGEMENT MONITORING AND EVALUATION 56
6.1 Monitoring and Evaluation 56
6.2 Reporting back to Stakeholders 56
6.3 Stakeholder Monitoring Plan 57
7 ANNEXES 60

LIST OF ABBREVIATIONS AND ACRONYMS

APIU	Agency Project Implementation Unit
ARU	Ardhi University
CBE	College of Business Education
CBO	Community Based Organization
CGC	Construction Grievance Committee
COSTECH	Tanzania Commission for Science and Technology
CRDB	Cooperatives Rural and Development Bank
DARUSO	Dar es Salaam University Students Organization
DOT	Digital Opportunity Trust (DOT) Tanzania
DUCE	Dar es Salaam University College of Education
EIA	Environment Impact Assessment
ESIA	Environment and Social Impact Assessment
ESCP	Environmental and Social Commitment Plan
ESMF	Environment and Social Management Framework
ESMP	Environment and Social Management Procedures
FCS	The Foundation for Civil Society
FGD	Focus Group Discussion
FM	Financial Management
GBV	Gender Based Violence
GHO	Grievance Handling Officer
GRIC	Grievance Redress Integrity Committee
GRM	Grievance Redress Mechanism
HEET	Higher Education for Economic Transformation Project
HESLB	Higher Education Student Loans Board
HIV/AIDS	Human Immunodeficiency Virus**/** Acquired Immunodeficiency Syndrome
MoEST	Ministry of Education Science and Technology
NACTE	The National Council for Technical Education
NGO	Non-Governmental Organizations
NPIU	National Project Implementation Unit
LMP	Labour Management Procedures
MJNUAT	Mwalimu Julius K. Nyerere University of Agriculture and Technology
MLHHSD	Ministry of Lands, Housing and Human Settlements Development
M&E	Monitoring and Evaluation
NM-AIST	Nelson Mandela African Institute of Science and Technology
MoCU	Moshi Cooperative University
MUCE	Mkwawa University College of education
MUHAS	Muhimbili University of Health and Allied Sciences
MUST	Mbeya University of Science and Technology
NEMC	National Environment Management Council
NGOs	Non-Governmental Organizations
NSA	Non-State Actors

OIP	Other Interested Parties
OSHA	Occupational Safety and Health Authority
OUT	Open University of Tanzania
PAP	Project Affected Persons
PCCB	Prevention and Combating Corruption Bureau- and legal
PIU	Project Implementing Unit
PWDs	People with Disabilities
RAP	Resettlement Action Plan
RPF	Resettlement Policy Framework
SEA	Sexual Exploitation and Abuse
SEP	Stakeholders Engagement Plan
SUA	Sokoine University of Agriculture
SUZA	State University of Zanzibar
TAN College Arusha	Tanganyika Polytechnics College
TAHLISO	Tanzania Higher Learning Institutions Students' Organization
TEN-MET	Tanzania Education Network- Mtandao wa Elimu Tanzania
TCU	Tanzania Commission for Universities
TGNP	Tanzania Gender Network Program
TNRF	Tanzania Natural Resources Forum
UDOM	University of Dodoma
UDSM	University of Dar es Salaam
URT	United Republic of Tanzania
UPIU	University Project implementation Unit
USIP	University Strategic Investment Plan
VGs	Vulnerable Groups
VLC	Village Land Council
WB	World Bank

LIST OF TABLES

Table 11: Regions, Institutions and Agencies where HEET project will be implemented 3
Table 12: Overview of Project Components 5
Table 21 : Summary of Stakeholders Identification 18
Table 22: Summary of project stakeholder needs 22
Table 31 : Summary of Stakeholders Communication Strategy 26
Table 32: Stakeholder Engagement Plan 28
Table 61: Methods and frequency of reporting to stakeholders 46
Table 62:Stakeholder Monitoring Plan- SEP 48

LIST OF FIGURES

Figure 11:Project Institutional Arrangement for HEET Implementation 11
Figure 41:Institutional Arrangement for Environmental and Social Management 39
Figure 51: The flow chart for steps in Construction and General GRM 43
Figure 52: GRM Protocol for GBV survivors 44

EXECUTIVE SUMMARY

The Project

The Government of United Republic of Tanzania (URT) in collaboration with the World Bank has prepared the Higher Education for Economic Transformation (HEET) project. The objective is to increase enrolment and improve the quality and labour market relevance of degree programs in priority disciplines of 18 selected public universities and institutions while improving governance and management of the higher education system. The project has three (3) components:

Component 1: Transforming universities with a focus on priority disciplines for economic growth
This component strategic focus areas are (i) increase enrolment capacity in degree programs in priority disciplines, (ii) improve the quality and labour market relevance of programs; and (iii) promote research and innovation capacity in select higher education institutions that will contribute into creation of skills that suits the requirement of labour market, generation of entrepreneurs, investors and employers. The investments in this component will be on the following strategic areas: (a) building institutions' capacity, (b) promoting societal and economic relevance of the academia in economic development, (c) enhancing Higher Learning institutions' managerial efficiency and effectiveness, and (d) financing the development of University Strategic Investment Plan (USIP).

This component will increase infrastructure/space and improve the quality of programs in priority disciplines and sub-disciplines and support their aspirations to play '*center of excellence*' role in the agriculture and health areas respectively. The component will finance infrastructure and equipment, as well as faculty training, support scholarships for specialized post-graduate training for medical doctors at Mloganzila Medical University Campus. The component will likewise finance infrastructure, equipment, curricular revisions and development, and academic staff training; support scholarships for specialized training and research at Mwalimu Nyerere University of Agriculture and Technology, to establish this university as an anchor for regional development in Butiama.

Component 2: Strengthening management of the higher education system
This component will focus on enhancing the management of the higher education system and creating an enabling environment for excellence among higher education institutions by strengthening the capacity of MoEST and its departments and agencies. The component will target the two departments that constitute MoEST and are responsible for delivering its core mandate, the Department of Higher Education and the Department of Science, Technology and Innovation, as well as their associated agencies, i.e. the Tanzania Commission for Universities (TCU), Higher Education Student Loans Board (HESLB) and Tanzania Commission for Science and

Technology (COSTECH). In addition, the component will help to strengthen public-private partnerships in higher education in order to enhance the entire landscape of the higher education system

Component 3: Support for Project Coordination and Management

This component will serve to build capacity within the MoEST and its subsidiary agencies to manage the day-to-day implementation of the HEET Project, as well as monitor and evaluate its impact. It will support the establishment of a minimal National Project Implementation Unit (NPIU), including a project manager, relevant component area managers, support staff, environmental and social safeguards staff and monitoring and evaluation (M&E) staff. It would, therefore, finance the salaries, where applicable, and capacity building of NPIU staff, as well as the operational costs of project implementation. This component would also finance the operational and staffing costs of national-level financial management (FM) and procurement support staff. Lastly, this component would provide funds for M&E studies/surveys, and audits of both project financial statements and grants implementation.

Stakeholder Engagement

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

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

i) To establish a systematic approach to stakeholder engagement that will help Borrowers identify stakeholders and build and maintain a constructive relationship with them, in particular project-affected parties.

ii) To assess the level of stakeholder interest and support for the project and to enable stakeholders' views to be taken into account in project design and environmental and social performance.

iii) To promote and provide means for effective and inclusive engagement with project-affected parties throughout the project life cycle on issues that could potentially affect them.

iv) To ensure that appropriate project information on environmental and social risks and impacts is disclosed to stakeholders in a timely, understandable, accessible and appropriate manner and format.

v) To provide project-affected parties with accessible and inclusive means to raise issues and grievances and allow Borrowers to respond to and manage such grievances.

Objectives of the Stakeholder Engagement Plan for HEET

This Stakeholders Engagement Plan (SEP) will guide adequate consultation and involvement of stakeholders during project preparation and implementation. The Stakeholder Engagement Plan outlines the approach to engagement and information disclosure for HEET. In that regard, the SEP aims to:

i. Provide guidance for stakeholder engagement for stakeholder engagement such that it meets World Bank's Environmental and Social Standard 10;
ii. Identify all project stakeholders that are affected, and/or able to influence the Project and its activities;
iii. Enable stakeholders' views to be considered in the project;
iv. Identify the most effective methods to maintain communication during project implementation;
v. Define the channels to disseminate project information;
vi. Promote and provide means for effective and inclusive engagement;
vii. Provide stakeholders with a means to raise issues and grievances and receive a response;
viii. Define roles and responsibilities; and
ix. Define reporting and monitoring measures to ensure the effectiveness of the stakeholder engagement.

Stakeholder Identification

In line with ESS10, ESS1 and the ESF, stakeholder engagement will focus on broad inclusion and ensuring meaningful engagement with and participation of members of vulnerable individuals, including persons with disabilities, people living with HIV/AIDS, persons with albinism, women,

the elderly, female and children headed households and the poorest of the poor, youth, the unemployed.

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

Stakeholders' analysis involves identifying the individuals or groups stakeholders who are likely to affect or be affected by proposed project because of different circumstances. the project will further plan the effective methods of engaging stakeholders based on their needs about project design, impact and mitigation measures. Detailed information will be provided in the stakeholders' identification and analysis on the communication methods appropriate for each individuals or group of stakeholders identified. For HEET stakeholder groups include:

- Public Institutions and Agencies: This includes institutions, agencies, academia/ and departments at universities who will have a role in implementing HEET. Consultation with institutions and agencies at early stages of the project preparation will build consensus and ownership of the Project. In addition, it will facilitate institution and agencies officials' involvement in implementing HEET.
- Project Affected Communities: who can be directly or indirectly (positively or negatively) affected by the project. This group includes beneficiaries of the project (institution's governing board, students including vulnerable students e.g. those with disabilities/special needs, lecturers/ professors, staff, faculties, students and professors/ faculties organizations, councils and administration) as well as people who live near to project sites.
- Vulnerable Groups: include hunter-gatherer and pastoralist communities representatives (in line with ESS7)
- Disadvantaged / Vulnerable Individuals: include vulnerable households such as elderly, youth, women especially female headed households, persons and students with disabilities, people living with HIV/AIDS or other chronic diseases.
- Non-Governmental Organizations: groups who are focused on enhancing education, protection of the Human Rights, support of disadvantaged / vulnerable peoples such as the disabled, the elderly, People Living with Albinism, etc and environment.
- Private Sector: project beneficiaries may be able to access employment opportunities or provide goods and services as a result of HEET.

Engagement Approach During Preparation

During preparation, including preparation of safeguards documents), the disclosure of the environmental and social risks management documents for the Project will be undertaken. As part of the engagement, the consultations meetings with identified stakeholders will be conducted. The aim of the engagement is to provide stakeholders with timely, relevant, understandable and accessible information in a culturally appropriately manner which is free of manipulation, interference, coercion, discrimination and intimidation. [1] Also, the engagement will consider their views and opinions on project design, risk, impact and mitigation measure associated with the Project. Engagement activities will be facilitated by representatives from MoEST. Stakeholders will be invited to provide their views and comments on the Stakeholder Engagement Plan (this document), Environmental and Social Management Framework, Resettlement Framework and Environmental and Social Commitment Plan.

Stakeholders Engagement During Implementation

During Project implementation, engagement activities will be undertaken in relation to project activities under Component 1: *Transforming universities with a focus on priority disciplines for economic growth*; Component 2: *Strengthening management of the higher education system*; and Component 3: *Support for Project Coordination and Management*. This will include a range of tools including structured and formal meetings, focus group discussions, community meetings, one to one interview, distribution of information (pamphlets) and site visits. The SEP will identify timing and methods of engagement throughout project implementation. In terms of reporting back to stakeholders, the SEP will describe what type of information will be provided, when on how PAPs and OIPs will be communicated. The SEP will also set out clear details on how information will be managed for instance, measures to ensure equal and effective participation from project preparation to implementation stages. To ensure stakeholders views and concerns are well captured, the SEP will have different methods of collecting information based on their needs i.e disadvantaged or vulnerable groups.

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

Objectives	Messages	Means of Communication
PROJECT PREPARATION		
To present the draft SEP (for comment) and final versions of the	Present the Project and its implementation schedule Present potential environmental and	Organized public meetings / Consultations based on stakeholders needs and

[1] The World Bank Environmental and Social Standard 10

instruments.	social impacts; measures for mitigation and management. Describe Grievance Redress Mechanism (GRM). Present stakeholders identified and describe approach to stakeholder engagement.	circumstances. The Project will use different methods for obtaining views and ensuring meaningful participation of members of vulnerable groups (FGD, one on one meetings etc.) Disclosure on Websites (MoEST and WB) Email copies of the instruments to Non-State Actors and other institutions. Disclosure of executive summaries in Kiswahili in hard copy during consultations. For stakeholders who are illiterate, information will be presented verbally during meetings in local language.
ESIA / ESMP Preparation and Disclosure (as needed)	To inform the preparation of the Environmental Statement/ ESMP etc and present findings when drafted.	Face to Face Meetings Community Meetings Site Visits MoEST website Based on stakeholders needs and circumstances. The Project will use different methods for obtaining views and ensuring meaningful participation of members of vulnerable groups (FGD, one on one meetings etc.) Disclosure of Project
Resettlement Action Plan (RAP) Preparation, disclosure and implementation (as needed)	Meetings with affected households as needed to inform the preparation of the RAP, disclosure of RAP and monitoring.	

		documentation in appropriate and accessible manner The instruments will be disclosed in local language in project offices and hard copies will be accessible to PAPs.
CONSTRUCTION PHASE		
Meeting to Alert stakeholders to the start of construction	Advise stakeholders that construction will commence and provide project information Information and education on the risks and impacts, GRM, workers code of conduct etc	Public Meetings Face to Face Meetings Groups Discussions. Based on stakeholders needs and circumstances. Vulnerable groups and individuals will have different methods of collecting their views (FGD, one on one meetings etc.)
Alert stakeholders of any new activities, Provide updates on project progress (every month)	Inform public about any emerging issues, provide information on risks and impacts. GRM, workers code of conduct etc.	Public Announcements Focus Group Discussions Community Meetings Meetings with Village Council
Contact with the Project Coordination Team	Maintain website with contact box for people to submit questions. Existing MoEST contact details will be clearly displayed at worksites.	Websites Telephone line
THROUGHOUT THE PROJECT		
Information dissemination	General information on HEET, activities where relevant	Posting on bulletin boards; Information leaflets Outreach Activities such as

		presentations, workshops, public meetings. Annual Education Review Meeting
Contact with the Project Coordination Team	Maintain website with contact box for people to submit questions. MoEST numbers will be clearly displayed at worksites.	Websites Phone

Consultation during Communicable Disease Outbreaks such as COVID-19

Stakeholders' consultations are important and required from project preparations and continues throughout project implementation. Inputs from stakeholders are relevant as they provide valuable ideas into project design, risks and impacts etc. Several consultations' have been undertaken as part of the project preparations for the project but few more consultations will be required before project effectiveness.

To ensure community health and safety, the project will observe safe consultations when it is difficult to have a normal routine of stakeholders' engagements such as, focus group discussions, community meetings, workshops, interviews etc. At this time, required consultations will be conducted in such a way to limit disease transmission through online platforms, including emails, phone calls, text messages, WhatsApp calls and texts, zoom, webex, skype etc. If the project requires face-to-face consultations, the project will follow national and international guidelines on health and hygiene procedures. These safety measures are already in place and will be applied throughout the project implementation until further notice from health experts.

Grievance Redress Mechanisms

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

been designed to address grievances from stakeholders, project beneficiaries and workers on a range of issues.

The stakeholder engagement process will ensure that the PAPs are adequately informed of the GRM by using communication materials such as posters, brochures and fliers that will be available in the project areas. The GRM is designed with the objective of solving disputes at the earliest possible time, which will be in the interest of all parties concerned and therefore, reduces the need for such matters to be referred to a tribunal/court for resolution.

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

- Construction GRM: This will be administered by the respective project implementing institutions and will address grievances associated with the construction of new buildings and rehabilitation of existing buildings including grievances related to land and contractor's grievances.
- Operational GRM: Grievances emanating from the institution's operations, will be addressed at the institutional level (university, college and agency)) through the appointed *Grievance Handling Officers (GHOs)*. The GRM will be expanded to handle all types of grievances arising from implementation of all projects and sub-projects under the HEET project including work related grievances.
- General GRM: Complaints and concerns will be collected by the MoEST grievance officers and administered by the HEET Coordination Team. This GRM can be utilised to raise issues directly to the ministry on the various components of the Project.

Construction/Operational GRMs

For construction activities the grievances will be handled through the Construction Grievance Committee (CGCs) while for operational grievances they will be handled by the GHO. The GRM in both cases will include the following elements:

Submission and logging of grievances to ensure that there are records of all complaints received and the responses made in order to track the resolution of grievances.

Investigation of the grievance: involving any required technical specialists from the implementing institutions or members of the local government as well as the relevant PIU staff.

Communication of the Resolution: to the complaint and recording their response to the proposed resolution which may result in closure or escalation which may involve further investigation and the HEET Project Implementing Unit (PIU) or MoEST for resolution.

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

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

General Grievances

Currently MoEST operate a Grievance Mechanism through which complaints and concerns can be submitted regarding project wide issues. Complaints can be submitted by emailing compliants@moe.go.tz where grievances related to HEET will be forwarded to the HEET Coordination Team to be addressed.

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

Records Keeping

All comment responses and, grievances are to be logged using grievance logging forms and registers maintained by the CGC/GHO. This includes details of the claim/grievance/complaint, the claimant/aggrieved, and ultimately the steps taken to resolve the grievance. In line with good practice, the project will log all grievances, even recurrent ones or grievances that will eventually be dismissed as unreasonable. A master database will be maintained by the CGCs/GHO to record and track management of all grievances.

Monitoring and Evaluation

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

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

CHAPTER ONE

1 INTRODUCTION

1.1 Project Background

Tanzania has made commendable gains in Basic education in recent year. For example, enrolment at the primary level has shown an increase of 34.61% from 8,116,488[2] pupils in 2015 to 10,925,896[3] pupils in 2020. Similarly, the enrolment trend in secondary education in the year 13/14 showed a positive increase in the number of students transitioning to post-primary education. While the country has recorded expansion in basic education, there is widespread acknowledgement among policy makers that the overall outcome of the successful performance in basic education is the demand for subsequent levels of education and especially higher education. In this regard, the main challenge is inability of the system to absorb the expanding number of graduates in basic education inspiring and capable of joining the higher education subsector. Of immediate need is the expanded investment in infrastructure, facilities and quality assurance system in Engineering (Railway, Hydropower, Aeronautic etc.), Medical Science and Technology, Agriculture and Allied Sciences, Energy and Minerals, Forestry and Natural Resource Management. The Higher Education for Economic Transformation (HEET) project will finance the development of infrastructure, faculties, and quality assurance systems in higher education to facilitate rapid economic transformation in the country. Through HEET project, the Government of the United Republic of Tanzania seeks to build requisite operational capacities of public universities in order to empower them to be dependable drivers for economic transformation by building on their respective institutional visions, missions, objectives and core values.

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

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

- Assessment and Management of Environmental and Social Risks and Impacts (ESS1);
- Labor and Working Conditions (ESS2);
- Resource Efficiency and Pollution Prevention and Management (ESS3);

[2] Education Sector Development Plan (2016/17 – 2020/21) Tanzania Mainland
[3] Education Statistics Data Sets as of 31/03/2020 from https://www.tamisemi.go.tz/singleministers/education-statistics-2020

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

1.2 Project Description

The development objective of the project is to strengthen the learning environments and labour market alignment of programs in priority areas and the management of the higher education system. The project will be implemented in nine (9) regions; Eight (8) from Tanzania mainland and one (1) region in Zanzibar. Furthermore, 50% of the selected institutions are found in Dar es Salaam region.

Table 11: Regions, Institutions and Agencies where HEET project will be implemented

S/N	Region	Institution	
1.	Dodoma	1.1	University of Dodoma (UDOM)
		1.2	Ministry of Education, Science and Technology (MoEST)
2.	Morogoro	2.1	Sokoine University of Agriculture (SUA)
		2.2	Mzumbe University (MU)
3.	Dar es Salaam	3.1	University of Dar es Salaam (UDSM)
		3.2	DSM University College of Education (DUCE)
		3.3	Ardhi University (ARU)
		3.4	Open university of Tanzania (OUT)
		3.5	Muhimbili University of Health and Allied Sciences (MUHAS)
		3.6	Tanzania Commission for Universities (TCU)
		3.7	Higher Education Students' Loan Board (HESLB)
		3.8	Commission for Science and Technology (COSTECH)
4.	Mara	4.1	Mwalimu Julius K. Nyerere University of Agriculture and Technology (MJNUAT)
5.	Iringa	5.1	Mkwawa University College of Education (MUCE)
6.	Mbeya	6.1	Mbeya University of Science and Technology (MUST)
7.	Arusha	7.1	Nelson Mandela Institute of Science and Technology (NMIST)
8.	Kilimanjaro	8.1	Moshi Cooperative University (MoCU)
9.	Urban West - Zanzibar	9.1	State University of Zanzibar (SUZA)

1.3 Project Components

Component 1: Transforming universities with a focus on priority disciplines for economic growth
This component strategic focus areas are (i) increase enrolment capacity in degree programs in priority disciplines, (ii) improve the quality and labour market relevance of programs; and (iii) promote research and innovation capacity in select higher education institutions that will contribute into creation of skills that suits the requirement of labor market, generation of entrepreneurs, investors and employers. The investments in this component will be on the

following strategic areas: (a) building institutions' capacity, (b) promoting societal and economic relevance of the academia in economic development, (c) enhancing Higher Learning institutions' managerial efficiency and effectiveness, and (d) financing the development of University Strategic Investment Plan (USIP).

This component will increase infrastructure/space and improve the quality of programs in priority disciplines and sub-disciplines and support their aspirations to play '*center of excellence*' role in the agriculture and health areas respectively. The component will finance infrastructure and equipment, as well as faculty training, support scholarships for specialized post-graduate training for medical doctors at Mloganzila Medical University Campus. The component will likewise finance infrastructure, equipment, curricular revisions and development, and academic staff training; support scholarships for specialized training and research at Mwalimu Nyerere University of Agriculture and Technology, to establish this university as an anchor for regional development in Butiama.

Component 2: Strengthening management of the higher education system

This component will focus on enhancing the management of the higher education system and creating an enabling environment for excellence among higher education institutions by strengthening the capacity of MoEST and its departments and agencies. The component will target the two departments that constitute MoEST and are responsible for delivering its core mandate, the Department of Higher Education and the Department of Science, Technology and Innovation, as well as their associated agencies, i.e. the Tanzania Commission for Universities (TCU), Higher Education Student Loans Board (HESLB) and Tanzania Commission for Science and Technology (COSTECH). In addition, the component will help to strengthen public-private partnerships in higher education in order to enhance the entire landscape of the higher education system

Component 3: Support for Project Coordination and Management

This component will serve to build capacity within the MoEST and its subsidiary agencies to manage the day-to-day implementation of the HEET Project, as well as monitor and evaluate its impact. It will support the establishment of a minimal National Project Implementation Unit (NPIU), including a project manager, relevant component area managers, support staff, environmental and social safeguards staff and monitoring and evaluation (M&E) staff. It would, therefore, finance the salaries, where applicable, and capacity building of NPIU staff, as well as the operational costs of project implementation. This component would also finance the operational and staffing costs of national-level financial management (FM) and procurement support staff. Lastly, this component would provide funds for M&E studies/surveys, and audits of both project financial statements and grants implementation.

The detailed description of each component is presented in Table 1-2.

Table 12: Overview of Project Components

Proposed Components & Objectives
Component 1: Strengthening the Learning Environments and Labour Market Alignment of Programs in Priority Areas **Preamble:** Transformation of universities to align their products with the need of Tanzania's economic growth would require investments in variety of strategic areas: Investment needs to be geared to living and learning infrastructure, quality of curriculum with respect to current and future economic growth needs, strengthening of core competencies and improved management and governance for efficient and effective delivery of the project and the overall management of the institutions. This component has one objective with four strategic investment areas. **Objectives:** (i) increase enrolment capacity in degree programs in priority disciplines, (ii) improve the quality and labour market relevance of programs; and (iii) promote research and innovation capacity in select higher education institutions that will contribute into creation of skills that suits the requirement of labour market, generation of entrepreneurs, investors and employers. Further it is envisaged to contribute evidence/knowledge relevant for informing economic development and or human capital investments policies, strategies, products or services. The investments in this component will focus on the following strategic areas: a) Building institutions' capacity: Capacity elements to be addressed in this project will include: Establishing or updating curriculum of the priority disciplines in alignment with needs of the national development vision and the labour market. This will go in tandem with construction, rehabilitation and expansion of building, teaching equipment, and aid and ICT infrastructure in order to increase enrolment in priority disciplines and training delivery quality. Development of teaching staff in their primary disciplines including critical and relevant soft skills that will improve their teaching abilities. Fostering collaboration between universities is considered vital, the online connectivity between universities is prioritized as well. Such connections will enable universities share teaching resources. b) Promoting societal and economic relevance of the academia in economic development:

The project will focus on elevating and promoting commercialization of applied research in order lift up the contribution of the academia in addressing Tanzania's development challenges.

c) Enhancing Higher Learning institutions'' managerial efficiency and effectiveness

The Government of Tanzania recognizes the importance of good leadership and governance in the attainment of results in a sustainable and accountable way. In this project investments will also be directed in building managerial and leadership capacity to execute the project and overall management of systems, processes and people in the higher learning institutions. Investment in preparing faculty members and the management team of universities in various ways is prioritized. This will include aligning the efforts in this project with the Tanzania's contribution to the Regional Scholarship and Innovation Fund (RSIF) in order to finance PhD scholarships that will train the next generation of faculty for higher education institutions.

d) Financing the development of University Strategic Investment Plan (USIP)

Universities are expected to prepare University Strategic Investment Plan (USIP. In order to align universities strategic investment plan with PDO goal and objectives including deliberate focus on priority discipline, the development of USIP is expected to be a highly consultative and guided process. Funds will be allocated to support universities to prepare USIP. This will also include any technical assistance needed outside the university. Key activities and interventions to be detailed in the USIPs will include (among others): construction and/or rehabilitation of critical university infrastructure (lecture halls, science labs, dormitories, administrative buildings as needed etc.), and teaching and research equipment; introduction of new, internationally benchmarked, effective curriculum and teaching methodologies; and promotion of university-employer partnerships. New benchmarked curriculum and faculty pedagogical training will be initiated. Including investments on increasing teaching staff qualifications for teaching and for filling the gaps in management positions within faculties.

Universities receiving funds will sign performance-based funding agreements, and funding will be linked to implementation performance and results. Special priority will be given to institutions developing partnerships, driving innovations, and addressing gender gaps.

It is envisaged that, the Independent Evaluation Committee will continue to be involved in the review of the USIPs, and the

World Bank will remain involved as technical advisor to the institutions to strengthen their USIPs prior to the appraisal mission. The World Bank will also approve the final package of proposals submitted by the MoEST prior to the appraisal mission to ensure their alignment with environmental and social safeguards and fiduciary guidelines.

Component 2: Strengthening management of the higher education system

Preamble: This component will focus on strengthening and supporting MoEST capacity to implement the project, improve the policies and guidelines that will provide appropriate enabling environment for higher learning institutions and its agencies to be able to contribute towards economic growth. Further the investment in this component will strategically focus in addressing current challenges of TCU, HELSB and COSTECH in order to position them better in supporting Higher learning institutions in terms of expanding access, increasing enrolment, fostering quality and improving their research and innovation orientation to focus on market and the overall economy

Objective: strengthen management at the ministry-, university-, and regulatory institutions-level for improved coordination, inter-disciplinary collaboration and partnerships, strategic planning, management, financing, quality assurance, monitoring & evaluation and fiduciary performance.

This component will finance new infrastructure, rehabilitation of existing structures; most relevant equipment, servers, software/ICT systems; and the needed training to boost the ability of these institutions and their staff to improve their performance in delivering on their mandates to support higher education institutions and to be able to attract students, faculty, and resources from outside Tanzania. At least 10% of the project expenditures will be allocated to this component. At the national level, this will include assistance to the Ministry of Education, Science and Technology (MoEST), Tanzania Commission for Universities (TCU), Higher Education Students' Loans Board (HESLB), and the Commission for Science and Technology (COSTECH) to help address the system-level challenges noted above.

During preparation mission meetings each of the key regulatory/financing government agencies (TCU, HESLB, NACTE and COSTECH) shared their proposals for supporting further development of the sector according to their mandate and their own forward-looking strategies. These plans included requests for required infrastructure, equipment, training and capacity building,

research and technical assistance.

Component 3: Support for Project Coordination and Management

Preamble: This component will serve to build capacity within the MoEST and its subsidiary agencies to manage the day-to-day implementation of the HEET Project, as well as monitor and evaluate its impact.

Objectives: It will support the establishment of a minimal National Project Implementation Unit (NPIU), including a project manager, relevant component area managers, support staff, environmental and social safeguards staff and monitoring and evaluation (M&E) staff. It would, therefore, finance the salaries, where applicable, and capacity building of NPIU staff, as well as the operational costs of project implementation. This component would also finance the operational and staffing costs of national-level financial management (FM) and procurement support staff. Lastly, this component would provide funds for M&E studies/surveys, and audits of both project financial statements and grants implementation.

1.4 Overall Project Implementation Arrangement

The implementation of HEET will continue to use existing staff structures and government systems. The key implementers will be MoEST through Project Implementing Unit (NPIU) and selection institutions (**Figure 1-1**).

Ministry of Education, Science and Technology: will be responsible for the overall management of project activities, providing overall coordination and technical support to institutions implementing the project. The Ministry of Education, Science and Technology has established a dedicated Project Implementing Unit considered to be at the national level (NPIU) consisting of its own personnel for the implementation of all supported subprojects under HEET. NPIU specific roles and responsibilities in implementing the HEET project include:

- Overall responsibility;
- Project planning and budgeting: including overseeing development of sub-project concept, subproject design, sub-projects ESIA, RAP preparation.
- Review of plans and budgets
- Approval of plans and budgets
- Procurement of services of Contractors/ Consultants
- Project implementation
- Supervision of implementation, monitoring and reporting
- Review of project implementation reports
- Reporting to MoEST

Participating and Beneficiary Institutions: TCU, HELSB, COSTECH, NACTE, MUHAS and MJNUAST will take the primary responsibility of implementing own sub-projects including fiduciary, environmental and social standards, and reporting requirements and are termed as Agency Project Implementing Unit (APIU) and University Project Implementing Unit (UPIU) for universities. The MoEST will continue to take responsibility of planning and overseeing implementation of prioritized and approved urban upgrading infrastructure.

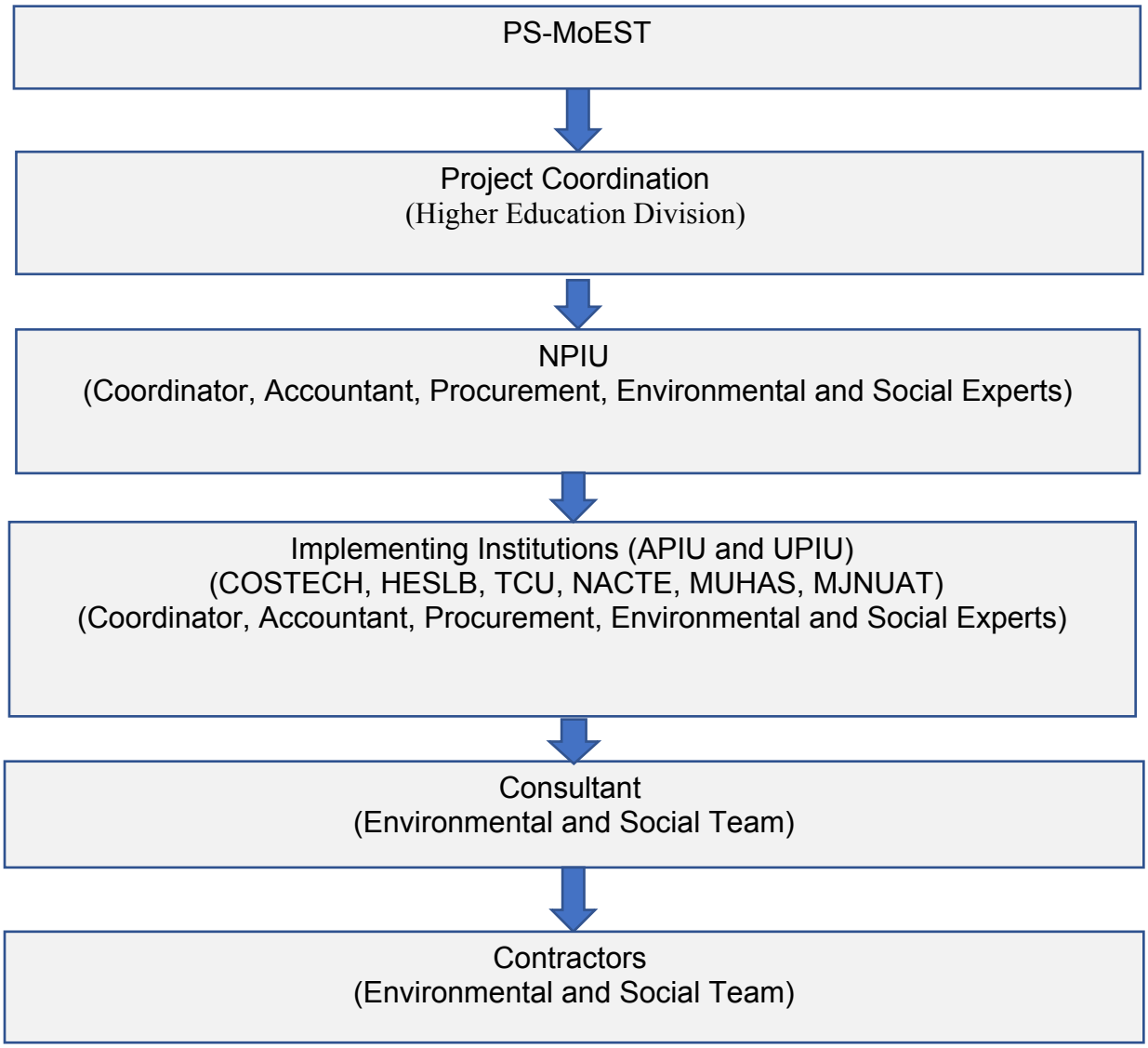

Figure 11:Project Institutional Arrangement for HEET Implementation

1.5 Stakeholder Engagement

Stakeholder engagement is the continuous and iterative process where by the ministry will identify, communicate, and facilitate a two-way dialogue with the people affected by its decisions and activities, as well as others with an interest in the implementation and outcomes of its decisions and the project. It considers the different access and communication needs of various groups and individuals, especially those more disadvantaged or vulnerable, including persons with disabilities, women, persons with disabilities, people living with HIV/AIDS or other diseases, the elderly, female and children headed households and the poorest of the poor, youth, the unemployed, and households headed by disabled people; consideration of both communication and physical accessibility challenges. Engagement begins as early as possible in

project preparation, because early identification of and consultation with affected and interested parties allows stakeholders' views and concerns to be considered in the project design, implementation, and operation.

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

i) To establish a systematic approach to stakeholder engagement that will help Borrowers identify stakeholders and build and maintain a constructive relationship with them, in particular project-affected parties.

ii) To assess the level of stakeholder interest and support for the project and to enable stakeholders' views to be taken into account in project design and environmental and social performance.

iii) To promote and provide means for effective and inclusive engagement with project-affected parties throughout the project life cycle on issues that could potentially affect them.

iv) To ensure that appropriate project information on environmental and social risks and impacts is disclosed to stakeholders in a timely, understandable, accessible and appropriate manner and format.

v) To provide project-affected parties with accessible and inclusive means to raise issues and grievances and allow Borrowers to respond to and manage such grievances.

Preparation Stage-Stakeholder Engagement Activities

Different project activities have been subject to consultation at different times because of different development timelines. MoEST has been engaging with various project stakeholders as the initial phase of the project preparation with its documentations. Two phases of stakeholder engagement activities have taken place to date as described below.

(i) **Consultations During the Preparation of the Environmental and Social Risk Management Documents**

During the preparation of ESF documents, MoEST consulted project PIUs between August and October 2021. Consultations were undertaken through emails and interviews. The total of 14 PIUs PIU were consulted during this time.

(ii) Consultations Prior to Disclosure of the Safeguards Documents.

The project stakeholders' consultations have been undertaken in order to identify the views, issues and concerns of stakeholders regarding specific project components.

These consultations involved public meetings with identifies PAPs and OIPs. In the process the project design, potential impacts and mitigation measures were discussed. Stakeholders also provided useful primary baseline information, guidance and recommendations on best practices acceptable and suitable to local environment. Two consultative meetings were undertaken in January 2021;

The first meeting took place on 13 January 2021 with institutions implementing the HEET Project; Government Institutions and Agencies; Associations of Academic Staff; Student Organisations, and Associations of Students with Special Needs. The objective of the meeting was to disclose the safeguard documents and receive views, concerns, comments and suggestions from the stakeholders regarding the project and the drafted ESS guidelines by the MoEST relevant to the HEET project. A total number of 102 participants attended the meeting and 27 attended through virtual methods. See below list of stakeholders consulted (more details Annex 3);

a. Ministry of Education, Science and Technology (MoEST), Mzumbe University, Sokoine University (SUA), University of Dar es Salaam (UDSM), Digital Opportunity Trust (DOT) Tanzania, Mkwawa University College of Education (MUCE), MUST, Occupational Safety and Health Authority (OSHA), Ardhi University (ARU), Open University of Tanzania (OUT), Moshi Co-operative University (MoCU), Dar es Salaam University College of Education (DUCE), Mwalimu Julius K. Nyerere University of Agriculture and Technology (MJNUAT), Nelson Mandela African Institute of Science and Technology (NM-AIST), State University of Zanzibar (SUZA), Muhimbili University of Health and Allied Sciences (MUHAS), University of Dodoma (UDOM), Commission for Science and Technology (COSTECH), ENTAF, TAN College Arusha, Tanzania Higher Learning Institutions Students' Organization (TAHLISO), Dar es Salaam University Students Organization (DARUSO), UDSA-DARUSO, College of Business Education (CBE), Commission for Universities (TCU), MAT, Tanzania Cooperative Rural and Development Bank (CRDB), Ministry of Lands, Housing and Human Settlements Development (MLHHSD).

The second meeting took place on 14 January 2021 with Non-Governmental Organizations, Organizations, Companies, Individuals and Development Partners. A total number of 37 participants attended face to face meeting and 21 participated virtually. The following NGOs attended the meeting, Karibu Tanzania Organization (KTO), Oblige for Vulnerable Children Tanzania [OVCT], Legal and Human Rights Center (LHRC), Survival International, Tanzania Education Network- Mtandao wa Elimu Tanzania (TEN-MET), Tz Worlded, Tanzania Natural Resources Forum (TNRF), Hakielimu, Tanzania Gender Network Program (TGNP), EnviroCare and The Foundation for Civil Society (FCS).

Key Issues from the Discussions

After each presentation, stakeholders were given opportunity to air their views, concerns, comments and provide their suggestions. During discussions, a total of 31 questions were asked (annex 4) and 8 suggestions were provided from all the five presentations (annex 5). The main issues raised included the acquisition of learning infrastructures and participation of vulnerable groups in the project. Moreover, gender issues and the need for mitigation measures for sextortion during project implementation were insisted. Likewise, the involvement of all stakeholders at various stages of the project implementation was highly discussed. Furthermore, cooperation among universities, NGOs and private sectors were encouraged. Additionally, the approaches on skills and employment generation for graduates were the main concerns. See below detailed information:

i. During the HEET project implementation, there will be shared strategies on handling vulnerable groups. Guidelines will be formulated to identify, support and enable people with special needs. This information will be displayed on the universities' websites. Each university will have a functional helping desk for people with special needs. Every project beneficiary including universities and institutions will construct and rehabilitate the existing buildings to support people with special needs.
ii. On gender issues and sextortion, the project will implement the existing gender violence policies and ensure reports on gender issues are provided annually. The project will conduct a separate forum for gender issues and sextortion due to their sensitivity. This will be done by involving the Ministry of Health, Community Development, Gender, Elderly and Children, which is a custodian ministry on gender issues. The MoEST will improve capacity on gender issues to higher learning institutions including building capacity on gender desks, strengthening institutions and training of deans and students on gender issues and sextortion. There will be a special component on helping female students who fail to obtain minimum requirements for joining Universities through pre-entry program at the OUT. Each year, about 200 female students will be trained by OUT using its branches available on the country sides (rural areas). Moreover, there will be special training on life skills for these groups at universities during implementation of the project.
iii. The project will ensure involvement of all stakeholders at each stage of implementation. There will be clear channels of communications on complaints raised by stakeholders during planning and implementation of the HEET project.
iv. The project will strengthen linkages among universities, agencies for MoEST, NGOs, and private sectors during the implementation. There will be policy review on the functions of COSTECH, TCU and Higher Education Student's Loans.

v. Special consideration will be dedicated towards jobs creation during the HEET project implementation. The project will transform the economy by enabling universities to produce employable graduates capable of employing themselves.
vi. The MoEST will find some mechanisms to tape the experience from PO-RALG on implementing big projects such as the HEET.

Activities involved during consultations include gathering available documents (i.e. environmental/economic/social data); conducting interviews/discussions with Focal Persons and staff directly responsible or involved in HEET project implementation and implementers, persons in-charge and beneficiaries, community leaders and representatives at subproject level.

As situation permits depending on the public health circumstances, the project will ensure compliance with national law, policies and protocols requirements as well as World Health Organization (WHO) and World Bank guidance[4][1] regarding stakeholders consultations, project worksites in relation to Covid-19.

1.6 Objectives of the SEP

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

The key objectives of the SEP are to:

i. Provide guidance for stakeholder engagement in line with ESS10 and national requirements;
ii. Identify key stakeholders;
iii. To enable stakeholders' views to be considered in the project design and environmental and social management, reporting, supervision, monitoring and final delivery of project activities;
iv. Identify the most effective methods and structures through which to maintain communication with the beneficiaries and affected people during project implementation;

[1] World Bank Technical Note: Public Consultations and Stakeholder Engagement in WB-supported operations when there are constraints on conducting public meetings March 20, 2020

v. Define the channels to disseminate project information, and to ensure regular, accessible, transparent and appropriate consultation with beneficiaries, affected people and relevant stakeholders to the project;
vi. Guide project to promote and provide means for effective and inclusive engagement with project-affected parties throughout the project life -cycle on issues that could potentially affect them;
vii. Develop an engagement process that provides stakeholders with an opportunity to influence project planning and design; implementation and supervision and final delivery of the investments;
viii. Provide project-affected parties with accessible and inclusive means to raise issues and grievances, and allow project to respond to and manage such grievances; and
ix. Define reporting and monitoring measures to ensure the effectiveness of the SEP and periodical reviews of the SEP based on findings.

CHAPTER TWO

2 STAKEHOLDERS IDENTIFICATION AND ANALYSIS

The HEET project stakeholders are individuals or groups who are affected or likely to be affected by the project (project affected parties PAP) and who may have an interest in the project and/or the ability to influence its outcome, either positively or negatively (other interested parties OIPs). The identification of stakeholders under the HEET project will be based on (a) their roles and responsibilities; (b) possible influence/interest on the project; and (c) their particular circumstances they may be disadvantaged or vulnerable in different ways from each other.

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

The main stakeholder groups identified for the HEET project and which will be critical to engage during the preparation of the project and later in its implementation are shown in Table 2-1. The stakeholder list is likely to change during the project life cycle, as additional stakeholders are identified and the components of the Project they are most likely to interested in. summary of stakeholders' needs is presented in Table 2-2. Key stakeholder groups include:

Government Authorities

This includes who will have a role in implementing HEET Consultation with institutions and agencies at early stages of the project preparation will build consensus and ownership of the Project. In addition, it will facilitate institution and agencies officials' involvement in implementing HEET.

2.1 Project Affected Parties

Direct beneficiaries also include institutions and agencies where HEET project will be implemented, staff, students including vulnerable students and general population who will be benefiting from the improvement resulting from HEET project. Impacted communities are

groups of people who can be directly or indirectly (positively or negatively) affected by the project. The impacted community may be affected through components of the natural or social environment as a consequence of various aspects of a project in varying degrees over its life cycle. Communities near the potential project sites are likely to be either beneficiaries or affected by the project. Communities through which materials will be transported need to be considered in this group. Consultation with project implementing institutions and agencies at early stages of the project preparation will build consensus and ownership of the Project. In addition, it will facilitate institutions and agencies involvement in implementing the project.

2.2 Other Interested Parties

An interested party is any person, group of persons or organizations interested in an activity and may include project proponents, local or national government authorities, local or national politicians, traditional authorities, religious leaders, civil society organizations including NGOs, community-based organizations, and other businesses and/or private sector.

2.2.1 Disadvantaged People and Vulnerable Groups

Vulnerable groups identified within the Project include: Hunter-gatherer and pastoralist communities: including the Hadzabe, Akie, Sandawe, Maasai and Barbaig who are mainly located in the North of Tanzania. Vulnerable disadvantaged individuals include children, low-income women especially female headed households, poorest of the poor, child-headed households, students with disabilities, persons with albinism (PWDs), people living with HIV/AIDS, the elderly and youth. Community consultations use to face a number of limitations in participating and/or in understanding the project information or participating in the consultation process such as;

- Fear of expressing themselves;
- Language barrier;
- Transport limitations;
- Nature of the disability; and
- Cultural limitations, ie. norms and beliefs

Consultation meetings will be planned so as to ensure participation of vulnerable groups and vulnerable people, including students with disabilities (with support to them provided where possible). The project will identify individuals who needs a separate arrangement of engagement based on their needs, concerns and priorities. For instance, separate focus group discussions may also be held to allow for their active participation. Consultations will be conducted in conducive environment, accessible locations and at flexible and comfortable hours of the day. The objective is to gather opinions on Project implementation and recommendations for project design and implementation as well as environmental and social

risks and mitigation that considers the needs of these groups who are often underrepresented or will not speak in open community meetings.

2.2.2 Non-Governmental Organizations

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

2.2.3 Private Sector

HEET offers employment opportunities for companies and individuals within the private sector. This may include companies involved in construction and other related activities within project implementation.

Table 21 : Summary of Stakeholders Identification

Organisation	Category Department	Interest/ Mandate/ Role	Interest	Project Affected Person (PAP)/ Other Interested Party (OIP)
NATIONAL LEVEL STAKEHOLDERS				
VPO Division of Environment (DoE)	Government	Oversee policy, planning and implementation on environmental matters; Coordinate lead ministries in environmental management.	Medium	OIP
National Environment Management Council (NEMC)	Government	Undertake environmental enforcement, compliance, review and monitor environmental impact statements, research and awareness raising.	Medium	OIP
Prime Minister's Office-Labour, Youth, Employment and Persons with Disability	Government	To supervise and control of the activities of the sector ministries related to Labour, Youth, Employment and Persons with Disability	Medium	OIP
Ministry of Water and Irrigation	Government	Oversee utilization, management and development of water resources.	Medium	OIP
Ministry of Energy	Government	Oversees the provision of Power Generation	Medium	OIP
Ministry of Lands, Housing and Human Settlement Development	Government	Proper management of land and associated resources to support socio-economic development and environmental sustenance; responsible for land use planning, issuance of right of occupancy, valuation and compensation, and resolving land use conflicts	Medium	OIP
Ministry of Natural	Government	Responsible for the management of Game	Medium	OIP

Resources and Tourism		Reserves (GRs), Game Controlled Areas (GCAs) and all wildlife outside protected area boundaries and Wetlands		
The Ministry of Community Development, Gender and Children	Government	Promote community development, gender equality, equity and children rights	High	OIP
Members of Parliament	Parliament	Political matters on environmental issues	Medium	OIP
Rural Energy Agency (REA)	Government	Promote, stimulate, facilitate and improve modern energy access for productive uses in rural areas	Medium	OIP
REGIONAL LEVEL STAKEHOLDERS				
NEMC Zonal Offices	Local Government	Replicate all functions and departments of NEMC including overseeing Compliance and Enforcement	Medium	OIP
TANESCO regional offices	Government Body	Power supply to new buildings – connections	Low	OIP
IMPLEMENTING INSTITUTIONS AND AGENCIES LEVEL STAKEHOLDERS				
Institution's Governing Board and Councils	institutions and agencies	Involved in the development and operation of activities.	High	PAP
Administration	institutions and agencies	Role in project development and implementation of the various components	Medium	PAP
Students and students with disabilities	institutions and agencies	Beneficiaries of the changes in access and improvements in higher education environment	High	PAP
staff, community groups	institutions and agencies	Coordinates all functions of council management committees including environmental and social issues	High	PAP
Alumni Industry and professions	institutions and agencies	Involved in the development and operation of activities.	Low	OIP
Urban water and sanitation	Local	Provision of water and sanitation services in urban	Low	OIP

authorities	Government	areas.		
OTHER STAKEHOLDERS				
Community (neighbours, villages/mtaa and ward)	Community	Potential beneficiaries of Project components. Participation required in the Project including development of EIAs/ESMPs etc	Medium	PAP
Non-State Actors (NGOs, CBOs, FBO etc (National/Regional/Local)	Civil Society	Various including providing information to inform environmental and social plans, baseline information and representation of various groups at the national, local and regional level.	High	OIP
Disadvantaged or Vulnerable People	Community	Potential beneficiaries of Project components. Individuals in society who may be vulnerable and less able to participate in engagement activities such as women, the elderly, persons with disabilities, persons living with HIV/AIDS, the poorest of the poor, etc	Medium	PAP
VGs (Hadzabe, Akie, Sandawe, Maasai and Barbaig)	Community	Potential beneficiaries of Project components. Individuals in society who may be vulnerable and less able to participate in engagement activities.	Medium	PAP
Land Owners and Users of sub-project sites	Community	Potential for physical and / or economic displacement	High	PAP
Media	Community	Require participation in the project	Medium	OIP
Companies, contractors, etc	Private Sector	Employment opportunities associated with project	High	OIP
Academia	Academia	Interest in specific elements as relates to their research interests.	Medium	OIP

Table 22: Summary of project stakeholder needs

Stakeholder group	Key characteristics	Language needs	Preferred notification means	Specific needs
Project Affected Parties	Those who are affected or likely to be affected by the project	Language translators (Sign language, local language)	Public, formal, and focus group meetings; workshops; round table discussions; local radios and televisions; Website; emails, print media; Surveys and site visits.	accessibility, large print, daytime meetings, gender, cultural and age sensitivity consultations, During meetings, information will be verbally presented in local languages
Other interested parties	Those who may have an interest in the project			

CHAPTER THREE

3 STAKEHOLDER ENGAGEMENT APPROACH

3.1 Purpose

Stakeholder Engagement Plan involves developing appropriate strategies to effectively engage stakeholders throughout the lifecycle of the project (i.e. planning, design and implementation) in a transparent and inclusive manner. The key benefit of this process is that, it provides a clear, actionable plan to interact with project stakeholders to support the project's interests. Based on the information gathered in the stakeholder analysis above, and the engagement approach, HEET will be responsible for engaging stakeholders throughout the lifecycle of the project.

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

Stakeholders' engagement and consultations are to be continuous and form part of the scope of work. The Stakeholder Consultation and Disclosure Plan will be updated regularly to reflect project developments and/or changes. Any future consultation and disclosure activities will reflect the concerns and issues raised.

3.2 Preparation Stage Engagement Plan

During preparation, the draft safeguards documents for the Project was distributed to the various stakeholders and disclosed on MoEST website on January 4th 2021 to inform, and solicit the views and opinions of different stakeholder groups in managing impacts associated with the Project. The final documents will be disclosed on the MoEST website and on the WB website to allow for informed consultation and participation.

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

During the consultation process community representatives representing VGs such as Barbaig, Hadzabe, Maasai, Sandawe and Akie will participate in consultations.

Other groups of marginalized and vulnerable groups such as youth, women, PWD, students with disabilities, elders will also be involved in the consultations. During implementation, when sub-projects are being developed engagement will be undertaken to inform the development of the specific sub-project and detailed plans. The meetings will be held in Dar Es Salaam and will be facilitated by representatives from MoEST.

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

1) Disclosure of draft instruments on the ministry website and the WB website.

2) Announcement of meetings - release of invites to selected participants and advertisements in national newspapers of engagement activities – including mechanisms for stakeholders to be able to submit comments directly to the ministries if they are unable to attend consultation meetings;

3) Summary and materials needed prepared in Kiswahili and shared with stakeholders;

4) Undertake consultation meetings on the Project and the draft instruments; and

5) Update instruments and project design to reflect the findings / outcomes of the disclosure meetings.

Views of stakeholders will be sought on the SEP, including the identification of stakeholders and the proposals for future engagement. In addition, the views of a range of stakeholders will be sought on the Resettlement Policy Framework (RPF) and Environmental and Social Management Framework (ESMF).

3.3 Stakeholders Engagement During Implementation: Proposed Strategy for Information Engagement

Information disclosure strategies attempts to increase the availability of information on HEET project. By publicly disclosing the information it can motivate and improve the project performance. During implementation, when new activities are being developed engagement will be undertaken to inform the development of the specific sub-project and plans. Further engagement on the frameworks will also be undertaken.

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

1) Structured Agenda - This agenda is prepared based on the project component/ sub-project under consultation. Using a focused agenda will ensure that key strategic and risk items can be discussed with decision-makers and influencers in an effort to mitigate risk proactively. This tool will be used with both PAPs and OIPs.

2) Focus Group Meetings/ Discussions - The aim of a focus group is to bring together stakeholders with the same interests or common characteristics into a meeting to discuss specific topics or project components in a focused manner. For example, focus group methods may be used to explore issues that are relevant to specific groups or sub-groups of a community – such as youth, the elderly, women, students and people with disabilities.

3) Community consultations - These consultations are focused to identify and discuss stakeholder concerns and to disclose project information to both PAP and to a lesser extent OIP. Such consultations will, wherever feasible, make use of local languages and be accessible (location, time, open invitation etc) in order to reach a broad range of groups and individuals within communities. Participation of both men and women will be encouraged.

4) Formal meetings - These meetings are focused to identify and discuss specific stakeholder concerns and to disclose project information. Participation in these meetings will be influenced by the issues under consideration and will include adequate representation of women as well as other marginalised and vulnerable people where possible.

5) One-on-one interviews – The interviews will aim to give chance to individuals to air concerns on project and will involve PAPs and OIPs depending on the issues to be addressed. Such meetings will be available to men and women as well as vulnerable and marginalised individuals in a manner that would facilitate their attendance.

6) Distribution of pamphlets – This is a way of sharing information to a wide range of individuals.

7) Site visits – These visits are focused to identify and discuss stakeholder concerns and to disclose project information within communities.

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

Table 31 : Summary of Stakeholders Communication Strategy

Stakeholder group	Specific needs	Language needs	Communication Means
Government Entities and Implementing Institutions an Agencies	Inclusion in the decision-making processes and implementation role	Kiswahili and English	• Correspondence by phone/email • meetings • Roundtable discussions

Communities (including land owners, vulnerable people, parent etc)	Sensitization as to the project, its benefits and their role. Information on the Project and approach to managing environmental and social issues.	Kiswahili and English Translator needed	• Community meetings. • Outreach activities	Disclosure Sub-Project Preparation Prior to and during implementation
Students and people with disabilities	Sensitization as to the project, its benefits and their role. Information on the Project and approach to managing environmental and social issues. Consideration of their decision making processes,	Kiswahili and English Translator needed	• meetings • Roundtable discussions • Community meetings. • Group discussions • Outreach activities	Disclosure Sub-Project Preparation Prior to and during implementation
Vulnerable Groups	Sensitization as to the project, its benefits and their role. Information on the Project and approach to managing environmental and social issues. Efforts to ensure VGs feel that their issues will be	Kiswahili and English Local language	• Disclosure of Project documentation in a culturally appropriate and accessible manner. • Community meetings. • Group Discussions • Outreach activities (component 1)	Disclosure Sub-Project Preparation Prior to and During Implementation

	heard and addressed. Consideration of their decision making processes, The meetings are times to take into account livelihood activities			
Other interested parties (NSAs (NGOs, CSOs, RBO), private sector etc)	Depend on stakeholder to be met.	Kiswahili and English	Meetings, Letters, Telephone and Emails	Disclosure Sub-Project Preparation Prior to and during implementation

3.4 Plan for Engagement

The plan presented in Table 3-2 for when engagement is needed during the implementation of the Project (i.e. in relation to the development of instruments and activities) and will be reviewed and updated throughout the lifecycle of the Project. During this process the focus and scope of the SEP may change to reflect the varying stages of project implementation and to encompass any changes in project design and lessons learnt from previous phases of the Project.

Table 32: Stakeholder Engagement Plan

	Objectives	Target Stakeholders	Messages/ Agenda	Means of Communication	Schedule/ Frequency	Responsibility

PROJECT PREPARATION						
1.	To present drafts and get stakeholders inputs on the following instruments: • Environmental and Social Management Framework (ESMF); • Resettlement Policy Framework (RPF) • Stakeholder Engagement Plan (SEP) • Environmental and Social Commitment Plan (ESCP) • Labour Management Procedures	Representatives of implementing institutions and agencies; National and Regional NGOs; Civil society Community groups representatives including representatives of marginalised individuals such as Women, youth, the elderly and PWD; VGs	a) Present the Project – objectives, rationale, components, benefits and beneficiaries, implementation arrangements. b) Indicative implementation schedule and period, project contacts. c) Potential environmental and social impacts; measures for mitigation and management as per the ESMF. d) Potential land requirements; process of land acquisition and resettlement; compensation and other resettlement	Organized public meetings / Consultations Disclosure of Project documentation in a culturally appropriate and accessible manner and summaries on the project website that must be ready before consultation (MoEST and WB)	One off activity as part of project preparation	MoEST

			assistance as detailed in the RPF. e) Describe Grievance Redress Mechanism (GRM). f) Present stakeholders identified and describe approach to stakeholder engagement. g) Sets out measures, actions, plans, and expected timelines for compliance with ESS documents (ESMF, RPF, SEP, LMP) as outlined in the ESCP h) The LMP identifies the main labour requirements and risks associated with the project.			
2.	To disclose finalized	Government	Email message to advise	Upload on websites of	One-off	MoEST

	ESMF, RPF, SEP, LMP and ESCP	agencies, Representatives of implementing institutions and agencies National and Regional NGOs; Civil society, Community groups representatives	Stakeholders of disclosure and where to access the disclosed documents. Advertisement in the Newspaper Disclosure of Project documentation in a culturally appropriate and accessible manner	Government agencies including MoEST; WB and others. Hard copies in locally accessible places. Email copies to key individuals and organizations.	and re-disclose whenever there is any significant revision.	
PRE-CONSTRUCTION (PREPARATION)						
3.	ESIA / ESMP Preparation	MoEST Government institutions NEMC Landowners, local NGOs and civil society Communities	To inform the preparation of the Environmental Statement engagement will be undertaken during the • the Scoping Stage of the ESIA preparation • the ESIA Stage	Face-to-face meetings Public Consultation Meeting Focus Group Meeting	Sub-Project Preparation	Project Environmental and Social Experts Experts hired to complete the ESIA/ESMP
	ESIA/ESMP Disclosure	MoEST Government	To present ESIA findings and recommendations.	Announcement in newspapers	One-Off at end of Sub-Project	Project Environmental

		institutions NEMC Landowners, local and regional NGOs and civil society	Document will be available on MoEST and WB website, and Project Site (institutions) Disclosure of Project documentation in a culturally appropriate and accessible manner	MoEST website	Preparation	and Social Management Experts Experts hired to complete the ESIA/ESMP
4.	RAP Preparation	MoEST Government institutions Landowners and users (PAPs), Local Non-State Actors All Project Affected People (PAPs)	Meeting with affected landowners and users to advise them of the land acquisition or resettlement process and to consult on mitigation measures. Detailed socio-economic survey Asset inventory Discuss losses and resettlement measures including any financial compensation; valuation of lost assets.	Face-to-face meetings with affected households (husband and wife/wives) or individual.	When land acquisition is identified as necessary Before project construction	Social Management Project Expert

	RAP Disclosure		Disclosure of RAP in draft and final version. Copies of RAP to be placed on website. Disclosure of Project documentation in a culturally appropriate and accessible manner	On websites of Government agencies and WB.	One-off	Social Management Project Expert
6.	RAP Implementation	PAPs	Monitoring and evaluation of success of RAP implementation	Face to Face Meetings	As needed during RAP implementation	Project Social Experts
CONSTRUCTION PHASE						
7.	Meeting to inform stakeholders to the start of construction	PAP Vulnerable Individuals	Advise PAP that construction will commence. Information and education on the risks and impacts, GRM, workers code of conduct etc Inform the PAP of the construction plans, builders, route for	Public Meetings Focus Groups Discussions. Face to Face Meetings	Pre-Construction	Project Environmental and Social Management Experts

			transportation of materials, water sources and land aspects, where applicable.			
8.	Inform stakeholders of any new activities, unexpected impacts etc during construction. Provide updates on project progress	PAP Vulnerable Individuals	Inform public about any emerging issues Information and education on the risks and impacts, GRM, workers code of conduct etc. Updates on project progress etc	Public Announcements	Announcement: every 2 weeks.	Project Environmental and Social Management Experts
9.	Resolve grievances received	PAP Persons affected by GBV/SEA	To address grievances related to construction activities To refer persons affected by project related GBV/SEA to services To promote accountability for violations of GBV by project staff.	Face-to-face meetings Confidential and safe face to face referral for GBV survivors Meetings	As necessary	Project Environmental and Social Management Experts

	Contact with the Environmental and Social Project Experts	PAP OIP	Maintain website with contact box for people to submit questions.	Websites Phone	Continuous	Project Environmental and Social Management Experts
THROUGHOUT THE PROJECT (ALL COMPONENTS)						
12.	Information dissemination	General public PAP OIP	General information on project, activities	Posting on bulletin boards; Information leaflets Community meetings Outreach activities – focus groups. One to one meeting	As needed to establish intervention	Project Environmental and Social Management Experts.
13	Contact with the SCT Environmental and Social Project Management Experts	PAP OIP	Maintain website with contact box for people to submit questions.	Websites Phone	Continuous	Project Environmental and Social Management Experts

Outcomes of Engagement.

During the engagement activities undertaken for the preparation of HEET, the following key themes were raised by stakeholders. These issues have been addressed either in the Project design or through the development of mitigation measures in the project instruments as presented in the table below.

Table 3.3: Outcomes of Engagement.

Issue	Response
Gender Based Violence, Sexual Exploitation and Abuse/ Sextortion	A GBV specialist will form part of the NPIU to provide guidance on gender related matters. A GBV Action Plan will be developed which will incorporate measures to prevent GBV associated with construction activities but also within the institutions including risks of sextortion. Response mechanisms will also be outlined. The GBV specialist will work with the institutions to improve their GBV prevention and response measures. The LMP and associated Code of Conduct will outline clear measures in preventing GBV, SEA/SH and sextortion during project implementation.
Land acquisition and resettlement	An RPF has been prepared to ensure that land is acquired in line with national legislation and the World Bank ESF. Land acquisition will be avoided where possible as works will mainly take place on land which is already owned by the institutions. If needed and in line with the RPF, RAPs will be developed which will require consultation with affected people and local communities.
Management of Grievances	The project will establish and operationalize the Grievance Redress Mechanism (GRM) as described in this SEP and the LMP (for workers). Stakeholders at the institutions will be informed about the GRM prior to the commencement of activities as per the SEP
Employment opportunities to students	During the project implementation as per the Project Design, the private sector will be involved to provide skills for self-employment to students and so that activities are aligned with the needs of the public sector.
Engagement of students with special needs/ disabilities and how are they going to benefit from the project.	The SEP provides clear guidance on different methods to engage people with special needs, including students with disabilities. Additionally, the MoEST have policy guidance for students with disabilities, which will be implemented during the HEET project.

Engagement of vulnerable and marginalized individuals/ people with disabilities etc.	This SEP provides a clear plan for their involvement throughout project implementation. The SIA to be undertaken for the project will provide further opportunities for engagement. The project will engage vulnerable group as described in the WB ESS7 and outlined in the SEP ESS 10 provided clear guidance on how marginalized, vulnerable individuals ad well as people with disabilities should be involved.
Potential environmental and social impacts	The project will develop ESIA and ESMP as indicate in the ESMF to manage the site-specific impacts of the Project. As needed other instruments will also be prepared.
Engagement with other academic institutions, including private institutions	Private universities will also be involved through trainings, and development of curricula for the project as per the Project Design.
Management of waste, e-waste and hazardous materials	The project will develop and implement measures and actions to manage waste and hazardous materials as describe in the ESMF
Stakeholder engagement,	The SEP provides the procedures on the involvement of stakeholders at all stages of project implementation.
Stakeholder engagement during the instrument's preparations including NGOs	PIUs were involved during the preparation of the safeguard's instruments. Further stakeholder meetings were conducted prior to appraisal. Stakeholder engagement will be required for site specific instrument preparation as outlined in the SEP
Funding for implementing the ESMF	The Universities include budgets to conduct Environmental Impact Assessment (EIA). This is the money which will pay for such tasks. Funding for managing the environmental and social instruments is presented in the ESMF.
Friendly environment and infrastructure for students with disabilities and special needs	The project has a component on construction of new buildings and rehabilitation of existing buildings, which will be suitable for the students with disabilities.
Occupational Safety and Health (OSH)	The project will develop and implement occupational, health and safety (OHS) measures as part of the LMP and site specific ESMP. Contractors and supervising engineers will be required to maintain adequate resources for OHS implementation as discussed in the ESMF, LMP and ESCP.

3.5 Engagement with Vulnerable Groups and Vulnerable People.

There are a number of vulnerable group and people within Tanzania who may be less able to participate in stakeholder engagement activities these include Hunter-gatherer and pastoralist communities (Hadzabe, Akie, Sandawe, Maasai and Barbaig), women, female headed households, the disabled, people living with albinism, the poorest of the poor, students with disabilities etc. These groups are at risk of exclusion from consultations and also at risk of harm from poor project design. Limitations related to participation include:

- Parents not consenting their children to participate in consultation meetings;
- Fear of expressing themselves;
- Language barrier;
- Transport limitations;
- Nature of the disability; and
- Cultural limitations.

These groups normally get information directly from their community leaders or family members. Consultations will be conducted prior project implementation in conducive environment, accessible locations and at flexible and comfortable hours of the day. Sessions should be clear and short enough to minimize discomfort. Information to invite people for the consultations shall be made accessible for everyone and with sufficient notice to ensure participation of a broad range of stakeholders.

Consultations will be made at time and places that are suitable for women, for example, normally in early hours most of them are occupied with household activities. To enable these people to participate in the consultation process, the following services should be provided based on stakeholder needs: translation into Swahili and local language, sign language, large print or Braille information; accessible venues for events; providing transportation to the meeting venue; having small, focused and short meetings where vulnerable stakeholders are more comfortable asking questions or raising concerns. It is essential that they are able to participate in stakeholder engagement activities in line with the requirements of the ESS7 and ESS10. The following will be undertaken to ensure their participation:

- Group Discussions: Such discussions will be held with vulnerable people in communities where project activities/ components are being undertaken to ensure that vulnerable groups and people are able to participate. The nature of these group discussions will depend on the presence of vulnerable groups and individuals in the community but at a minimum separate group discussion will be held with women and / or girls and the youth. Group Discussions may also occur where there are sensitive topics to be discussed.

- Logistics: Meetings must be held in central locations which are easily accessible by all members of the community and at timings which will not limit attendance of certain groups as they interfere with economic and household activities. If needed, multiple meetings such as one on one interviews, focus group discussions etc. will be held at various locations and times to meet the needs of different stakeholders and ensuring their views have been captured during the meetings. Meetings will also be announced in a timely manner and documents shared in advance so that all stakeholders hear about the meetings and are able to plan to attend as needed. where needed, the translator will be present during the engagement to facilitate communication process in a cultural and appropriate manner.

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

CHAPTER FOUR

4 IMPLEMENTATION ARRANGEMENTS OF THE SEP

4.1 Resources

4.1.1. Cost for addressing environmental, social, safety and health issues

The Environmental and Social Safeguard Team of MoEST and implementing institutions and agencies, will be in charge of managing and implementing the Stakeholder Engagement Plan. The project will facilitate the task of the team to effectively perform and deliver.

The resources for the implementation of stakeholder's engagements will be supported by the budget assigned in the ESMF. As per the ESMF, the Project has allocated adequate budget to undertake the required stakeholder engagement and implement the GRM. Both human and material resources will be required to implement the plan at all levels from the national to the community.

If people have comments or questions about the project or the consultation process; they may send their comments/opinion/concerns to:

Name	Tabitha G. Etutu
Title of responsible person	Environmental and Social Specialist
Phone number	+255 262963533
Address	Ministry of Education Science and Technology P.O. Box 10, Dodoma.
E-mail address	Tabitha.etutu@moe.go.tz

4.2 **Management Functions and Responsibilities**

4.2.1. Implementation Arrangement for Environment and Social Issues

Ministry of Education, Science and Technology shall have environmental and social officers who will be responsible for E&S monitoring and surveillance of all project components investments that will be undertaken by project implementing institutions; and will report results of this monitoring to the World Bank. Each project implementing institution shall also obtain an

environment and social safeguards person who will be able to coordinate different activities to ensure that, the project meets the country legal and World Bank requirements in regard to Environment and Social Framework. Investments under the project will be subjected to environmental and social screening during the planning stage, and appropriate prevention and mitigation steps will be taken based on the results of the environmental and social screening process outlined in this document

The staff with responsibilities to implement the SEP are the MoEST PIU and Environmental and Social Safeguard specialists from implementing institutions and agencies (COSTECH, HESLB, TCU, NACTE, MUHAS, MJNUAT).

During project implementation, stakeholder consultation will be led by the MoEST Implementation Unit (PIU) and institutions' Environmental and Social Safeguard Specialists.

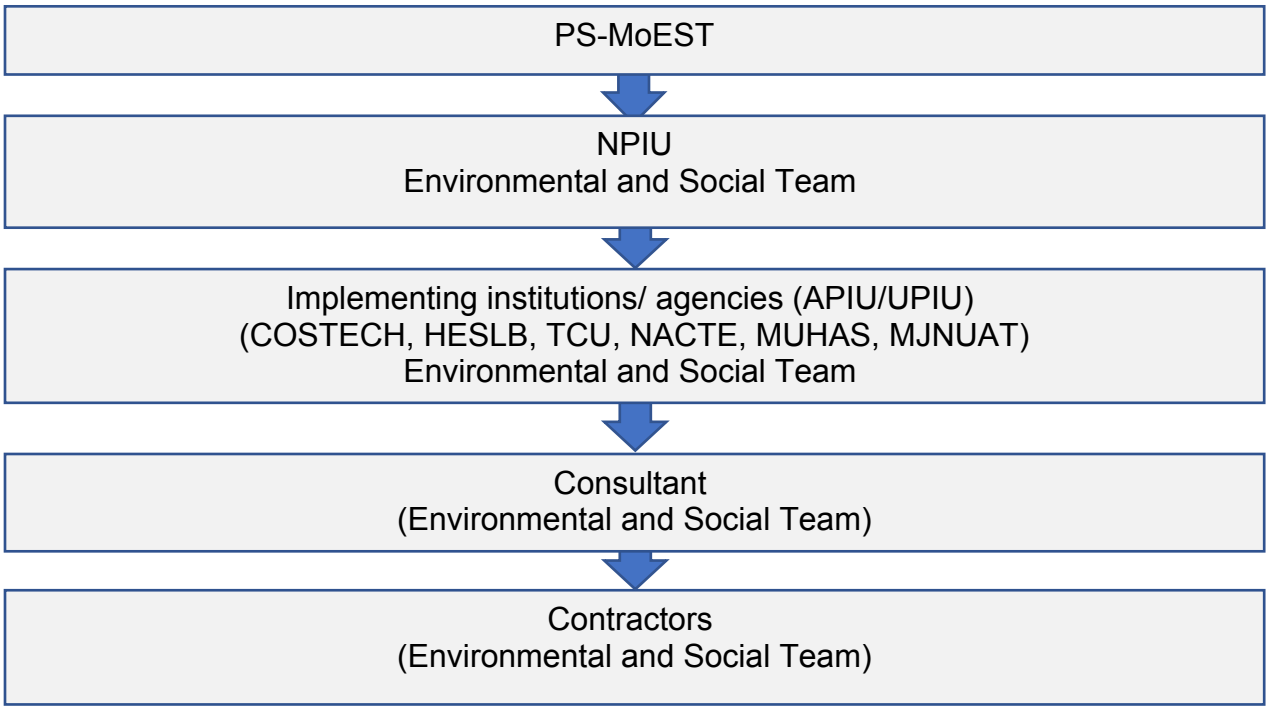

Figure 42: Institutional Arrangement for Environmental and Social Management

4.2.1 Environmental and Social Specialist (s)– Project Implementing Institutions

The full draft Terms of Reference (TOR) for this specialist is included in the Environmental and Social Management Framework. In regards to stakeholder engagement, their main tasks will involve, but will not be limited to:

a) coordinate specialist/consultants for any support missions or attend different meetings and provide any guidance in the bid to ascertain that the different challenges identified for each sub-project/activity are duly covered from risk.

b) support the procurement officer at respective project implementing institutions in making sure that the bidding documents clearly cover the health, safety and environmental component with appropriate provisions of the same for the contractors to bid.
c) coordinate preparation of ESIA and environmental and social management plans (ESMPs) done by consultant and site-specific ESMPs (SSESMP). He/she will ensure that contractors have an Environmental Health and Safety Officer (EHS), who are familiar with the compliance requirements, including WB EHS guidelines. He/she also review progress reports by the supervision engineer/consultant during civil works and conduct inspection of the sites.
d) Implement stakeholder engagement in line with the SEP.
e) Undertake consultations, focus group discussions, and other activities to ensure that the objectives of the SEP are met.
f) Liaise, as relevant, with local authorities to ensure smooth implementation of the SEP.
g) Coordinate SEP implementation with various areas/regions/etc. as relevant.
h) Establish and maintain an effective grievance tracking system and where relevant ensure that grievances are channelled to appropriate response mechanisms (e.g. out-of-project, GBV service providers, etc.).
i) Receive and develop resolution of grievances as required.
j) Participate in grievance committee meetings as relevant.
k) Serve as a conduit of information between stakeholders and the project implementing team especially in regards to emerging environmental and social risks, impacts and potential mitigation measures.
l) Update the SEP including updating the stakeholder identification, as relevant, and as detailed in the Environmental and Social Commitment Plan.
m) Provide technical support and capacity building to relevant institutional and community actors to support implementation of the SEP.
n) Develop and maintain close networks with community-based stakeholders including NGOs and CSOs, and district officials among others
o) Undertake consultations, focus group discussions, and other activities to ensure that the objectives of the SEP are met.
p) Liaise, as relevant, with local authorities to ensure smooth implementation of the SEP.
q) Coordinate SEP implementation with various areas/regions/etc. as relevant.
r) Participate in grievance committee meetings as relevant.
s) Serve as a conduit of information between stakeholders and the project implementing team especially in regard to emerging environmental and social risks, impacts and potential mitigation measures.

4.2.2 Safeguard Specialist (Environmental and Social Specialists) -MoEST PIU

The full draft Terms of Reference (TOR) for this specialist is included in the Environmental and Social Management Framework. In regards to stakeholder engagement, their main tasks will involve, but will not be limited to:

a) Responsible for safeguard monitoring and surveillance of all project components investments that will be undertaken by project implementing institutions
b) Ensure resources are available for technical support and capacity building to relevant institutional actors.
c) Review progress reports on the implementation of the Stakeholder Engagement Plan (SEP) and include them in progress reporting to the World Bank.
d) Ensure establishment and maintenance of effective M&E system including grievance database.
e) Receive and develop resolution of grievances as required.
f) Ensure that there is sufficient a budget for the implementation of the SEP throughout project implementation.
g) Review relevant contracts to ensure provisions related to stakeholder engagement have been incorporated.
h) Implement stakeholder engagement for MoEST -PIU in line with the SEP.
i) In collaboration with implementing entities social and environmental specialists, update the SEP including updating the stakeholder identification, as relevant, and as detailed in the Environmental and Social Commitment Plan.
j) In collaboration with implementing entities social and environmental specialists, prepare progress reports on the implementation of SEP, including grievance management, and submit them to project management.
k) Co-organize and co-supervise training and workshop for the project as indicated in the ESCP.
l) coordinate different activities to ensure that, the project meets the country legal and World Bank requirements in regard to Environment and Social Framework.

CHAPTER FIVE

5 GRIEVANCE REDRESS MECHANISMS

5.1 Purpose

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

The Environmental and Social Framework requires projects financed by the World Bank to define one or more mechanisms to resolve complaints, issues, recommendations, presented by the project stakeholders, citizens or anyone expressing concerns project development. This Section responds to national requirements as well as ESS10 of the WB ESF.

The mechanism for grievance redress shall include:

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

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

5.2 Principles

A functional GRM has to be established and/or strengthened in eligible universities, colleges, beneficiary government agencies (COSTECH, HESLB, TCU, NACTE, MUHAS and MJNUAT) as well as the Ministry of Education, Science and Technology (MoEST) in order to ensure grievances emanating from the HEET project implementation are reported and raised accordingly. GRM is necessary for addressing the legitimate concerns of the project affected persons (PAPs). In addition, GRM provide a formal avenue for affected groups or stakeholders to engage with the project on issues of concern or unaddressed impacts. In the interest of all parties concerned, the GRMs are designed with the objective of solving disputes at the earliest possible time. Such

mechanisms are fundamental to achieving transparency and voicing PAPs' concerns about overall project activities.

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

- Construction GRM: This will be administered by the respective project implementing institutions and will address grievances associated with the construction of new buildings and rehabilitation of existing buildings including grievances related to land and contractor's grievances.
- Operational GRM: Grievances emanating from the institution's operations, will be addressed at the institutional level (university, college and agency)) through the appointed *Grievance Handling Officers (GHOs)*. The GRM will be expanded to handle all types of grievances arising from implementation of all projects and sub-projects under the HEET project including work related grievances.
- General GRM: Complaints and concerns will be collected by the MoEST grievance officers and administered by the HEET Coordination Team. This GRM can be utilised to raise issues directly to the ministry on the various components of the Project.

5.2.1 Construction GRM

The GRM will operate at three levels:

Level One: The procedure at the first level will seek to resolve an issue quickly, politely, and transparently out of courts in order to facilitate project activities to move forward. The Construction Grievance Committees (CGCs) or GHOs will act as the first tier for responding to grievances that may arise due to building level development activities. The CGCs will have representatives from the implementing institutions, the construction contractor, students and and from the relevant local government. The CGC will appoint a Grievance Handling Officer (GHO) who will facilitate grievance management between the various levels and the recording of grievances. The GHO shall raise awareness of the GRM, maintain records in the Grievances/claims notebook where grievances and complaints, including minutes of discussions, recommendations and resolutions made, will be recorded/written. The GHO will be responsible for making sure the recommendations of the GRC are implemented and directing contractors to make any appropriate change to their work. Existing mechanisms such as at the Village/Mtaa level will be utilised as needed to address complaints on specific issues. Technical support from the HEET PIU to investigate and respond to grievances will also be sought. For operational institutions a GHO will be in place who will oversee the handling of grievances. This may be the same person who was the GHO during construction or may be a different role.

Level Two: Grievances that can't be resolved by the CGC/GHO will be referred to the HEET PIU who will be responsible for receiving and resolving grievances in a fair, objective, and constructive manner, all claims or complaints raised by project affected persons.

Level Three: Should a complainant remain unsatisfied with the resolution they have the right to take their grievance to MoEST to seek resolution. Complainants will be advised as to the available Level Three redress mechanisms as needed.

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

Grievance Procedure for Construction and Operational GRMs

a) Step 1: Submission of Grievances

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

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

- through suggestion box (which will be in accessible locations including at construction site).
- during regular meetings held with stakeholders;
- through the Local Consultative Forums established in the affected locations;
- during informal meetings;
- through communication directly with management – for example a letter addressed to site management/ institution; and
- email, what's app messages and telephone (where appropriate).
- all complaints about abuse in service, potential corruption must be channelled to proper authorities no more than 5 days after the complaint is received.

b) Step Two: Logging the Grievance

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

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

c) Step Three: Providing the Initial Response

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

d) Step Four: Investigating the Grievance

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

e) Step Five: Communication of the Response

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

f) Step Six: Complainant Response

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

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

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

If the grievances cannot be resolved at the PIU or MoEST, the complainant should be advised of their right to legal recourse.

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

Gender Based Violence (GBV)

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

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

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

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

Adaptation for Vulnerable Groups

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

5.2.2. Operational GRM

Grievance emanating from the operational activities, will be handled at the institutional level (university, college and agency level) ideally through the appointed *Grievance Handling Officers (GHOs)*. At the Institutional level a Grievance Handling Officers comprising of HEET Project Coordinator, Environmental Officer and Community Development Officer/Sociologist will be responsible for addressing all grievances related to Project performance. The GHOs shall maintain records where grievances and complaints, including minutes of discussions, recommendations and resolutions made, will be recorded as outlined below which will be adapted, where relevant, to align with the institution while maintaining the requirements outlined.

Grievance emanating from the Institution operations, will be handled at the local institutional level (university, college and agency level) ideally through the appointed *Grievance Handling Officers (GHOs)*. To ensure effectiveness and efficiency, GRM the procedures for handling grievance will be simple. The GHOs shall maintain records where grievances and complaints, including minutes of discussions, recommendations and resolutions made, will be recorded. Quarterly reports on grievances received, registered, resolved or channelled to the appropriate departments/Institutional staff for explanation or resolution as well as grievances referred to the responsible Government Institutions for further scrutiny such as the *Prevention and Combating Corruption Bureau-PCCB, Commission for Human Rights and Good Governance-CHRGG, security and legal recourse,* will be submitted to the Grievance Redress Integrity Committee (GRIC) for discussion and way forward.

The GRM has the following steps:

Step 1: (a) The Project Affected Person (PAP) shall file the grievance through a special e-mail established for receiving grievances, suggestion boxes, meetings or directly to the GHO who will record grievances/complaints receipt and resolution form (**Annex 1**). Grievance will be recorded in the grievance/complaints register. All alternative ways of submitting grievances to the management of the Institution concerned will be made known to the PAPs for easy communication.

(b) The GHOs will keep records of all complaints received and the responses made in order to track the resolution of grievances. (c) The GHO will acknowledge the complaint has been received. (d) The response will either accept or refute responsibility for the grievance. (e) The investigation and resolution or immediate actions to be taken. The GHOs will aim at completing investigation within two weeks of the grievance first being logged and will involve the aggrieved person/people in this investigation to ensure their views are incorporated.

(f) If complainant is satisfied, the GHOs will seek their sign off and determine if any follow up is needed to monitor resolution implementation. Once the measures have been implemented the grievance will be closed. (g) If the grievance still stands then the GHO will initiate further investigation and determine the steps for future action.

Step 2: If the PAP is not satisfied with decision of GHOs, the grievance is referred to the Grievance Redress Integrity Committee (GRIC) respond within 2 weeks' time from the submission. The GRIC members would preferably be senior staff who would be required to present the status of Grievance handling to the decision organ of the responsible Institution for discussion and decision on proposed mitigation measures. GHOs will present the report of the number of grievances registered and attended to the Grievance Redress Integrity Committee (GRIC) for discussion and way forward.

Step 3: If the PAP is not satisfied with decision of GRIC, the grievance is reported to the HEET Project Implementation Unit (PIU).

Step 4: If the PAP is not satisfied with decision of PIU, the grievance(s) is reported to MoEST. If the PAP is not satisfied with decision of MoEST, he/she is will channel the grievance to legal redress.

The proposed HEET project GRM flow chart is presented in figure 5-1:

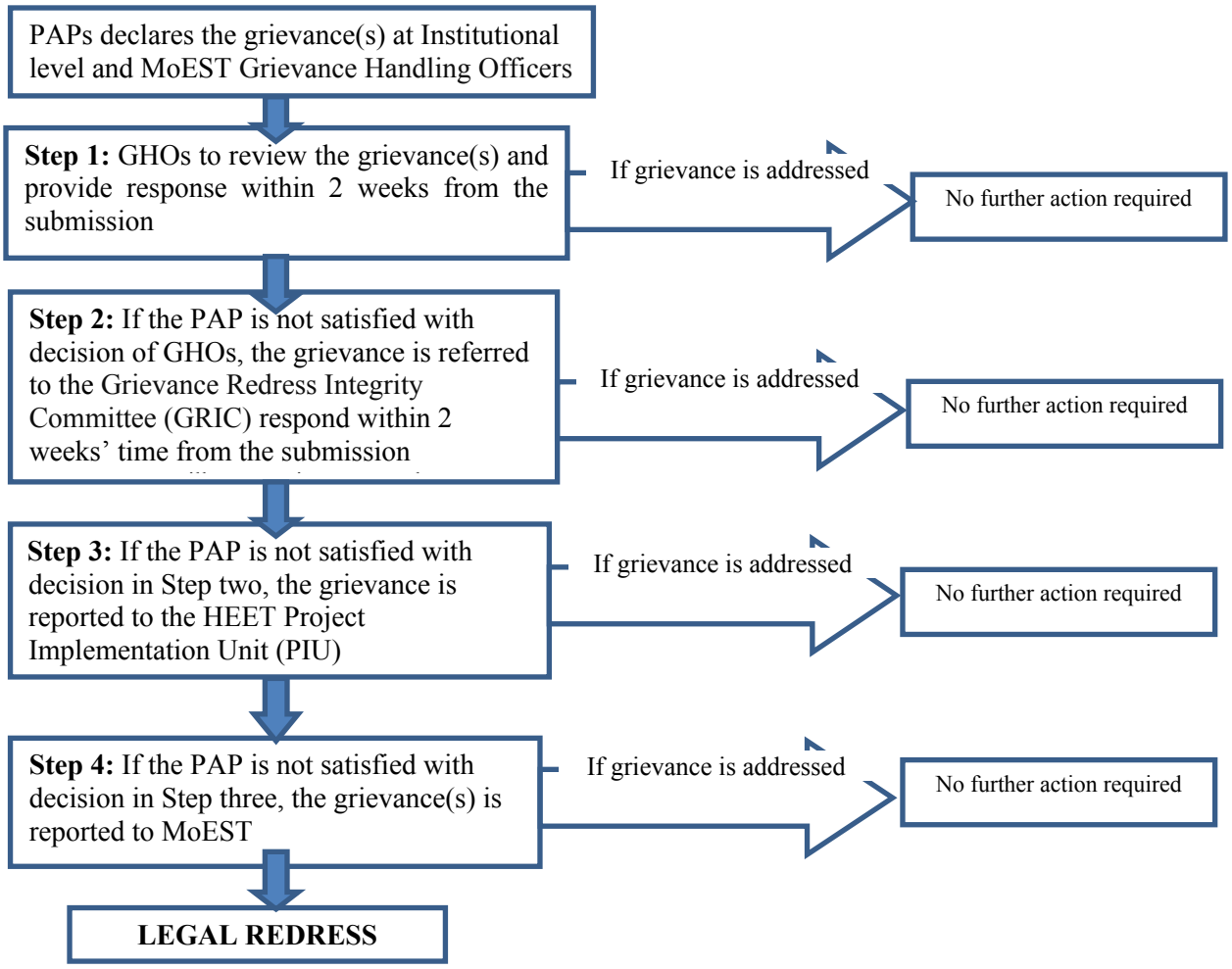

Figure 51: The flow chart for steps in Construction and General GRM

5.2.2 Gender Based Violence (GBV) Grievance Redress Mechanism:

In case of complaints related to **Gender Based Violence** (GBV), the GHO will treat these grievances with due confidentiality. Specific provisions will be included for complaints related to Sexual Exploitation and Abuse (SEA) that could be derived from the project to ensure the survivor's confidentiality and rights. The GRM will ask for, or record, information on three aspects related to the GBV incident: (a) the nature of the complaint (what the complainant says in her/his own words without direct questioning, (b) if, to the best of their knowledge, the perpetrator was associated with the project, and (c) if, possible, the age and sex of the survivors. Survivors will be advised of their right to referral pathways include security and legal recourse, health services and, psychosocial counselling. Details of the GBV GRM will be included in the GBV action plan.

5.2.3 Resettlement Grievance Redress Mechanism

Resolution of involuntary resettlement and construction related grievances will be handled by the existing land dispute resolution structures established at the village/mtaa level to the Ward and District level. The project affected persons (PAPs) shall file the grievances to the local government (village/mtaa) office for mediation and resolution of disputes emanating from resettlement issues.

In situations where PAPs are not satisfied with the village/mtaa government decision on resettlement disputes, the PAPs can approach the relevant Land Council for mediation. Mediation may be obtained through series of conciliations and negotiations exercises between the two parties *(the PAPs, the subproject proponents and head of the institution concerned).* If disagreement on the resolutions persists, the PAPs will submit their appeal to the Ward Tribunal, District Land and Housing Tribunal, Ministry of Land, Housing and Human Settlement Development before being transferred to the court of law and court of appeal, where necessary, with a view to determine claims validity and compensation required. The response time for cases handled will depend on the issues addressed but it will be as short as it is possible.

5.3 Records Keeping

All comment responses and, grievances are to be logged using grievance logging forms and registers. This includes details of the claim/grievance/complaint, the claimant/aggrieved, and ultimately the steps taken to resolve the grievance. A master database will be maintained by the CGC to record and track management of all grievances. Regardless of the actual establishment of such a database, typically documentation on grievances keeps track of the following:

- Nature of complaint;
- The name and contact details of the complainant, if appropriate;
- The date that the complaint was logged;
- Location where the complaint is related to;
- The name of the technical staff charged with addressing the complaint, if appropriate;
- Any follow up actions taken;
- The proposed resolution of the complaint;
- How and when relevant Project decisions were communicated to the complainant;
- Whether longer-term management actions have been taken to avoid the recurrence of similar grievances in the future, if applicable.

5.4 Monitoring

It is vitally important to monitor the effectiveness of the grievance mechanism. Appropriate measures for this include monthly reporting on the number of grievances received, resolved and outstanding and associated timeframes. This will be undertaken by the CGCs and reported to PIUs/MoEST. As part of stakeholder engagement and consultation, involving the views of the stakeholders for whom the Grievance Mechanism is designed will be part of PIU Monitoring.

CHAPTER SIX

6 STAKEHOLDER ENGAGEMENT MONITORING AND EVALUATION

Stakeholder Engagement monitoring is the process of monitoring overall project stakeholder relationships and adjusting strategies and plans for engaging stakeholders. Stakeholder Engagement monitoring involves collecting data, assessing the level of engagement and using insights from the data collection to adjust strategies and tactics for engaging effectively with stakeholders. These will be responsibility of PIU at the Ministry in collaboration with PIUs at implanting institutions and.

6.1 Monitoring and Evaluation

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

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

6.2 Reporting back to Stakeholders

Important details on the progress of the project will be reporting to stakeholders, the reporting may also include new or corrected information since the last report. PIU will prepare a plan and organize measures to keep track on commitments made to various stakeholder groups at various times, and communicating progress made against these commitments on a regular basis.

Table 61: Methods and frequency of reporting to stakeholders

Reporting Party	Reporting Method	Stakeholder	Reporting Information	Frequency
Project Implementation Unit (PIU)	Official Correspondence	Relevant Ministries & Agencies	✓ Project progress ✓ Plans for next step ✓ Issues and changes	Quarterly

Safeguard Team	✓ Official Correspondence ✓ Correspondence by email or postal mail ✓ Website and social media	✓ Local Community ✓ NSAs	✓ Project progress ✓ Plans for next step ✓ Issues and changes	✓ Quarterly ✓ when changes occur

6.3 Stakeholder Monitoring Plan

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

Table 62:Stakeholder Monitoring Plan- SEP

SN	Program Phase	Type of Stakeholder	Consultation Method	Expected Outcome	Monitoring Indicator
1	Planning and Assessment	Implementing institutions	meetings, Information Education and Communication (IEC) Materials	Full participation of Institutions on design and implementation	Report of the meetings
		Beneficiaries, Vulnerable individuals	IEC Materials, meetings	Extends program knowledge to beneficiaries	disseminated IEC materials
		Ministries, Development Partners (DPs)	Information sharing session, work sessions on guidelines review	Attain needed support from other stakeholders, systematic engagement of stakeholders	No of consultations, Report of the meetings
2	Publication of environmental and social documents in the website of MoEST	ALL	IEC Materials, meetings, Website	Informed all interested parties on the works to be build	The website containing the instruments, a window for sending comments and the names and contacts of the project
3	Implementation phase	implementing institutions	IEC Materials, meetings	Full participation on design, implementation	disseminated Information Education

				and participatory monitoring	and Communications (IEC) materials, implementation reports
		Participants, Vulnerable individuals	IEC Materials, FGD, meetings	Full participation of community on Program design, implementation and monitoring.	Minutes of FGD, disseminated IEC materials
		Participants, VGs	IEC Materials, FGD, meetings	Full participation of community on Program design, implementation and monitoring.	Minutes of FGD, disseminated IEC materials
		DPs	Meetings	Provide needed support to Program design, implementation and participatory monitoring	Report from meetings, missions executed

7 ANNEXES

Annex 1: List of Stakeholders to be consulted

Annex 2: Grievance Receipt and Resolution Form for HEET Project Affected Persons (PAPs)

Annex 3: List of Participants to the Stakeholders' Meeting for the Higher Education for Economic Transformation (HEET) Project

Annex 4. Questions and responses during the stakeholders meeting

Annex 5. Suggestions from the stakeholders meeting for day 1 and 2

Annex 6: Stakeholders' Consultations Report

Annex 1: List of Potential Stakeholders to be consulted

A. Academia University covered by HEET

1. Ardhi University
2. Dar es Salaam University College of Education
3. Mbeya University of Science and Technology
4. Mkwawa University College of Education
5. Moshi Cooperative University
6. Muhimbili University of Health & Allied Sciences
7. Mwalimu Julius Nyerere University of Agriculture and Technology
8. Mzumbe University
9. Nelson Mandela African Institution of Science and Technology
10. Open University of Tanzania
11. Sokoine University of Agriculture
12. State University of Zanzibar
13. University of Dar Es Salaam
14. University of Dodoma

B. Institution covered by HEET

1. Commission for Science and Technology
2. Higher Education Students‘ Loans Board
3. Tanzania Commission for Universities

C. Professors/ Faculties organizations

1. Ardhi University Academic Staff Association
2. University of Dar Es Salaam Academic Staff Assembly - Dar es Salaam University College of Education
3. Mbeya University of Science and Technology Academic Staff Association

4. University of Dar Es Salaam Academic Staff Assembly - Mkwawa University College of Education
5. Moshi Cooperative University Academic Staff Association
6. Muhimbili University of Health & Allied Sciences Academic Staff Association
7. Mwalimu Julius Nyerere University of Agriculture and Technology Academic Staff Association
8. Mzumbe University Academic Staff Association
9. Nelson Mandela African Institution of Science and Technology Academic Staff Association
10. Open University of Tanzania Academic Staff Association
11. Sokoine University of Agriculture Academic Staff Association
12. State University of Zanzibar Academic Staff Association
13. University of Dar Es Salaam Academic Staff Assembly
14. University of Dodoma Academic Staff Association

D. Students Unions/ Students organizations/ representatives

1. University of Dar es Salaam Student's with Disabilities Associations
2. The Tanzania Higher Learning Institutions Students' Organization (TAHLISO)
3. Ardhi University Students' Organization
4. Dar Es Salaam University Students' Organization - Dar es Salaam University College of Education
5. Mbeya University of Science and Technology student's organization
6. Dar Es Salaam University Students' Organization - Mkwawa University College of Education
7. Moshi Cooperative University student's organization
8. Muhimbili University of Health & Allied Sciences student's organization
9. Mwalimu Julius Nyerere University of Agriculture and Technology
10. Mzumbe University student's organization

11. Nelson Mandela African Institution of Science and Technology student's organization
12. Open University of Tanzania student's organization
13. Sokoine University of Agriculture student's organization
14. State University of Zanzibar student's organization
15. University of Dar Es Salaam student's organization
16. University of Dodoma student's organization

E. Non-State Actors

1. Tanzania Federation of Disabled People's Organisations (SHIVYAWATA)
2. Donors and Education NGOs and CSOs organizations in United Republic of Tanzania working in education, water, vulnerable groups etc
3. Tanzania Education Network (TEN/MET)
4. Tanzania Teachers' Union
5. TAMONGSCO
6. TAPEI
7. Environmental organizations - NEMC,
8. Young representatives
9. Religious Organizations.
10. Pastoralists Indigenous NGOs Forum--- PINGOs Forum
11. Tanzania Land Alliance – TALA
12. Association for Law and Advocacy for Pastoralists--- ALAPA
13. Community Research and Development Services –CORDS
14. Ujamaa Community Resource Trust/Team (UCRT)
15. Parakuyo Indigenous Community Development Organization (PAICODEO)
16. Pastoral Survival Option NAADUTARO
17. Hadzabe Survival Council of Tanzania (HSCT)
18. Masawjanda Development Organization

19. Pastoralist Livelihood and Community Education Program (PALICEP)
20. TANIPE--- Tanzania Network of Indigenous Peoples
21. Laramatak Development Organization
22. Pastoral Women Council
23. Maasai Women Development Organizations
24. Ilaramatak Lorkonerei
25. KINNAPA Development Program
26. Ngorongoro Youth Development Organizations
27. Ngorongoro NGOs Network--- NGONET
28. Huduma ya Injili na Maendeleo ya Wafugaji --- HIMWA
29. Kidupo Development Pastoralists Organization -- KIDUPO
30. DILEGA –Trust
31. Pastoralist livelihood initiative of Tanzania --- PALITA
32. Community Research and Development Services (CORDS)
33. Land Rights Research and Resources Institute (HAKI ARDHI)
34. Lawyers Environmental Action Team (LEAT)
35. Legal and Human Rights Centre (LHRC)
36. Morogoro Paralegal Center (MPLC)
37. Mtandaowa Vikundi vya Wakulima Tanzania (MVIWATA)- DSM
38. Parakuiyo Pastoralists Indigenous Community Development Organisation (PAICODEO)- MOROGORO
39. Pastoralist Livelihood and Community Education Program ---PALICEP
40. Youth Empowerment
41. Asasi Ya Vijana Na Watoto Tandahimba
42. Kilimanjaro Youth Development Association
43. Tanzania Youth Alliance (TAYOA)
44. Wildlife Conservation Society of Tanzania

45. Envirocare
46. Urban Environmental Development Association
47. Bongoyo Conservation Group
48. Ecusini (Environmental Conservation Initiatives)
49. Tanzania Rural Community Based Environmental
50. Tanzania Green Friends (Tangreef)
51. Tanzania People and Wildlife Fund
52. Tanzania School Infrastructure Improvement and Environment Management (Tasinema)
53. Wildlife Conservation Society of Tanzania
54. Environmental Foundation for Development (EFD)
55. Chama cha Viziwi Tanzania
56. Chama cha Malbino Tanzania
57. Haki Elimu
58. CAMFED Tanzania
59. BRAC Tanzania
60. Karibu Tanzania
61. Twaweza

Annex 2: GRIEVANCE RECEIPT AND RESOLUTION FORM FOR HEET PROJECT AFFECTED PERSONS (PAPs)Grievance Logging Form

Grievance/Complaint Registration Number…….…….Date……

A. COMPLAINANT

1. Important information of the Complainant

First Name ..... Middle Name ..... Last Name:.....

Occupation:.....Tittle.....

Address:.....

Mob. Phone..... E-mail:.....

2. Who is complaining

i. Project Affected Persons (PAPs).....

Specific PAPs are:

- Institution staff.....
- Student .....
- Representative of complainant.
- Others .....

ii. Technicians/Local Fundis .....

B. EXPLANATION OF THE GRIEVANCES

1. Source of Grievance/ Complaint.....

2. Brief explanation of the Grievance/Complaint emanating from the proje implementation.....
.....
.....

3. Event/person being complained abo
.....

4. Place where the event occurred ..... 5. Date of the event .....

6. Have you ever filed the same grievance before? .....**Yes**..... .....**No.**.....

C: LODGING THE GRIEVANCE/COMPLAINT

1. Method used to lodge the grievance/complaint

Letter Phone Face to face E-mail

Others (Mention).....

2. Name of Person registered and Filed the complain
   Name……Position……Date…….
3. Agreed time frame for feedback on the processed grievance/complaint:
   (a) Immediately (b) Three days (c) One week (d) Two weeks

GRIEVANCE/COMPLAINTS RESOLUTION

1. Date of conciliation session.....
2. Was the complainant present? **Yes** **No**
3. Was field verification of complaint conducted? **Yes** **No**
4. Findings of field investigation…
   ……..
   .....
   .....
5. Summary of Conciliation Session……..
   .....
   .....
   .....
6. Was agreement reached on the issues? **Yes** **No**
7. If agreement was reached, give the details of the agreement
   ……
   ……
8. If agreement was not reached, specify the points of disagreement and promise given to the client
   .....
   .....

Signed (Arbitrator/ Complaints handling Officer-GHO): ……Date.....
Signed (Complainant).....Date.....
Signed (Independent Observer) .....Date.....

Annex 3: List of participants to the stakeholders' meeting for the Higher Education for Economic Transformation (HEET) project

Day 1 Physical attendants

S/N	NAME	TITLE	ORGANISATION	Contact
1	Dkt. Leonard D. Akwilapo	PS	MoEST	0754 307462
2	James E. Mdoe	DPS	MoEST	0754 269947
3	Dkt. K. M. Hosea	DHE	MoEST	0684 237851
4	Nicodemus Mallya	CA	MoEST	0713 777030
5	Hawa Petro Tundui	Senior Lecturer/focal Person	Mzumbe Univ	0754 482 860
6	Jane Adam Moshi	Accountant	Mzumbe Univ	0758 327969
7	Lutamyo Nambela	Lecturer	UDSM	0767 978188
8	Theophilus E. Mlaki	Consultant	DOT Tanzania	0754 323597
9	Japhes Asedy B.	President of students' organization	SUA	0742 619406
10	Dr. Orestes Kapinga	Deputy Project coordinator	MUCE	0769 762641
11	Joseph Mhilu	Planning Offer	MUST	0753 233421
12	Nasero Muze	Accountant	SUA	0715 220412
13	Joyce B. Lewambungu	Head of Legal Unit	OSHA	0713 339383
14	Edness Rutta	Wadern	MUST	0753 771714
15	Mussa Hussen Idd	President of students' organization DARUSO	MUCE	0689 247595/ 0768 665352
16	Festo Joseph Karoli	President of students' organization	MZUMBE Univ DAR	0655 378838/ 0693 641676
17	Moshi J. Kabengwe	DAHRM	MoEST	0713 443304
18	Prof. Godliving Mtui	Acting VC	MUST	0754 560827

19	Rukia Mzee	Secretary/Administrator Project Implementation	ARU	0754 654338/ 0657 527716
20	Dr. Pamela Semiono	Lecturer	OUT	0713 515741
21	Dr. Gervas Machimu	Senior Lecturer	MoCU	0754 417599
22	Vincent Pande	H/Planning	MoCU	0748 221302
23	Dr. Elbert A. Mbukwa	Lecturer and CQA	DUCE	0687 908344
24	Dr. A. S. Samingi	Senior Lecturer/Director - lib	OUT	0754 605302
25	Tosha H. Tosha	HICTU	MoEST	0787 605675
26	Dr. Baltazar Safari Awe	Planning Manager	DUCE	0787 729630
27	Fatuma Jamir Mokiwa	Head of Procurement Unit	ARU	0655 541878
28	Geofrey Nselime	H/Estate	MUCE	0767 207302
29	Salum R. Chezem	Asst. Project Coordinator	MJNUAT	0713 708913
30	Daniel Lohay Fissoo	Assistant Project Coordinator	NM-AIST - ARUSHA	0754/0784/ 0713 382593
31	Zainab Hussein	Environmental Expert	UDOM	0687 652671
32	Charles Y. Lugomela	Representative VC	NM-AIST - ARUSHA	0784 230 023
33	Amina A. Hamad	Environmental Expert	SUA	0657 059821
34	Dr. Alban D. Mchopa	Procurement Expert	MoCU	0716 247497/ 0757 387333
35	Dkt. George Matto	Senior Lecturer	MoCU	0784 545758
36	Happy Itpos Sanga	Vice President DARUSO	UDSM	0746 323327
37	Samweli Mchele Limbu	Lecturer	UDSM	0784 600922
38	Prof. Agnes Mwakaje	Ag. Representing VC	MJNUAT	0784 391220
39	Dr. Zakia M. Abubakar	VC	SUZA	0774 371617
40	Editha M. Ndunguru	Lecturer	Mzumbe	0783 833890
41	Goodluck James Mollel	President of students'	MoCU	0624 002437

		organization		
42	Charles Marwa	Secretary, MUASA	MUHAS	0713 422199
43	Hamis D. Wambura	Deputy Team Leader	MJNUAT	0786 820619
44	Dr. Ali M. Ussi	DVC - ARC	SUZA	0688 166134
45	Victor G. Mugendi	Procurement Expert	UDOM	0710 609980
46	Anorld R. Kaihula	General Secretary	UDOM	0656 721324
47	Dr. Zacharia Katambara		MUST	0756 662009
48	Dr. Aloyce M. Andrew	SRO	COSTECH	0739 796663
49	Dr. Lukumola Kironyi	Lecturer	MNJUAT	0752 773890
50	Dr. Hoyce A Mshinda	SHO	NM-IAST	0756 422279
51	Dr. Lihoya A. Chamwali	Lecturer	MZUMBE	0686 712258
52	Dr. Evaristo Haulle	Ag. DP-AC	MUCE	0773 959591
53	Alpha Honest Massawe	Ag. ACLA	MLHHSD	0755 046819
54	Kambarage Dominic	ITT Chair	SUA	0784 502101
55	Hadija Kweka	ITT Member	ENTAF	0786 524040
56	Richard Masika	ITT Member	TAN COLLEGE ARUSHA	0784 292420
57	Anna Mhere	CIA	MoEST	0784 424141
58	Dr. Lecton Leskar Moris	Secretary	TAHLISO	0762 240634
59	Godeberth N. Rugazia	Planning Officer	UDSM	0687 251645
60	Prof. Ganka D. Nyamsogoro	DVC (A)	Mzumbe	0784 327832
61	Khamis Kea Juma		TAHLISO	0779 894073
62	Beatrice Mchome	Facilitator	…	0784 464816
63	Ntoteye Baatha M.	Deputy Minister, Students with special needs	DARUSO	0762 839209
64	Dr. Magreth Matonya	Director, Special Needs Education	MoEST	0758 349195
65	Prof. Gabriel R. Kassenga	DVC A/Ag. VC	ARU	0713 599181
66	Dr. Philpo John	Chairperson UDASA	MUCE	0753 555046
67	Dr. Gibson Munisi	DPD	ARU	0752 309909
68	Hirtrudice J. Jisenge	Director, Procurement and	MoEST	0753 420814

		Supply		
69	Sufian Ally Amiri	Vice Chairperson	UDSA-DARUSO	0754 340240
70	Nicholaus Fabian Mwageni	Lecturer/Environmental Expert	ARU	0712 790905
71	Pandu K. Pandu	HEAD - Department of Planning	SUZA	0777 454699
72	Juma Pembe Juma	Procurement Officer	SUZA	0772 265639
73	Mohamed H. Mohammed	Director of Finance	SUZA	0773 700700
74	Festo S. Siame	EJM4	MoEST	0752 455618
75	Mary J. Nyonyi	Senior Teacher	MoEST	0686 835520
76	Thabitha G. Etutu	Environmental and Social Specialist	MoEST	0716 626631
77	Ukundi John Nkya	Principal Accountant	OUT	0784 763131
78	Oliva B. Kato	Public Relation Officer	MoEST	0785 854421
79	Dr. Nuru N. Kitara	Project Environmental and Social safeguards office	NIT	0716 209210
80	Fatma Ali Kombo	Acting Director, HR	SUZA	0773 003 991
81	Buxiane Madyeoye	Principal Accountant	MUCE	0737 700132
82	Fundikira Ekerege	PEO		0762 930669
83	Benjamin F. Bussi	DPD	OUT	0754 289246
84	Julius Mngumi	Environmental Impact Expert	DUCE	0713 519210
85	Cornel Msembwa	DPI	MUST	0759 100800
86	Cathbert Nissilu	Environment Official	MUCE	0753 200275
87	Kelvin E. Mkude	Representative for Students with Special Needs	UDOM	0687 950511

88	Paul E. Riziki	Supplies Officer	UDSM	0655 385999
89	Fadhaili Chitanda	HPMU	MoEST	0739 811858
90	Consalva Msigwa	Lecturer	DIT	0787 663256
91	Evelyn Makala	DLSU	MoEST	0754 470803
92	Emmanuel E. Hanai	IRA	UDSM	0713 854577/ 0787 692979
93	Jerline J. Mwaipyaina	Accountant/Directorate Finance - UDSM		0657 960950/0783 519825
94	Hilary Looken	President of students' organization	MUST	0763 939404
95	Dr. Fredrick Salukele	Estates Manager	ARU	0715 400480
96	Winfred Mbungu	Lecturer	SUA	0712 818080
97	Dr. Buberwa Tibesigwa	Lecturer	MUST	0658 359685
98	Dionice Lukweme	ICT	MoEST	0689 299329
99	Prof. R. J. Chibunda	VC	SUA	0713 296571
100	Ngussa L. Kinamhala	Planning and Development	CBE	0746 832273
101	Gerald Kafuku	Innovation and Technology Manager	COSTECH	0766 604977
102	Sakanda Gaima		MoEST	0787 184034

Day 1 Online attendants

SN	Name (Original Name)	Organization
1	WB485896	
2	Dionice	
3	Roselyn Wilbard Kaihula	
4	Gemma	
5	Deusdedit Kibbassa	World Bank
6	RMB	
7	wb156749	
9	Innocent Mulindwa	World Bank
10	PETER NIBOYE	
11	Dr Innocent Tesha	
12	iPhone de Tom lee Masija	

13	NKANDA JONATHAN	
14	Yona m henge	
15	Said Sima	
16	Henry Kulaya	
17	Ochola Wayoga	
18	Sylvester Rugeihyamu	
19	Alistidia	
20	Faraja Nyalandu	
21	Thomas Masija	
22	Ole M	
23	Susan Bipa (Allan Buluku)	
24	Valentin Ngorisa	
25	Nelson Mbawala	
26	TECNO POP 2 Power	
27	Dr. Naima Besta	World Bank

Day 2 Physical attendants

S/N	NAME	TITLE	ORGANISATION	Contact
1	James E. Mdoe	DPS	MoEST	0754 269947
2	Dkt. K. Hosea	DHE	MOEST	0684 237851
3	Nicodemus A. Mallya	CA	MOEST	0767 777030
4	Theophilus E. Mlaki	Consultant	DOT TZ	0754 323597
5	Beatrice S. Mchome	Consultant		0784 464816
6	Margareth S. Mussai	Assistant DHE	MOEST	0713 300555
7	Hamisi D. Wambura	Deputy Team Leader	MJNUAT	0786 820619
8	Prof. A. Mwakaje	PIU TEAM	MJNUAT	0784 391220
9	Salum R. Chezeni	PIU TEAM	MJNUAT	0713 708913
10	Hirtudice J. Jisenge	DPMU	MOEST	0753 420814
11	Dominic Kambary	ITT Chair	SUA	0874 502101
12	Richard Masika	ITT Secretary	TAN COLEGE ARUSHA	0784 292420
13	Dr. David Koloseni	Treasurer	MAT	0718 919148
14	Nasero Muze	Accountant	SUA	0715 220412
15	Dominic J. Mtibu	Senior Accountant	UDOM	0712 508772

16	Tosha H. Tosha	HICTU	MOEST	0787 605675
17	Amina A. Hamad	Environmental Expert	SUA	0657 059821
18	Lutamyo Nambela	Lecturer	UDSM	0767 978188
19	Samwel Mchele Limbu	Lecturer	UDSM	0784 600922
20	Omari Shegilla	Accreditation Officer	TCU	0755 531223
21	Dr. Pamela Semiono	Lecturer	OUT	0713 515741
22	Dr. Magreth Matonya	Director, Special Needs Education	MOEST	0758 349195
23	Ukundi J. Nkya	Principal Accountant	OUT	0784 763131
24	Taina C. Kikoti	Manager	CRDB	0762 210588
25	Mia Mjenjwa	Head of Program	KTO	0784 979154
26	Winfred Mbungu	Coordinator	SUA	0712 818080
27	Moshi J. Kabengwe	DAHRM	MOEST	0713 443304
28	Emmanuel E. Hanai	Lecturer	UDSM	0713 854577
29	Oliva Kato	Public Relation Officer	MOEST	0785 854421
30	Mary J. Nyonyi	Senior Teacher	MOEST	0686 835520
31	Alpha Honest Massawe	Ag. ACLA	MLHHSD	0755 046819
32	Fundikira Ekerege	PEO		0762 930669
33	Evelyn Makala	DLSU	MOEST	0754 470803
34	Festo Siame	EJM4	MOEST	0752 455618
35	Sakanda Gaima	EJM3	MOEST	0787 184034
36	Caroline Kinasha	Program Manager	CAMFED	0767 012 545
37	Tabitha Etutu	Environmental and Social Specialist	MoEST	0716 626 631

Day 2 Online attendants

SN	Name (Original Name)	User Email
1	Roselyne Mariki	roselyne.mariki@gmail.com
2	Saddam	
3	Alistidia	

4	Gemma	
5	Immaculate	
6	User1	
7	Susan Bipa - BRAC (Allan Buluku)	
8	Manoah William - BRAC (Manoah William)	
9	Innocent Mulindwa	imulindwa@worldbank.org
10	Roselyn Wilbard Kaihula	
11	Ef Tee	
12	Joel Ntile	
13	Ahobokile	
14	RMB	
15	Manoah William - BRAC	
16	Dorice	
17	Eunice Mpangala	
18	Nicodemus Axwesoo Siayi Soko	siayians2008@googlemail.com
19	Matteo Mwita	mytteo@gmail.com
20	George Cosmas Kirenga	gkirenga@worldbank.org
21	Magdalena	

Annex 4. Questions and responses during the stakeholders meeting

Day 1

SN	Name	Position	Question/views/comments	Response
1	Dr. Consalva Msigwa	Lecturer, (DIT)	How will the project ensure skilled students to match global universities?	This will include review of curricula, involve industrial sector in teaching practical skills, provide training for instructors, technicians and students and industrial placements in order to improve practical skills.
2	Charles Marwa	Secretary, MUHAS Academic Staff Assembly (MUASA)	How does this project relate to environment safety?	The component of construction and rehabilitation within the HEET project will be related to environmental issues are concerns including safety.
3	Ntoteye Baatha M.;	Deputy Minister, Students with special needs, DARUSO, UDSM	How will the project ensure students with special needs benefit?	The project has a component on construction of new buildings and rehabilitation of existing buildings to suit the requirements for students with special needs.
4	Ali Makame Ussi	DVC - ARC State University of Zanzibar (SUZA)	There are 14 universities involved including SUZA. How about other education institutions from Zanzibar?	The initial conversation between the PS Mainland Tanzania and Zanzibar agreed to include SUZA. Further discussions will be done in the near future to see the possibilities of including other institutions
5	Dr. A. S. Samingi	Senior Lecturer/Director by the two PSs; (OUT)	How will the HEET project help on accomplishing research, conducive teaching environment and publications?	The project will purchase equipment and facilities to perform applied researches in collaboration with the industries. The results obtained will be published as a dissemination of the innovations conducted through COSTECH for uptake of the technologies studied.
6	Dr. Aloyce Andrew	Senior Researcher, COSETCH	What are the plans to improve other Universities in Tanzania which are not included in the	There are mechanisms to enable other institutions not involved in this project to improve their teaching and learning environment.

			current 14 list?	
7	Dr. Hoyce A. Mshinda	Senior Health Officer, (NM-AIST)	What are plans to ensure private universities also improve teaching and learning environment to produce graduates with similar standards as the 14 government universities?	Private universities will benefit by using two ways: First, TCU will be involved to review and develop new curricula for improved skills of graduates. Second, instructors from private universities will be trained on leadership and management in order to build capacity for their institutions.
8	Sufian Ally Amiri	Vice Chairperson, Students with Disabilities Association, DARUSO, UDSM	How will this project help students with special needs studying languages without any prior technical skills on using symbols at universities with no computers formatted in the languages they are studying?	The MoEST has programs and directorate for helping disabled students.
9	Sufian Ally Amiri	Vice Chairperson, Students with Disabilities Association, DARUSO UDSM	How will the HEET project help on limited availability of employment opportunities for students studying arts compared to sciences?	The project will prepare the students to employ themselves by ensuring they have the required skills. The students need to change their mind sets and view challenges as opportunities. During the project implementation, the private sector will be involved to train students to employ themselves.
10	Edness Rutta	Warden, Mbeya University of Science and Technology (MUST)	In ESMF the risks are not explained in detailed, which one is low and which one is high?	The risks depend on magnitude, the types, the knowledge of the evaluators and whether they are reversible or irreversible and frequency of occurrence. Further explanation will be obtained in the ESIA.
11	Wilfred Mbungu	Lecturer, Sokoine	The project will result into	Waste management such as wastewater treatment is not

		University of Agriculture (SUA)	increase in students' enrolment. This will generate more waste such as wastewater. How is the HEET project prepared to mitigate this?	included in the project. Therefore, the universities will device some mechanisms for handling waste systems. The project advises the universities to expand innovation and resources mobilization for wastewater treatment. Universities may also use water recycling through alternative funding within their universities in order to solve these challenges.
12	Theophilus E. Mlaki	Consultant at DOT Tanzania and Moderator	What are important issues for the stakeholders to hold on for the project to succeed?	i. They will engage stakeholders at all stages. ii. Grievances will be well-handled and the handling mechanisms must be well established in place.
13	Zainab Hussein	Environmental Expert, University of Dodoma (UDOM)	Most of the grievances arise during the implementation of the project. Suggested the HEET project to consider the grievances arises during the implementation rather than considering only the grievances arises during project preparation stage.	The HEET project will use adaptive management approach, which allow updates of changes during planning and implementation of the project. All challenges related to environmental and social impacts will be included in the management process because things change during planning and implementation of projects. There are forms to be filled throughout the project implementation period and consultants are also given opportunities to identify and report any grievances during implementation of the projects. Therefore, whenever the grievances arise during the implementation will be captured easily. In the HEET project, every subproject will prepare its own grievances during implementation.
14	Prof. Godliving Mtui	Acting VC, MUST	Did the HEET project involve stakeholders during preparation of the guidelines such as Districts land officers from the implementing universities?	Stakeholders have been engaged and will be engaged at each stage but the current documents are only guidance requiring detailed stakeholders' involvement from each implementing institution.

15	Fatma Ali Kombo	Acting Director, Human Resource, SUZA	What will the implementers do to comply with Zanzibar laws and policies during implementation because many laws mentioned are from Tanzania mainland?	The document will ensure Zanzibar laws and policies are incorporated.
16	Dr. Lecton Leskar Moris	Secretary, Tanzania Higher Learning Institutions Students' Organization (TAHLISO)	To what extent the reviewed curricula by HEET ensure national and international needs are met?	The HEET project will ensure robust curricula and responsible to the national and international needs by involving TCU in the curricula review by involving stakeholders needs instead of being conducted by universities. The curricula developed must include market needs, training needs and tracer studies.
17	Dr. Hawa Petro Tundui	Senior Lecturer/focal Person, Mzumbe University	Who will pay the cost for implementing ESMF?	The Universities include budgets to conduct Environmental Impact Assessment (EIA). This is the money which will pay for such tasks.
18	Dr. Hoyce A. Mshinda	Senior Health Officer, NM-AIST	Is environment impact assessment only important in projects which involve construction component? How about upgrading laboratory level 1 or 2 to level 3?	Screening will be conducted to determine the need for EIA. However, it will be noted that, upgrade of laboratories also requires EIA.
19	Kelvin Emmanuel Mkude	Representative for Students with Special Needs, UDOM	There are buildings at universities for students with disability, but they are not sufficient. In addition, issues related to disability in primary	During HEET project, every university will devote some mechanisms to support students with disability to ensure availability of all the necessary requirements to the students. In practice, the MoEST have special policy guidance for students with disabilities, which will be implemented during the HEET

			and secondary school is still a big challenge.	project. For the students in secondary schools, there are other projects taking care of their needs and requirements.
20	Anorld R. Kaihula	General Secretary, University of Dodoma Students Association, UDOM	How will students, food vendors and other stakeholders be involved in the project?	The project will ensure all stakeholders are involved in all subprojects from the beginning to implementation depending on the activities and relevancy of the Stakeholders at that particular time and type of information.
21	Dr. Philip John	Chairperson UDASA, MUCE	How will the HEET project deal with the language of instruction in Tanzania?	This project will involve curriculum review and involve stakeholders including potential employers.
22	Godluck James Mollel	President of students' organization with special needs, MoCU	Most universities in Tanzania do not have sufficient infrastructure for students with special needs.	The project has component on construction of new buildings and rehabilitation of existing buildings, which will be suitable for the students with disabilities. During this project, consideration will be devoted to acquire a common understanding on special needs to ensure students with special needs also benefit.
23			The project plans to use electricity from Tanzania Electric Supply Company (TANESCO), what about other energy sources such as solar energy and natural gas, which are relatively cheaper and sustainable?	The universities are free to choose any better energy source. Every university will ensure measures are in place to cut costs of utilities such as electricity and water etc. The different Universities will use this project as basis for change.

Day 2

SN	Name	Position	Question	Response
24	Taina C. Kikoti	Manager, Cooperatives Rural	How will Students' Loans Board, COSTECH and TCU,	In general, COSTECH, TCU and Higher Education Student's Loans Board are the pillars of MoEST, which by providing oversight of

		and Development Bank (CRDB) PLC	work with the MoEST during implementation of the HEET project?	all activities conducted by the universities on behalf of the ministry. The HEET project will increase enrolment of students in higher education necessitating efficiency and quality of services provided by the Higher Education Students' Loans Board. In the HEET project, will sponsor academic staff at Masters and PhDs research, requiring guidance policies, management and registration of innovations or patents for commercial production from COSTECH. The TCU will facilitate building capacity of academic staff and review of curricula during the implementation of the HEET project.
25	Prof. Agnes Mwakaje	Project Implementation Unit Team, Mwalimu Julius K. Nyerere University of Agriculture and Technology (MJNUAT)	During ESIA, both ESMF mitigation and monitoring plans are required. The ESMF monitoring plan is missing, why? Moreover, will the HEET project expect adverse effect on traffic and constraints on social services such as water, schools and electricity due to influx of people.	Yes, it is true that ESMF monitoring plan is missing in the documents presented because only cross-cutting issues are highlighted, which will be expanded to provide more details at each specific site during the project planning and implementation. ESMF monitoring will be imbedded in the operations throughout the life of the project. Again, the issue on social service mentioned is not specific because we only highlighted cross-cutting aspects pending site-specific risk assessments.
26	Prof. Agnes Mwakaje	Project Implementation Unit Team, MJNUAT	What happens if there is a conflict between the World Bank safeguards and Tanzanian laws on environmental and social impact assessment, which one will be taken?	In most cases, World Bank safeguards and Tanzanian laws work together, they support each other. For worst case scenario, if it happens the two disagree, the gap analysis will be performed by listing both laws and choose the best, which surpasses the other. However, the case would be different if the conflict is between national and financial regulations. If this happens in financial management, the HEET project will use World Bank guidance.

				For this case, The International Bank for Reconstruction and Development (IBRD) will be used.
27	Caroline Kinasha	Program Manager, Campaign for Female Education (CAMFED)	How will the project identify marginalized groups?	To identify the marginalized groups, mapping will be done to all universities during designing of buildings and facilities and implementation. New buildings will be constructed and existing buildings with all necessary facilities help marginalized groups. The project implementers agreed to have basic support model for marginalized people. Every university will have a guideline to identify, support and enable marginalized groups by including a functional helping desk and such information displayed on their websites. The HEET project will provide an equal opportunity to all stakeholders and change the minds of leaders on handling marginalized people.
28	Mia Mjengwa	Head of Program, Karibu Tanzania Organization (KTO)	Is HEET a research-based project? How does this project consider corruption issues particularly sextortion? Are there any mitigation measures to reduce sextortion?	The DHE replied that, this is a traditional financing project. The HEET project have very good plans for combating sextortion by involving many stakeholders specifically on gender discussions and sextortion. The HEET project will implement all policies available on sextortion by using the existing gender units to tackle issues related to sextortion. Since the environment and social impact assessment will be prepared, the contractors to prepare EIA or Environmental Impact Statement (EIS) report and mitigation measures for sextortion. Special forms will be used to cover issues on sextortion not only during capacity building but also during implementation of the project. The plan is to have inter institutional task forces on sex harassment and involvement.
29	Susan Bipa	An online	On negative social impact, I	The team apologized because time was not enough to expand

		participant	suggest the issue of safeguarding will be addressed more broadly and not only in curbing unwanted pregnancies as per presentation. There is abuse, harassment, exploitation of all forms etc.	and provide more details on all issues and highlighted only cross-cutting aspects. There will be capacity building and shared agenda for all gender issues involving not only students but also parents. The issue of African culture will also be considered because sometimes yes becomes no and vice versa.
30	Prof. Agnes Mwakaje	Project Implementation Unit Team, MJNUAT	There few problems on the naming of some of the Ministries.	The experts promised to check and correct all the wrong names of the ministries.

Annex 5. Suggestions from the stakeholders meeting for day 1 and 2

SN	Name	Position	Suggestion	Response
1	Dr. Aloyce Andrew	Senior Researcher Officer, COSETCH	Quality insurance offices from universities will be part of independent organs related to education such as TCU.	Suggestion noted and will be taken into considerations.
2	Sufian Ally Amiri	Vice Chairperson, Students with Disabilities Association, DARUSO, UDSM	The improvement of infrastructure for special needs will start from lower education levels, because if the improvements are done at higher education institutions there will be no connection.	Suggestion noted and will be taken into considerations.
3	Hamis D. Wambura	Deputy Team Leader, MJNUAT	He advised on the issue of earthquake to be addressed in Resettlement Policy	The observation was acknowledged and will be taken care.

			Framework.	
4	Charles Lugomela	Representative VC, NM-AIST	The issues of construction will be controlled centrally to ensure similar standards for all universities and institutions.	It is true that it can be done centrally to ensure similar standards. However, this is not the only reason. It also depends on the community surrounding the area. Each institution will treat stakeholders very carefully during planning and implementation stages. There will be mechanisms in place to get all comments and views from the stakeholders in each of the project sites before construction. Knowledge will also be provided to all stakeholders and use the given advises to improve the project.
5	George Matto	Senior Lecturer, Moshi Co-operative University (MoCU)	The HEET project will include e-waste management as well as hazardous materials management under potential environmental impacts during implementation.	The suggestion was noted for improvement of the documents.
6	Joyce B. Lewambungu	Head of Legal Unit, Occupational Safety and Health Authority (OSHA)	Environmental issues are considered during the tender stage. We highly recommend that Occupational Safety and Health (OSH) issues also be considered in the tender stage (for contractors). This is also stipulated in the law CAP. 297. This will reduce complaints from workers who may get affected by the hazards at the work place (doing construction).	The suggestion was acknowledged for improvement.
7	Festo Joseph	President of	Cooperate social responsibilities will be	Cooperate social responsibilities (CSR) are

	Karoli	students' organization, Mzumbe University, Dar es Salaam	considered during the HEET project.	conducted for projects, which aim at producing tangible monetary benefits. However, this project will not produce any tangible monetary benefits therefore no CSR will be needed.
8	Prof. Agnes Mwakaje	Project Implementation Unit Team, MNJUAT	Suggested to capture most significant risks such as accidents during in the framework.	The team agreed to capture most important issues in the framework particularly on accidents.

Annex 6: Stakeholders' Consultations Report

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

HIGHER EDUCATION FOR ECONOMIC TRANSFORMATION PROJECT (HEET)

REPORT OF THE HEET PROJECT STAKEHOLDERS' FORUM

HELD AT THE UNIVERSITY OF DAR ES SALAAM - NEW LIBRARY ON 13TH – 14TH JANUARY, 2021

Table of content

List of Tables i
List of Acronyms and Abbreviations ii
1. Introduction 1
2. Key highlights from the HEET overview presentation 2
3. Key highlights from the ESMF presentation 3
4. Key highlights from the RPF presentation 3
5. Key highlights from the SEP presentation 4
6. Key highlights from the ESCP presentation 4
7. Key issues from the discussions 4
Closing Remarks 5

List of Tables

Table 1. Questions and responses during the stakeholders meeting 7
Table 2. Suggestions from the stakeholders meeting for day 1 and 2 14
Table 3. List of participants to the stakeholders' meeting for the Higher Education for Economic Transformation (HEET) project 17
Table 4. Meeting program 23

List of Acronyms and Abbreviations

AIDS	-Acquired Immunodeficiency Syndrome
ARU	-Ardhi University
CAMFED	- Campaign for Female Education
CCM	-Chama Cha Mapinduzi
COSTECH	-Commission for Science and Technology
CSR	-Cooperate social responsibilities
DARUSO	-Dar es Salaam University Students Organization
DHE	-Director of Higher Education
DIT	-Dare es Salaam Institute of Technology
DPS	-Deputy Permanent Secretary
DUCE	-Dar es Salaam University College of Education
DVC	-Deputy Vice Chancellor Academic
EIA	-Environmental Impact Assessment
EIS	-Environmental Impact Statement
ESCP	-Environmental and Social Commitment Plan
ESF	-Environmental and Social Framework
ESIAs	-Environmental and Social Impact Assessments
ESMF	-Environmental and Social Management Framework
ESMPs	-Environmental and Social Management Plans
ESS	-Environmental and Social Screening
ESSs	-Environmental and Social Safeguards
HEET	-Higher Education for Economic Transformation
HESLB	-Higher Education Students' Loans Board
HIV	-Human Immunodeficiency Virus
IBRD	-International Bank for Reconstruction and Development
ICT	-Information Communication and Technology
KTO	-Karibu Tanzania Organization
MEA	-Monitoring and Evaluation Audit
MIC	-Middle Income Country
MJNUAT	-Mwalimu Julius K. Nyerere University of Agriculture and Technology
MoCU	-Moshi Co-operative University
MoEST	-Ministry of Education, Science and Technology
MUASA	-MUHAS Academic Staff Assembly
MUCE	-Mkwawa University College of Education
MUHAS	-Muhimbili University of Health and Allied Sciences
MUST	-Mbeya University of Science and Technology
NGOs	-Non-Governmental Organizations
NM-AIST	-Nelson Mandela African Institute of Science and Technology
OSH	-Occupational Safety and Health
OSHA	-Occupational Safety and Health Authority

OUT	-Open University of Tanzania
PAPs	-Project Affected Persons
PO-RALG	-President's Office-Regional Administration and Local Government
PS	-Permanent Secretary
RAP	-Resettlement Action Plan
RPF	-Resettlement Policy Framework
SEP	-Stakeholders Engagement Plan
SUA	-Sokoine University of Agriculture
SUZA	-State University of Zanzibar
TAHLISO	-Tanzania Higher Learning Institutions Students' Organization
TANESCO	-Tanzania Electric Supply Company
TCU	-Tanzania Commission for Universities
UDOM	-University of Dodoma
UDSM	-University of Dar es Salaam
VCs	-Vice Chancellors

1. Introduction

The Ministry of Education, Science and Technology (MoEST), have prepared Environmental and Social Safeguards (ESSs) instruments, which will guide implementation of "Higher Education for Economic Transformation (HEET) project", in alignment with the World Bank Safeguard Policies. These instruments are required to ensure that the Bank- supported lending operations minimize any adverse impacts on local people, their livelihoods, culture and the environment. As part of the HEET project, the MoEST has prepared four guidelines documents, which include:

i. Environmental and Social Management Framework (ESMF);
ii. Resettlement Policy Framework (RPF);
iii. Stakeholders Engagement Plan (SEP); and
iv. Environmental and Social Commitment Plan (ESCP).

The MoEST convened a stakeholders meeting for two days as part of the preparation for the implementation of the HEET project. Day one meeting involved stakeholders from the Institutions implementing the HEET Project, Government Institutions and Agencies, Associations of Academic Staff, Student Organisations and Associations of Students with Special Needs on the 13th January, 2021. The first day meeting was attended by 102 physical attendants and 27 online stakeholders. The second day (14 January, 2021), involved stakeholders from Non-Governmental Organizations (NGOs), Organizations, Companies, Individuals and Development Partners. In the second day, the meeting was attended by 37 physical and 21 online attendants. On both days, officials from the World Bank attended the meeting through online. The meeting took place at the University of Dar es Salaam (UDSM) New Library, in Dar es Salaam, Tanzania.

The objective of the meeting was to disclose the guidelines documents and receive views, concerns, comments and suggestions from the stakeholders regarding the project and the drafted ESS guidelines by the MoEST relevant to the HEET project. The MoEST senior officials gave opening remarks as part of the of the stakeholders' engagement that included the following:

The Director of Higher Education (DHE) (Dr. K. Hosea) welcomed participants both who attended physically and online. The DHE then introduced the participants by their respective groups as indicated above. The DHE MoEST invited the Deputy Permanent Secretary (DPS) (Prof. James E. Mdoe) MoEST to welcome the Permanent Secretary (PS) MoEST (Dr. Akwilapo) to officiate the meeting.

Before inviting the PS, the DPS from Ministry of Education Science and Technology, Prof. James E. Mdoe briefly described the meeting objective, which was to introduce the HEET project to the stakeholders and discuss the ESSs instruments prepared by the ministry in order to have a common understanding and improve the implementation of the HEET project. He then invited the PS, Dr. Akwilapo to give his opening remarks.

The PS MoEST, Dr. Leonard Akwilapo warmly welcomed all participants to the meeting. He thanked the Vice Chancellor for the University of Dar es Salaam for allowing the meeting to take place at the University. The PS highlighted that, HEET project is expected to provide sustainable solutions to education challenges in Tanzania. He acknowledged the support from World Bank, through the fund, Tanzania intends to solve education challenges for fast economic growth by preparing skilled graduates capable of creating employment. The PS noted that, the project will help to make positive transformation of higher education sector in Tanzania to meet the targets of Chama Cha Mapinduzi (CCM) manifesto 2020-2025, which are to:

i. increase human resources in higher education institutions, including lecturers, librarians and technicians to satisfy standards and quality education;
ii. improve and increase infrastructure and learning materials, teaching and research in order to increase national ability to resolve social-economic challenges;
iii. review teaching curricula and introduce new programs aimed at meeting the national, regional and international requirements in order to produce graduates with required skills for self-employment, especially in light of the Fourth Industrial Revolution;
iv. increase enrollment into higher education for all groups of students including international students; and
v. strengthen students parentship in order to produce graduates with moral and patriotic values.

The PS requested all participants to freely give their views for improvement of the project particularly the prepared ESSs guidelines including ESMF, RPF and SEP. The PS emphasized participants to be attentive and cooperative in the meeting as well as during the moderated discussion in order to provide views, concerns, comments and suggestions for improving the HEET ESSs documents and the project at large.

2. Key highlights from the HEET overview presentation

The opening was followed a presentation on overview of the HEET project that highlighted on the objective of the project. The aim was to ensure the stakeholders are well informed about the project.

Accordingly, the general objective of the HEET project is to strengthen the learning environment and labor market orientation of programs in priority disciplines and the management of the higher education system. Specifically, it intends to:

i. Strengthen the learning environments and labor market orientation of programs in priority disciplines.
ii. Strengthen the management of the higher education system.
iii. Support for project coordination and management.

The expected long-term outcomes of the project include:

i. Reduced skills gap and increased economic productivity in priority disciplines.
ii. Increased share of high skilled workforce across the labor market

3. Key highlights from the ESMF presentation

It was highlighted that, according to the World Bank Environmental and Social Safeguard guidelines, the HEET project will use all of them except ESS9. The HEET project and activities will also require compliance to all relevant Acts in Tanzania. Participants were informed of the likely Environmental and Social Positive and Negative impacts associated with HEET project implementation. Negative social impacts might include spread of diseases such as Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome (HIV/AIDS, unwanted pregnancies due to interaction between workers and students and mistreatment of workers associated with lack of contracts and poor working conditions. The negative environmental impacts will include increased dust and noise pollution; waste management problems during construction; safety and health risks; and increased construction vibration.

The positive impacts associated with operation phase include: increased availability of adequate academic facilities; increased admission of students to universities and colleges; increased revenues to academic institutions; and increased commercial and social activities around project locations. The negative social impacts during operation include increased pressure on social services and utilities, and negative environmental impacts during operation include health and safety risks due to fire hazards; and increased waste leading to pollution. The HEET project will formulate mitigation measures tools such as Environmental and Social Screening (ESS), Environmental and Social Impact Assessments (ESIAs), ESMPs and Monitoring and Evaluation Audit (MEA).

4. Key highlights from the RPF presentation

It was noted that, RPF is a document prepared when a project has potential for physical and/or economic displacement but the likely nature or magnitude is unknown during project preparation and implementation. The RPF provides guidelines for preparation of Resettlement Action Plan (RAP). Once the RPF is prepared it becomes a legal document. The presenter highlighted that, the RPF broadly covers the introduction and project description; the principles and objectives governing resettlement and provision of compensation; the legal framework including a review of the differences between national laws and regulations and the requirements of the Environmental and Social Framework (ESF) standards and measures proposed to bridge any gaps; and the methods of valuing affected assets. It further contains the involuntary resettlement and likely categories of impact; eligibility criteria for defining various categories of Project Affected Persons (PAPs); description of

mechanisms for consultations with, and participation of displaced persons in planning, implementation, and monitoring.

5. Key highlights from the SEP presentation

The aim of SEP is to ensure full involvement of stakeholders and provide guidance for an inclusive manner in order to minimize impacts to the environment and social aspects. The SEP enables identification of key stakeholders, enable stakeholders' views to be considered in the project, identify more effective methods to maintain communication during implementation, define channels to disseminate information, promote and provide means for effective and inclusive engagement, provide means for stakeholders to raise issues and grievances and receive response and define roles and responsibilities. It was highlighted that, stakeholders are identified based on their roles and responsibilities, their influence on the program and their particular circumstances (e.g. vulnerability). Stakeholders maybe those who are affected or interested on the project.

6. Key highlights from the ESCP presentation

Participants were informed that, ESCP is a specific instrument prepared to take into account the findings of the environmental and social assessments of the HEET program. It sets out material measures and actions that are required for sub-projects to achieve compliance with the ESSs over specified timeframes and in a satisfactory manner to the Bank. It specifies actions to be taken, responsible parties, timeframes and resources to be provided to carry them out.

7. Key issues from the discussions

After each presentation, stakeholders were given opportunity to air their views, concerns, comments and provide their suggestions through moderated discussions (Table 1). During discussions, a total of 31 questions were asked (Table 1) and 8 suggestions were provided from all the five presentations (Table 2). The main issues raised included the acquisition of learning infrastructures and participation of vulnerable groups in the project. Moreover, gender issues, which included the need for mitigation measures for sextortion during project implementation were insisted. Likewise, the involvement of all stakeholders at various stages of the project implementation was highly discussed. Furthermore, cooperation among universities, NGOs and private sectors were encouraged. Additionally, the approaches on skills and employment generation for graduates were the main concerns. On behalf of the MoEST, the DHE responded on the key issues raised during the discussion by highlighting that:

i. During the HEET project implementation, there will be shared strategies on handling vulnerable groups. Guidelines will be formulated to identify, support and enable people with special needs. This information will be displayed on the universities' websites. Each university will have a functional helping desk for people with special needs. Every project beneficiary including universities and institutions will construct and rehabilitate the existing buildings to support people with special needs.

ii. On gender issues and sextortion, the project will implement the existing gender violence policies and ensure reports on gender issues are provided annually. The project will conduct a separate forum for gender issues and sextortion due to their sensitivity. This will be done by involving the Ministry of Health, Community Development, Gender, Elderly and Children, which is a custodian ministry on gender issues. The MoEST will improve capacity on gender issues to higher learning institutions including building capacity on gender desks, strengthening institutions and training of deans and students on gender issues and sextortion. There will be a special component on helping female students who fail to obtain minimum requirements for joining Universities through pre-entry program at the OUT. Each year, about 200 female students will be trained by OUT using its branches available on the country sides (rural areas). Moreover, there will be special training on life skills for these groups at universities during implementation of the project.
iii. The project will ensure involvement of all stakeholders at each stage of implementation. There will be clear channels of communications on complaints raised by stakeholders during planning and implementation of the HEET project.
iv. The project will strengthen linkages among universities, agencies for MoEST, NGOs, and private sectors during the implementation. There will be policy review on the functions of COSTECH, TCU and Higher Education Student's Loans.
v. Special consideration will be dedicated towards jobs creation during the HEET project implementation. The project will transform the economy by enabling universities to produce employable graduates capable of employing themselves.
vi. The MoEST will find some mechanisms to tape the experience from PO-RALG on implementing big projects such as the HEET.

Closing Remarks

The DPS on behalf of the PS acknowledged all participants for being attentive and for their constructive views, questions, comments and suggestions for improving the guidelines for effective implementation of the HEET project. This project is only for five years, covers the higher education sector and will involve 14 public universities and higher education agencies. Participants with more views, questions, comments and suggestions were requested to send them to MoEST for further enhancement of the documents.

Table 1. Questions and responses during the stakeholders meeting

Day 1

SN	Name	Position	Question/views/comments	Response
1	Dr. Consalva Msigwa	Lecturer, (DIT)	How will the project ensure skilled students to match global universities?	This will include review of curricula, involve industrial sector in teaching practical skills, provide training for instructors, technicians and students and industrial placements in order to improve practical skills.
2	Charles Marwa	Secretary, MUHAS Academic Staff Assembly (MUASA)	How does this project relate to environment safety?	The component of construction and rehabilitation within the HEET project will be related to environmental issues are concerns including safety.
3	Ntoteye Baatha M.;	Deputy Minister, Students with special needs, DARUSO, UDSM	How will the project ensure students with special needs benefit?	The project has a component on construction of new buildings and rehabilitation of existing buildings to suit the requirements for students with special needs.
4	Ali Makame Ussi	DVC - ARC State University of Zanzibar (SUZA)	There are 14 universities involved including SUZA. How about other education institutions from Zanzibar?	The initial conversation between the PS Mainland Tanzania and Zanzibar agreed to include SUZA. Further discussions will be done in the near future to see the possibilities of including other institutions
5	Dr. A. S. Samingi	Senior Lecturer/Director by the two PSs; (OUT)	How will the HEET project help on accomplishing research, conducive teaching environment and publications?	The project will purchase equipment and facilities to perform applied researches in collaboration with the industries. The results obtained will be published as a dissemination of the innovations conducted through COSTECH for uptake of the technologies studied.
6	Dr. Aloyce Andrew	Senior Researcher, COSETCH	What are the plans to improve other Universities in Tanzania which are not included in the	There are mechanisms to enable other institutions not involved in this project to improve their teaching and learning environment.

			current 14 list?	
7	Dr. Hoyce A. Mshinda	Senior Health Officer, (NM-AIST)	What are plans to ensure private universities also improve teaching and learning environment to produce graduates with similar standards as the 14 government universities?	Private universities will benefit by using two ways: First, TCU will be involved to review and develop new curricula for improved skills of graduates. Second, instructors from private universities will be trained on leadership and management in order to build capacity for their institutions.
8	Sufian Ally Amiri	Vice Chairperson, Students with Disabilities Association, DARUSO, UDSM	How will this project help students with special needs studying languages without any prior technical skills on using symbols at universities with no computers formatted in the languages they are studying?	The MoEST has programs and directorate for helping disabled students.
9	Sufian Ally Amiri	Vice Chairperson, Students with Disabilities Association, DARUSO UDSM	How will the HEET project help on limited availability of employment opportunities for students studying arts compared to sciences?	The project will prepare the students to employ themselves by ensuring they have the required skills. The students need to change their mind sets and view challenges as opportunities. During the project implementation, the private sector will be involved to train students to employ themselves.
10	Edness Rutta	Warden, Mbeya University of Science and Technology (MUST)	In ESMF the risks are not explained in detailed, which one is low and which one is high?	The risks depend on magnitude, the types, the knowledge of the evaluators and whether they are reversible or irreversible and frequency of occurrence. Further explanation will be obtained in the ESIA.

11	Wilfred Mbungu	Lecturer, Sokoine University of Agriculture (SUA)	The project will result into increase in students' enrolment. This will generate more waste such as wastewater. How is the HEET project prepared to mitigate this?	Waste management such as wastewater treatment is not included in the project. Therefore, the universities will device some mechanisms for handling waste systems. The project advises the universities to expand innovation and resources mobilization for wastewater treatment. Universities may also use water recycling through alternative funding within their universities in order to solve these challenges.
12	Theophilus E. Mlaki	Consultant at DOT Tanzania and Moderator	What are important issues for the stakeholders to hold on for the project to succeed?	iii. They will engage stakeholders at all stages. iv. Grievances will be well-handled and the handling mechanisms must be well established in place.
13	Zainab Hussein	Environmental Expert, University of Dodoma (UDOM)	Most of the grievances arise during the implementation of the project. Suggested the HEET project to consider the grievances arises during the implementation rather than considering only the grievances arises during project preparation stage.	The HEET project will use adaptive management approach, which allow updates of changes during planning and implementation of the project. All challenges related to environmental and social impacts will be included in the management process because things change during planning and implementation of projects. There are forms to be filled throughout the project implementation period and consultants are also given opportunities to identify and report any grievances during implementation of the projects. Therefore, whenever the grievances arise during the implementation will be captured easily. In the HEET project, every subproject will prepare its own grievances during implementation.
14	Prof. Godliving Mtui	Acting VC, MUST	Did the HEET project involve stakeholders during preparation of the guidelines such as Districts land officers	Stakeholders have been engaged and will be engaged at each stage but the current documents are only guidance requiring detailed stakeholders' involvement from each implementing institution.

			from the implementing universities?	
15	Fatma Ali Kombo	Acting Director, Human Resource, SUZA	What will the implementers do to comply with Zanzibar laws and policies during implementation because many laws mentioned are from Tanzania mainland?	The document will ensure Zanzibar laws and policies are incorporated.
16	Dr. Lecton Leskar Moris	Secretary, Tanzania Higher Learning Institutions Students' Organization (TAHLISO)	To what extent the reviewed curricula by HEET ensure national and international needs are met?	The HEET project will ensure robust curricula and responsible to the national and international needs by involving TCU in the curricula review by involving stakeholders needs instead of being conducted by universities. The curricula developed must include market needs, training needs and tracer studies.
17	Dr. Hawa Petro Tundui	Senior Lecturer/focal Person, Mzumbe University	Who will pay the cost for implementing ESMF?	The Universities include budgets to conduct Environmental Impact Assessment (EIA). This is the money which will pay for such tasks.
18	Dr. Hoyce A. Mshinda	Senior Health Officer, NM-AIST	Is environment impact assessment only important in projects which involve construction component? How about upgrading laboratory level 1 or 2 to level 3?	Screening will be conducted to determine the need for EIA. However, it will be noted that, upgrade of laboratories also requires EIA.
19	Kelvin Emmanuel	Representative for Students with	There are buildings at universities for students with	During HEET project, every university will devote some mechanisms to support students with disability to ensure

	Mkude	Special Needs, UDOM	disability, but they are not sufficient. In addition, issues related to disability in primary and secondary school is still a big challenge.	availability of all the necessary requirements to the students. In practice, the MoEST have special policy guidance for students with disabilities, which will be implemented during the HEET project. For the students in secondary schools, there are other projects taking care of their needs and requirements.
20	Anorld R. Kaihula	General Secretary, University of Dodoma Students Association, UDOM	How will students, food vendors and other stakeholders be involved in the project?	The project will ensure all stakeholders are involved in all subprojects from the beginning to implementation depending on the activities and relevancy of the Stakeholders at that particular time and type of information.
21	Dr. Philip John	Chairperson UDASA, MUCE	How will the HEET project deal with the language of instruction in Tanzania?	This project will involve curriculum review and involve stakeholders including potential employers.
22	Godluck James Mollel	President of students' organization with special needs, MoCU	Most universities in Tanzania do not have sufficient infrastructure for students with special needs.	The project has component on construction of new buildings and rehabilitation of existing buildings, which will be suitable for the students with disabilities. During this project, consideration will be devoted to acquire a common understanding on special needs to ensure students with special needs also benefit.
23			The project plans to use electricity from Tanzania Electric Supply Company (TANESCO), what about other energy sources such as solar energy and natural gas, which are relatively cheaper and sustainable?	The universities are free to choose any better energy source. Every university will ensure measures are in place to cut costs of utilities such as electricity and water etc. The different Universities will use this project as basis for change.

Day 2

SN	Name	Position	Question	Response
24	Taina C. Kikoti	Manager, Cooperatives Rural and Development Bank (CRDB) PLC	How will Students' Loans Board, COSTECH and TCU, work with the MoEST during implementation of the HEET project?	In general, COSTECH, TCU and Higher Education Student's Loans Board are the pillars of MoEST, which by providing oversight of all activities conducted by the universities on behalf of the ministry. The HEET project will increase enrolment of students in higher education necessitating efficiency and quality of services provided by the Higher Education Students' Loans Board. In the HEET project, will sponsor academic staff at Masters and PhDs research, requiring guidance policies, management and registration of innovations or patents for commercial production from COSTECH. The TCU will facilitate building capacity of academic staff and review of curricula during the implementation of the HEET project.
25	Prof. Agnes Mwakaje	Project Implementation Unit Team, Mwalimu Julius K. Nyerere University of Agriculture and Technology (MJNUAT)	During ESIA, both ESMF mitigation and monitoring plans are required. The ESMF monitoring plan is missing, why? Moreover, will the HEET project expect adverse effect on traffic and constraints on social services such as water, schools and electricity due to influx of people.	Yes, it is true that ESMF monitoring plan is missing in the documents presented because only cross-cutting issues are highlighted, which will be expanded to provide more details at each specific site during the project planning and implementation. ESMF monitoring will be imbedded in the operations throughout the life of the project. Again, the issue on social service mentioned is not specific because we only highlighted cross-cutting aspects pending site-specific risk assessments.
26	Prof. Agnes Mwakaje	Project Implementation	What happens if there is a conflict between the World	In most cases, World Bank safeguards and Tanzanian laws work together, they support each other. For worst case scenario, if it

		Unit Team, MJNUAT	Bank safeguards and Tanzanian laws on environmental and social impact assessment, which one will be taken?	happens the two disagree, the gap analysis will be performed by listing both laws and choose the best, which surpasses the other. However, the case would be different if the conflict is between national and financial regulations. If this happens in financial management, the HEET project will use World Bank guidance. For this case, The International Bank for Reconstruction and Development (IBRD) will be used.
27	Caroline Kinasha	Program Manager, Campaign for Female Education (CAMFED)	How will the project identify marginalized groups?	To identify the marginalized groups, mapping will be done to all universities during designing of buildings and facilities and implementation. New buildings will be constructed and existing buildings with all necessary facilities help marginalized groups. The project implementers agreed to have basic support model for marginalized people. Every university will have a guideline to identify, support and enable marginalized groups by including a functional helping desk and such information displayed on their websites. The HEET project will provide an equal opportunity to all stakeholders and change the minds of leaders on handling marginalized people.
28	Mia Mjengwa	Head of Program, Karibu Tanzania Organization (KTO)	Is HEET a research-based project? How does this project consider corruption issues particularly sextortion? Are there any mitigation measures to reduce sextortion?	The DHE replied that, this is a traditional financing project. The HEET project have very good plans for combating sextortion by involving many stakeholders specifically on gender discussions and sextortion. The HEET project will implement all policies available on sextortion by using the existing gender units to tackle issues related to sextortion. Since the environment and social impact assessment will be prepared, the contractors to prepare EIA or Environmental

				Impact Statement (EIS) report and mitigation measures for sextortion. Special forms will be used to cover issues on sextortion not only during capacity building but also during implementation of the project. The plan is to have inter institutional task forces on sex harassment and involvement.
29	Susan Bipa	An online participant	On negative social impact, I suggest the issue of safeguarding will be addressed more broadly and not only in curbing unwanted pregnancies as per presentation. There is abuse, harassment, exploitation of all forms etc.	The team apologized because time was not enough to expand and provide more details on all issues and highlighted only cross-cutting aspects. There will be capacity building and shared agenda for all gender issues involving not only students but also parents. The issue of African culture will also be considered because sometimes yes becomes no and vice versa.
30	Prof. Agnes Mwakaje	Project Implementation Unit Team, MJNUAT	There few problems on the naming of some of the Ministries.	The experts promised to check and correct all the wrong names of the ministries.

Table 2. Suggestions from the stakeholders meeting for day 1 and 2

SN	Name	Position	Suggestion	Response
1	Dr. Aloyce Andrew	Senior Researcher Officer, COSETCH	Quality insurance offices from universities will be part of independent organs related to	Suggestion noted and will be taken into considerations.

			education such as TCU.	
2	Sufian Ally Amiri	Vice Chairperson, Students with Disabilities Association, DARUSO, UDSM	The improvement of infrastructure for special needs will start from lower education levels, because if the improvements are done at higher education institutions there will be no connection.	Suggestion noted and will be taken into considerations.
3	Hamis D. Wambura	Deputy Team Leader, MJNUAT	He advised on the issue of earthquake to be addressed in Resettlement Policy Framework.	The observation was acknowledged and will be taken care.
4	Charles Lugomela	Representative VC, NM-AIST	The issues of construction will be controlled centrally to ensure similar standards for all universities and institutions.	It is true that it can be done centrally to ensure similar standards. However, this is not the only reason. It also depends on the community surrounding the area. Each institution will treat stakeholders very carefully during planning and implementation stages. There will be mechanisms in place to get all comments and views from the stakeholders in each of the project sites before construction. Knowledge will also be provided to all stakeholders and use the given advises to improve the project.
5	George Matto	Senior Lecturer, Moshi Co-operative University (MoCU)	The HEET project will include e-waste management as well as hazardous materials management under potential environmental impacts during implementation.	The suggestion was noted for improvement of the documents.
6	Joyce B.	Head of Legal Unit,	Environmental issues are	The suggestion was acknowledged for improvement.

	Lewambungu	Occupational Safety and Health Authority (OSHA)	considered during the tender stage. We highly recommend that Occupational Safety and Health (OSH) issues also be considered in the tender stage (for contractors). This is also stipulated in the law CAP. 297. This will reduce complaints from workers who may get affected by the hazards at the work place (doing construction).	
7	Festo Joseph Karoli	President of students' organization, Mzumbe University, Dar es Salaam	Cooperate social responsibilities will be considered during the HEET project.	Cooperate social responsibilities (CSR) are conducted for projects, which aim at producing tangible monetary benefits. However, this project will not produce any tangible monetary benefits therefore no CSR will be needed.
8	Prof. Agnes Mwakaje	Project Implementation Unit Team, MNJUAT	Suggested to capture most significant risks such as accidents during in the framework.	The team agreed to capture most important issues in the framework particularly on accidents.

Table 3. List of participants to the stakeholders' meeting for the Higher Education for Economic Transformation (HEET) project

Day 1 Physical attendants

S/N	NAME	TITLE	ORGANISATION	Contact
1	Dkt. Leonard D. Akwilapo	PS	MoEST	0754 307462
2	James E. Mdoe	DPS	MoEST	0754 269947
3	Dkt. K. M. Hosea	DHE	MoEST	0684 237851
4	Nicodemus Mallya	CA	MoEST	0713 777030
5	Hawa Petro Tundui	Senior Lecturer/focal Person	Mzumbe Univ	0754 482 860
6	Jane Adam Moshi	Accountant	Mzumbe Univ	0758 327969
7	Lutamyo Nambela	Lecturer	UDSM	0767 978188
8	Theophilus E. Mlaki	Consultant	DOT Tanzania	0754 323597
9	Japhes Asedy B.	President of students' organization	SUA	0742 619406
10	Dr. Orestes Kapinga	Deputy Project coordinator	MUCE	0769 762641
11	Joseph Mhilu	Planning Offer	MUST	0753 233421
12	Nasero Muze	Accountant	SUA	0715 220412
13	Joyce B. Lewambungu	Head of Legal Unit	OSHA	0713 339383
14	Edness Rutta	Wadern	MUST	0753 771714
15	Mussa Hussen Idd	President of students' organization DARUSO	MUCE	0689 247595/ 0768 665352
16	Festo Joseph Karoli	President of students' organization	MZUMBE Univ DAR	0655 378838/ 0693 641676
17	Moshi J. Kabengwe	DAHRM	MoEST	0713 443304
18	Prof. Godliving Mtui	Acting VC	MUST	0754 560827
19	Rukia Mzee	Secretary/Administrator Project Implementation	ARU	0754 654338/ 0657 527716
20	Dr. Pamela Semiono	Lecturer	OUT	0713 515741

21	Dr. Gervas Machimu	Senior Lecturer	MoCU	0754 417599
22	Vincent Pande	H/Planning	MoCU	0748 221302
23	Dr. Elbert A. Mbukwa	Lecturer and CQA	DUCE	0687 908344
24	Dr. A. S. Samingi	Senior Lecturer/Director - lib	OUT	0754 605302
25	Tosha H. Tosha	HICTU	MoEST	0787 605675
26	Dr. Baltazar Safari Awe	Planning Manager	DUCE	0787 729630
27	Fatuma Jamir Mokiwa	Head of Procurement Unit	ARU	0655 541878
28	Geofrey Nselime	H/Estate	MUCE	0767 207302
29	Salum R. Chezem	Asst. Project Coordinator	MJNUAT	0713 708913
30	Daniel Lohay Fissoo	Assistant Project Coordinator	NM-AIST - ARUSHA	0754/0784/ 0713 382593
31	Zainab Hussein	Environmental Expert	UDOM	0687 652671
32	Charles Y. Lugomela	Representative VC	NM-AIST - ARUSHA	0784 230 023
33	Amina A. Hamad	Environmental Expert	SUA	0657 059821
34	Dr. Alban D. Mchopa	Procurement Expert	MoCU	0716 247497/ 0757 387333
35	Dkt. George Matto	Senior Lecturer	MoCU	0784 545758
36	Happy Itpos Sanga	Vice President DARUSO	UDSM	0746 323327
37	Samweli Mchele Limbu	Lecturer	UDSM	0784 600922
38	Prof. Agnes Mwakaje	Ag. Representing VC	MJNUAT	0784 391220
39	Dr. Zakia M. Abubakar	VC	SUZA	0774 371617
40	Editha M. Ndunguru	Lecturer	Mzumbe	0783 833890
41	Goodluck James Mollel	President of students' organization	MoCU	0624 002437
42	Charles Marwa	Secretary, MUASA	MUHAS	0713 422199
43	Hamis D. Wambura	Deputy Team	MJNUAT	0786 820619

		Leader		
44	Dr. Ali M. Ussi	DVC - ARC	SUZA	0688 166134
45	Victor G. Mugendi	Procurement Expert	UDOM	0710 609980
46	Anorld R. Kaihula	General Secretary	UDOM	0656 721324
47	Dr. Zacharia Katambara		MUST	0756 662009
48	Dr. Aloyce M. Andrew	SRO	COSTECH	0739 796663
49	Dr. Lukumola Kironyi	Lecturer	MNJUAT	0752 773890
50	Dr. Hoyce A Mshinda	SHO	NM-IAST	0756 422279
51	Dr. Lihoya A. Chamwali	Lecturer	MZUMBE	0686 712258
52	Dr. Evaristo Haulle	Ag. DP-AC	MUCE	0773 959591
53	Alpha Honest Massawe	Ag. ACLA	MLHHSD	0755 046819
54	Kambarage Dominic	ITT Chair	SUA	0784 502101
55	Hadija Kweka	ITT Member	ENTAF	0786 524040
56	Richard Masika	ITT Member	TAN COLLEGE ARUSHA	0784 292420
57	Anna Mhere	CIA	MoEST	0784 424141
58	Dr. Lecton Leskar Moris	Secretary	TAHLISO	0762 240634
59	Godeberth N. Rugazia	Planning Officer	UDSM	0687 251645
60	Prof. Ganka D. Nyamsogoro	DVC (A)	Mzumbe	0784 327832
61	Khamis Kea Juma		TAHLISO	0779 894073
62	Beatrice Mchome	Facilitator	…	0784 464816
63	Ntoteye Baatha M.	Deputy Minister, Students with special needs	DARUSO	0762 839209
64	Dr. Magreth Matonya	Director, Special Needs Education	MoEST	0758 349195
65	Prof. Gabriel R. Kassenga	DVC A/Ag. VC	ARU	0713 599181
66	Dr. Philpo John	Chairperson UDASA	MUCE	0753 555046
67	Dr. Gibson Munisi	DPD	ARU	0752 309909
68	Hirtrudice J. Jisenge	Director, Procurement and Supply	MoEST	0753 420814
69	Sufian Ally Amiri	Vice Chairperson	UDSA-DARUSO	0754 340240
70	Nicholaus Fabian Mwageni	Lecturer/Environmental Expert	ARU	0712 790905

71	Pandu K. Pandu	HEAD - Department of Planning	SUZA	0777 454699
72	Juma Pembe Juma	Procurement Officer	SUZA	0772 265639
73	Mohamed H. Mohammed	Director of Finance	SUZA	0773 700700
74	Festo S. Siame	EJM4	MoEST	0752 455618
75	Mary J. Nyonyi	Senior Teacher	MoEST	0686 835520
76	Thabitha G. Etutu	Environmental and Social Specialist	MoEST	0716 626631
77	Ukundi John Nkya	Principal Accountant	OUT	0784 763131
78	Oliva B. Kato	Public Relation Officer	MoEST	0785 854421
79	Dr. Nuru N. Kitara	Project Environmental and Social safeguards office	NIT	0716 209210
80	Fatma Ali Kombo	Acting Director, HR	SUZA	0773 003 991
81	Buxiane Madyeoye	Principal Accountant	MUCE	0737 700132
82	Fundikira Ekerege	PEO		0762 930669
83	Benjamin F. Bussi	DPD	OUT	0754 289246
84	Julius Mngumi	Environmental Impact Expert	DUCE	0713 519210
85	Cornel Msembwa	DPI	MUST	0759 100800
86	Cathbert Nissilu	Environment Official	MUCE	0753 200275
87	Kelvin E. Mkude	Representative for Students with Special Needs	UDOM	0687 950511
88	Paul E. Riziki	Supplies Officer	UDSM	0655 385999
89	Fadhaili Chitanda	HPMU	MoEST	0739 811858
90	Consalva Msigwa	Lecturer	DIT	0787 663256
91	Evelyn Makala	DLSU	MoEST	0754 470803

92	Emmanuel E. Hanai	IRA	UDSM	0713 854577/ 0787 692979
93	Jerline J. Mwaipyaina	Accountant/Directorate Finance - UDSM		0657 960950/0783 519825
94	Hilary Looken	President of students' organization	MUST	0763 939404
95	Dr. Fredrick Salukele	Estates Manager	ARU	0715 400480
96	Winfred Mbungu	Lecturer	SUA	0712 818080
97	Dr. Buberwa Tibesigwa	Lecturer	MUST	0658 359685
98	Dionice Lukweme	ICT	MoEST	0689 299329
99	Prof. R. J. Chibunda	VC	SUA	0713 296571
100	Ngussa L. Kinamhala	Planning and Development	CBE	0746 832273
101	Gerald Kafuku	Innovation and Technology Manager	COSTECH	0766 604977
102	Sakanda Gaima		MoEST	0787 184034

Day 1 Online attendants

SN	Name (Original Name)	Organization
1	WB485896	
2	Dionice	
3	Roselyn Wilbard Kaihula	
4	Gemma	
5	Deusdedit Kibbassa	World Bank
6	RMB	
7	wb156749	
9	Innocent Mulindwa	World Bank
10	PETER NIBOYE	
11	Dr Innocent Tesha	
12	iPhone de Tom lee Masija	
13	NKANDA JONATHAN	
14	Yona m henge	
15	Said Sima	
16	Henry Kulaya	
17	Ochola Wayoga	

18	Sylvester Rugeihyamu	
19	Alistidia	
20	Faraja Nyalandu	
21	Thomas Masija	
22	Ole M	
23	Susan Bipa (Allan Buluku)	
24	Valentin Ngorisa	
25	Nelson Mbawala	
26	TECNO POP 2 Power	
27	Dr. Naima Besta	World Bank

Day 2 Physical attendants

S/N	NAME	TITLE	ORGANISATION	Contact
1	James E. Mdoe	DPS	MoEST	0754 269947
2	Dkt. K. Hosea	DHE	MOEST	0684 237851
3	Nicodemus A. Mallya	CA	MOEST	0767 777030
4	Theophilus E. Mlaki	Consultant	DOT TZ	0754 323597
5	Beatrice S. Mchome	Consultant		0784 464816
6	Margareth S. Mussai	Assistant DHE	MOEST	0713 300555
7	Hamisi D. Wambura	Deputy Team Leader	MJNUAT	0786 820619
8	Prof. A. Mwakaje	PIU TEAM	MJNUAT	0784 391220
9	Salum R. Chezeni	PIU TEAM	MJNUAT	0713 708913
10	Hirtudice J. Jisenge	DPMU	MOEST	0753 420814
11	Dominic Kambary	ITT Chair	SUA	0874 502101
12	Richard Masika	ITT Secretary	TAN COLEGE ARUSHA	0784 292420
13	Dr. David Koloseni	Treasurer	MAT	0718 919148
14	Nasero Muze	Accountant	SUA	0715 220412
15	Dominic J. Mtibu	Senior Accountant	UDOM	0712 508772
16	Tosha H. Tosha	HICTU	MOEST	0787 605675
17	Amina A. Hamad	Environmental Expert	SUA	0657 059821
18	Lutamyo Nambela	Lecturer	UDSM	0767 978188

19	Samwel Mchele Limbu	Lecturer	UDSM	0784 600922
20	Omari Shegilla	Accreditation Officer	TCU	0755 531223
21	Dr. Pamela Semiono	Lecturer	OUT	0713 515741
22	Dr. Magreth Matonya	Director, Special Needs Education	MOEST	0758 349195
23	Ukundi J. Nkya	Principal Accountant	OUT	0784 763131
24	Taina C. Kikoti	Manager	CRDB	0762 210588
25	Mia Mjenjwa	Head of Program	KTO	0784 979154
26	Winfred Mbungu	Coordinator	SUA	0712 818080
27	Moshi J. Kabengwe	DAHRM	MOEST	0713 443304
28	Emmanuel E. Hanai	Lecturer	UDSM	0713 854577
29	Oliva Kato	Public Relation Officer	MOEST	0785 854421
30	Mary J. Nyonyi	Senior Teacher	MOEST	0686 835520
31	Alpha Honest Massawe	Ag. ACLA	MLHHSD	0755 046819
32	Fundikira Ekerege	PEO		0762 930669
33	Evelyn Makala	DLSU	MOEST	0754 470803
34	Festo Siame	EJM4	MOEST	0752 455618
35	Sakanda Gaima	EJM3	MOEST	0787 184034
36	Caroline Kinasha	Program Manager	CAMFED	0767 012 545
37	Tabitha Etutu	Environmental and Social Specialist	MoEST	0716 626 631

Day 2 Online attendants

SN	Name (Original Name)	User Email
1	Roselyne Mariki	roselyne.mariki@gmail.com
2	Saddam	
3	Alistidia	
4	Gemma	
5	Immaculate	
6	User1	
7	Susan Bipa - BRAC (Allan Buluku)	
8	Manoah William - BRAC (Manoah William)	

9	Innocent Mulindwa	imulindwa@worldbank.org
10	Roselyn Wilbard Kaihula	
11	Ef Tee	
12	Joel Ntile	
13	Ahobokile	
14	RMB	
15	Manoah William - BRAC	
16	Dorice	
17	Eunice Mpangala	
18	Nicodemus Axwesoo Siayi Soko	siayians2008@googlemail.com
19	Matteo Mwita	mytteo@gmail.com
20	George Cosmas Kirenga	gkirenga@worldbank.org
21	Magdalena	

Table 4. Meeting program

	Time	Session	Presenter(s)
1.	09.00 – 10.05	Registration	All
2.	10.00 – 10.05	Welcome Note	DHE MoEST
3.	10.05 - 10.20	Introduction	All
4.	10.20 - 10.25	Welcoming Note	DPS MoEST
5.	10.25 - 10.35	Opening Remarks (HEET on Higher Education Priorities	PS MoEST
6.	10.35 - 11.05	HEET - Overview	MoEST
7.	**11.05 - 11.35**	**HEALTH BREAK**	**ALL**
8.	11.35 - 11.50	Overview of World Bank Safeguard Instruments	Moderator
9.	11.50 –12.05	Presentation Environmental and Social Management Framework ESMF	Moderator
10.	12.05 - 12.20	Moderated Discussion	ALL
11.	12.20 - 12.50	Presentation Resettlement Policy Framework (RPF)	Moderator
12.	12.50 - 13.05	Moderated Discussion	ALL
13.	13.05 – 13.35	Presentation Stakeholders Engagement Plan (SEP)	Moderator
14.	13.35 – 14.05	Moderated Discussion	ALL
15.	**14.05 – 14.35**	**HEALTH BREAK**	**ALL**
16.	14.35 – 15.05	Moderated Discussion	ALL
		Closing	