

ANNEX 13

ENVIRONMENTAL AND SOCIAL MANAGEMENT PLAN SUMMARY

Project Title:	Alternative Learning and Skills Development Project -II
Project Number:	P-TZ-IAE-005
Start Date:	August 2011
Completion Date:	August 2016
Country:	Tanzania – Zanzibar
Department:	Human Development - OSHD
Division:	Poverty Reduction and Social Protection – OSHD 1

a) Brief description of the project and key environmental and social components

The goal of the Alternative Learning and Skills Development Project (Phase Two) is to improve social wellbeing and reduce poverty. The objective of the project is to increase employment of the youth and women through improved access of technical and business skills required by the labour market. This phase of the project builds on an earlier phase completed in 2009 which surpassed its targets and was considered highly successful. The project would equip young people including women with skills for the needs of the labour market and for self employment particularly the establishment of self-owned enterprises in support of emerging growth sectors such as tourism. It would also strengthen the capacity of key institutions involved in alternative learning, skills development and overall youth development issues.

The project's main activities will include (i) the construction of three Skills Development Centres, (ii) Construction of four Alternative Learning Centres, (iii) Skills training for out-of school and unemployed youth (iv) Alternative education for out of school youth, (v) Staff training and institutional support for selected institutions dealing with youth employment issues.

b) Major environmental and social impacts

Environmental Issues: Land use planning: is needed at 2 sites, Bucheche - Makunduchi Kibuteni - (Unguja) and Makombeni (Pemba) as the sites are isolated, and will unavoidably attract all kinds of services, even houses, once the center is operational. **Land clearing:** construction will induce some land clearing on the sites and most likely trigger erosion that will threaten the integrity of the facilities and the surrounding areas. **Risks of groundwater contamination:** the soils are mainly composed of coral rags at the Unguja sites and mostly deep sandy soils in Pemba denoting high percolation rates; hence risks of polluting the groundwater resources. **Risks of saltwater intrusion and Water resources management at Pemba:** The three sites in Pemba Island are about 2km away from the sea and given the nature of the soil, salinity of underground water is likely. **Environmental skills and awareness development targeting the trainees of the centers:** there are potential environmental hazards associated with the specialties taught in the centers, especially at the Skill Development centers, such as oil, lead and asbestos (mixed with oil pollution) from mechanical workshops, pesticides pollution and contamination from agriculture and carpentry, CFC pollution and ozone contamination with refrigeration, etc. **Offsite potential adverse impact on Pemba Island:** The extraction of construction materials such as rocks for the proposed sites in Pemba is carried at Mwambe locality in southern Pemba. This is the main burrow pits for aggregates and stones in the area for most construction works on the island are located, but apparently no

rehabilitation is undertaken. This project will not add to the existing problem, and the PIU will look for another site for construction materials.

Social Issues: Relocation/compensation: All sites on the Unguja and Pemba Islands belong to the Government and have been reserved for construction of educational facilities. Therefore there will be no relocation/compensation for land. In two sites, it happened that about 20 farmers have used the land temporarily for annual crops to generate extra-income knowing that it will be claimed by the Government. This will not be relocation per say, they will just be asked to give back the land prior to construction. This will however create a temporal lost of income which needs to be addressed. Other social issues that might be problems during operation of the centers are: 1) risk of young children being adversely influenced into drug abuse by schoolmates that are drug addicts; 2) risks of inexperienced girls being influenced by peers into early marriage or elicit sexual activity; and 3) the risk of exposure to HIV/AIDS.

c) **Enhancement and mitigation program**

The main potential environmental hazards in this project are limited to risks of oil spills and car battery fluids and lead releases in the mechanical workshops, pesticides contamination and overuse of fertilizers in departments teaching agriculture, and accidents in the carpentry workshops. Management of all of these risks are proposed to be mainstreamed in the teaching curricula.

Land-use Planning is required for two sites Bucheche - Makunduchi Kibuteni - (Unguja) and Makumbeni (Pemba) to avoid anarchic implementation of shops and shacks around the schools. The actions to be implemented are: identification, planning and monitoring of the areas that can be occupied by the various satellite activities that will develop around the training centers. Implement an environmental awareness program. Access to the training centers should avoid dangerous road sections such as curves and steep slopes to avoid traffic accidents. For example the current access to Makumbeni site is on a sharp curve and needs to be relocated to a safer spot. **Land planning** will be also practiced within the sites to preserve as much as possible the existing tree stands. Buildings will be sited according to the tree stands, the topography and the landscape. Regular monitoring of land use of the area and the implementation of environmental awareness creation activities are recommended.

Mitigation for Land Clearing on the construction sites can be combined with water harvesting from all the roofs of the buildings with the installation of gutters and water storage facilities: this would reduce runoff and create water reserves for gardening and tree planting. Activities to be financed include: 1) Tree planting; 2) Gardening; 3) Ornamental gardening; 4) Water harvesting, gutters and Water tanks. The benefits of these measures include: 1) prevention of erosion, hence minimizing damage to the building, 2) provision of shade and agreeable micro-climate, 3) supply of fruits and vegetables to the centers, hence extra income, 4) creation of optimal living and working environmental conditions. Tree planting and vegetable gardening can also generate extra income for the centers, especially in Pemba where particularly valuable tress such as clove trees can be planted. Special attention should be paid to sites with steep slopes that are vulnerable to serious erosion: Makumbeni and Daya.

Mitigation for risks of groundwater contamination: Liquid waste management is done through construction of septic tanks strictly designed and constructed according to acceptable norms. It is proposed to construct a 3 compartmented septic tank completed by a soak away pit for each building bloc, calibrated on the number of users, be constructed. The septic tanks should be tightly leak-

proof, and designed in such a way that retention time allows 95% treatment before reaching soak away. The design and construction of the septic tanks should be controlled to make sure those norms and specs are strictly respected. Cost of constructing the septic tanks is included in the engineering component of the project budget. Note that on the Ungi – Konde site (Pemba), since the water table is high, between 50 to 100 cm, it is proposed that the septic tank be constructed halfway above ground. Also arrangements are made in the project design to contain possible oil spills, battery wastes (acids and lead) especially at the centers that offer training courses on auto-mobile repairs. As normal practice for septic tank management, they will de-sludged on a regular basis, and the waste disposed in dedicated sites that the Directorate of Environment will determine.

In the workshops, the hazardous waste is mainly used mineral oils mixed with lead (from car batteries) and asbestos (from using car breaks); these liquid wastes will be sent to the septic tanks (that are tightly constructed) and when stabilized, sent designated disposal sites to be determined by the Environmental Department (that was member of the appraisal team). For the risk of pesticides pollution, the bonification measures states that environmental training will be added to the trainees curriculum to teach them the environmental risks related to their activities and how to mitigate them (for example: how determine the right doses for using pesticide, and how to prevent and reduce pollution). For those in the refrigeration field, new non CFC refrigeration fluids will be introduced to them and the harms related to CFC use, so that will exercise their work in a responsible way.

Mitigation of risks of saltwater intrusion and Water resources management at Pemba: A geological investigation and coordination of the fresh water exploitation by all users is recommended. It is also recommended that the departments in charge of water resources, agriculture and environment should collaborate to manage the water resources to avoid the potential detrimental consequences of over pumping. In addition, the design of the structures should include features for water harvesting. It is recommended that the departments in charge of water resources, agriculture, and environment collaborate to manage the water resources to avoid the potential detrimental consequences or over pumping.

Offsite potential adverse impact on Pemba Island: The extraction of construction materials such as rocks for the proposed sites in Pemba is carried at Mwambe locality in southern Pemba. This is where the main burrow pits for aggregates and stones in the area for most construction works on the island are located, but apparently no rehabilitation is undertaken. This situation has created an irreversible environmental damage in the area and the communities are already complaining. This project will not add to the existing problem. It is therefore strongly recommended that the project identifies an alternative burrow pit that will be rehabilitated upon completion of construction work.

By way of bonification and enhancement of the training curricula received by the trainees, the curriculum of each course will mainstream and include environmental dimensions so trainees can learn about the potential environmental impact and risks of their activities and how to mitigate them. Courses of immediate relevant to this are agriculture, fishing, carpentry, mechanical, refrigeration (i.e. no use of CFC), etc.

Relocation/compensation: All sites on the Unguja and Pemba Islands belong to the Government and have been reserved for construction of education facilities. About 20 farmers are using portions of the land earmarked for educational facilities as *complementary production sites* knowing it belongs to government and that they will quite when government needs the land. If needed, the local authorities, “the cheickha or Shehas”, have made the commitment to provide them with alternative pieces of land. *Therefore there will be no compensation for land.* However, the project will

compensate for the temporal lost of income and this has been budgeted for. At Daya, the site contains some economic trees (clove trees) belonging to the government and currently under the management of the Ministry of Agriculture, Livestock and Environment (MoALE). It is recommended to maintain these trees on site and increase the vegetation cover. Design and spacing of physical structures will be done in a way that prevents the destruction of these trees but the MEOVT needs to consult with the Ministry of Agriculture, Livestock and Environment (MoALE), Livestock and Environment on this issue. Planting of producing trees such as cloves will increase the centers' income.

Other social issues that might be problems during operation of the centers are: 1) risk of young children being adversely influenced into drug abuse by schoolmates that are drug addicts; 2) risks of inexperienced girls being influenced by peers into early marriage or elicit sexual activity; and 3) risks of exposure to HIV/AIDS. Awareness on drug abuse will be added in the trainees' curricula and the centers' authorities work with the families to raise awareness. The project will engage civil society organizations for community sensitizations and awareness raising of the above mentioned social issues.

Environmental Hazard Management: The potential hazards in this project are limited to risks of oil spills and car battery fluids and lead releases in the mechanical workshops, pesticides contamination and overuse of fertilizers in departments teaching agriculture, and accidents in the carpentry workshops. Management of all of these risks is proposed to be mainstreamed in the teaching curricula.

Environmental and Social Monitoring Program: Implementation of the ESMP will be undertaken by the PCU with close assistance from the department of Environment that will be also responsible for monitoring the implementation of the mitigation measures, their efficiency and the evolution of the environment during construction and operation of the centers. The interventions of the Department of Environment are budgeted in the project. The Department of Environment is also responsible for Environmental Auditing.

d) Monitoring program and complementary initiatives

Implementation of the ESMP will be undertaken by the PCU with close assistance from the Department of Environment that will be also responsible for monitoring the implementation of the mitigation measures, their efficiency and the evolution of the environment during construction and operation of the centers. The interventions of the Department of Environment are budgeted in the project. The Department of Environment is also responsible for Environmental Auditing.

e) Institutional arrangements and capacity building requirements

Environmental Management Arrangements and involvement of the Department of Environment: The EIA procedures in Zanzibar include: 1) Completion of EIA application forms; 2) Submission of an Initial Environmental report by the proponent to facilitate the screening process; 3) Screening and scoping to determine the level of effort for EIA; 4) impact assessment leading to an EIA report; 5) EIA report Review and Environmental Decision-making; if accepted a EIA Certificate/Licensing is delivered; if there is disagreement then the proponent has a chance to appeal; 6) Monitoring and auditing, and; 7) Decommissioning. The applicant for an EIA Certificate is responsible for the cost of preparing the Environmental Impact Statement. Therefore the Ministry of Education and Vocational Training (Zanzibar) shall submit to the Department of Environment an initial environmental examination report, request "a no EIA required" determination (a full EIA

report is not required for this project) and request the issuance of an EIA certificate (the Ministry will bear any cost associated with certification). The certificate issued by the Department of Environment shall be submitted to the Bank for information. Implementation of the environmental mitigation measures is an integral part of project implementation and will be coordinated and managed by the Project Coordination Unit. The Departments of Environment will assist the Project Coordination Unit (PCU) and the Ministry of Education and Vocational Training in the implementation of the Environmental and Social Management Plan (ESMP) and monitor its outcome. The PCU will prepare an annual Environmental Action Plan (EAP) as a basis to implement the ESMP. The draft EAP will be forwarded to the Department of Environment for review and guidance. The PCU will submit an implementation report bi-annually to the Department of Environment and to the Bank supervision team. The role of DoE will be to supervise implementation and monitoring of mitigation measures, monitoring the environment and auditing.

f) Public consultations and disclosure requirements

The environmental and social review of the project included consultations with community members at all the sites proposed for the construction of physical infrastructure. The purpose was to discuss the project, assess possible impacts and seek beneficiary views on mitigation measures. The team consulted with community leaders, youth, women and civil society. The project’s LogFrame was developed through a participatory process involving stakeholders such as relevant ministerial departments, the labour commission, beneficiary groups and civil society.

Stakeholders will be actively involved during implementation of the ESMP. For example, management of the centres’ will closely work with the communities as stated in the social management plan. Community leaders and management of the facilities will also work with civil society on: awareness building for the trainees to develop a drug free environment, for girls to be aware of risks of early pregnancy and high risks of HIV/AIDS. Environmental awareness will be included in the curricula. Consultation will also be done for some aspects such as risks for salt intrusion in the groundwater resources for some sites, especially at Pemba. Secondly, the project’s M& E includes an Annual Stakeholder Review Forum which provides an opportunity for stakeholders to share concerns and observations on implementation issues including environmental impacts. Thirdly, a Civil Society Organization with expertise in environmental management will be engaged for independent participatory monitoring of project implementation. The reports will be available to the Stakeholder Forum and the Bank. This organization will have the expertise to enable it provide an independent opinion on ESMP implementation.

g) Estimated costs of Mitigation Measures:

MITIGATION MEASURES TO BE FINANCED	Cost in US\$
Erosion control and, Landscaping:	126,000
Construction of septic tanks for each building of the 7 centers that need it.	
Annual crops compensation for 2 centers’ locations at Pemba. This cost will be paid as Government contribution:	150,000
Planning and monitoring for 1 site in Unguja (Kibuteni) and 1 site for Pemba (Makombeni) to avoid anarchy and control settlement around the training center:	36,000
Solid waste management:	47,340
Environmental Monitoring & Auditing by Department of Environment:	29,960
TOTAL	353,300

h) ESMP Implementation schedule and reporting

Implementation of the ESMP will be carried out in parallel with the schedule of the project implementation. The PCU, through its annual work plan will develop environmental and social action plans to be implemented as required. Also, reporting will be done through the project's normal implementation reporting: ESMP implementation will have a dedicated chapter reporting on implementation progress, issues emerging and achievements of its targets.

i) Recourse Mechanism

The Bank Group has established an Independent Review Mechanism (IRM) to enable affected people complain to the Bank if they believe that as a result of non-compliance with Bank policies and procedures, their rights or interest have been or are likely to be adversely affected in a direct and material way. Information about the IRM and the procedure for submission of complaints are available at www.afdb.org/irm