



UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

**MOSHI CO-OPERATIVE UNIVERSITY (MoCU)
CHUO KIKUU CHA USHIRIKA MOSHI**



HIGHER EDUCATION FOR ECONOMIC TRANSFORMATION (HEET) PROJECT (P166415)

STAKEHOLDER ENGAGEMENT PLAN

November, 2022

ACRONYMS

EMP	(E)	Environmental Management Plan
ESCP	(E)	Environmental and Social Commitment Plan
ESF	(E)	Environmental and Social Framework
ESIA	(E)	Environmental and Social Impact Assessment
ESMP	(E)	Environmental and Social Management Plan
ESS	(E)	Environmental and Social Standard
GRM	(E)	Grievance Redress Mechanism
HEBT	(E)	Higher Education for Economic Transformation
ICT	(E)	Information Communication Technology
KICoB Education	(E)	Kizumbi Institute of Co-operative and Business Education
M&E	(E)	Monitoring and Evaluation
MoCU	(E)	Moshi Co-operative University
MoEST	(E)	Ministry of Education, Science and Technology
MoU	(E)	Memorandum of Understandings
MUCCoBS	(E)	Moshi University College of Co-operative and Business Studies
ODL	(E)	Online Distance Learning
SEP	(E)	Stakeholder Engagement Plan
TANePS	(E)	Tanzanian National e-Procurement System
TCU	(E)	Tanzania Commission of Universities
UPIU	(E)	University Project Implementing Unit
URT	(E)	United Republic of Tanzania



TABLE OF CONTENTS

ACRONYMS	I
TABLE OF CONTENTS	II
LIST OF APPENDICES	V
1.0 INTRODUCTION	1
1.1 PROJECT BACKGROUND	1
1.2 PROJECT SUMMARY	2
1.3 RATIONALE OF STAKEHOLDER ENGAGEMENT	3
1.4 WORLD BANK REQUIREMENTS FOR STAKEHOLDER ENGAGEMENT	4
1.5 THAIQUININ LEGISLATIVE REQUIREMENTS	6
1.6 PRINCIPLES OF EFFECTIVE STAKEHOLDER ENGAGEMENT	7
2.0 STAKEHOLDERS IDENTIFICATION AND ANALYSIS	7
2.1 PROJECT-AFFECTED PARTIES	8
2.2 OTHER INTERESTED PARTIES	8
2.3 DISADVANTAGED GROUPS	9
2.4 STAKEHOLDER INTEREST AND INFLUENCE	9
3.0 SUMMARY OF PREVIOUS STAKEHOLDER ENGAGEMENT ACTIVITIES	11
4.0 STAKEHOLDER ENGAGEMENT PLAN	12
4.1 OBJECTIVES OF SEP	12
4.2 STAKEHOLDER ENGAGEMENT ACTIVITIES	13
4.2.1 Engagement during Project Preparation	14
4.2.2 Engagement during Project Implementation	15
4.3 STRATEGY FOR INFORMATION DISCLOSURE	16
4.3.1 Methods and timetable for information disclosure	17
4.4 STRATEGY FOR CONSULTATION	19
4.5 ROLES AND RESPONSIBILITIES FOR IMPLEMENTING STAKEHOLDER ENGAGEMENT ACTIVITIES	22
5.0 GRIEVANCE REDRESS MECHANISM	23



6.0 MONITORING AND REPORTING	24
6.1 MONITORING	24
6.2 REPORTING	25
APPENDICES	26



LIST OF TABLES

Table 1: Analysis And Prioritization Of Stakeholder Groups Based On Level Of Interest In And Influence Over The Project	10
Table 2: Information Disclosure Plan.....	17
Table 3: Stakeholders Consultation Techniques	20
Table 4: Personnel For Implementing Stakeholder Engagement Activities	22

LIST OF APPENDICES

Appendix A: Stakeholder Meetings Attendance Lists	21
Appendix B: Stakeholder Questions during Preparation and Designing	30
I: MASWALI YA KUONGOZA MAJADILIANO KWA WANAKITIII	30
II: MASWALI YA KUONGOZA MAJADILIANO KWA WANAFUNZI, WATUMISHI NA VIONGOZI	30



1.0 INTRODUCTION

1.1 Project Background

The Government of the United Republic of Tanzania has received funds from the World Bank under the Higher Education for Economic Transformation (HEET) Project that will be implemented for five years (2021-2026). The Project is implemented under the Ministry of Education, Science and Technology (MoEST) whereby several Higher Learning Institutions (HLIs) are beneficiaries. Moshiri Co-operative University (MaCU) is among the HLIs that will benefit from this project. The overall project development objective is to strengthen the learning environments and labour market orientation of programmes in priority disciplines of the HLIs. To achieve the objective, priority areas will include construction and/ rehabilitation of infrastructure; upgrading learning resources and equipment; updating curriculum and introducing innovative pedagogical methodologies; promoting applied research and innovation capacity as well as building functional linkages with private sector/industry. Other areas include development of online learning platforms and digital technology applications; establishment of state-of-the-art ICT infrastructure; promoting self-generated income; and building capacity of academic staff and university leadership. Further, the project contributes to the goal of the Tanzania's National Five-Year Development Plan III (2021/22-2025/26) and realisation of National Development Vision (2025) through provision of quality education, training, research, innovation, outreach and community services.

Through implementation of the HEET project, among others, the University intends to address challenges or deficiencies related to programme skills mismatch; inadequate and limited teaching and learning facilities to meet the an-increasing demand for programmes and services offered in the co-operative sector. In addition, the project aims to strengthen the teaching and learning environment, align priority programs with the market, and improve the management of the education system.

1.2 Project Summary

The HEET project will be implemented in five years (2021–2026) and focused on the following areas:

Area 1: Construction or rehabilitation of infrastructure (USD 5,771,917.68)

A significant amount of financing under this project will support the University in construction and rehabilitation of infrastructure at both Heshi Campus and Kizumbi Institute of Co-operative and Business Education (KICoB) in Shinyanga Region; and upgrading learning resources and equipment.

Area 2: Updating curriculum and introducing innovative pedagogical methodologies (USD 242,403.59)

This area will facilitate development of new curricula and review of existing ones to align them with national, regional, and international standards to meet market demands and needs. Also, innovative pedagogical methods will be developed and operationalized; and handling of students and staff with special needs will be improved.

Area 3: Promoting applied research and innovation capacity (USD 49,000.00)

Under this area, capacity building to staff on publication and consultancy will be carried out; partnership with fellow centres of excellence in co-operative studies will be established and operationalized; and innovation hubs for applied research undertakings will be established. In addition, guidelines for rewarding schemes for research excellence will be developed and operationalized.

Area 4: Building functional linkages with private sector/industry (USD 347,902.01)

This area will support the University to strengthen industrial training, apprenticeship/internship programmes by ratification and implementation of Memorandum of Understandings (MoUs) with the private sector. On the other

hand, engagement with alumni will be strengthened to inform curricula development and review; and field visits for assessment of interns and students in practical will be facilitated.

Area 5: Strengthening use of digital technology (USD 661,000.00)

Despite other challenges in relation to digital technology, COVID-19 was the wake-up call to digitalise most of the institution's activities/services. This area in particular will focus on developing online learning platforms and digital technology applications (including selecting and customising suitable Moodle based learning platforms), establishing state-of-the-art ICT infrastructure and equipment, and building capacity in the development of Online Distance Learning (ODL) and pedagogy.

Area 6: Promoting self-generated income (USD 40,000.00)

Currently, the University has limited revenue base, thus, this area is stressed to enhance ability to generate income through training staff on research writing skills for project bidding and building their capacity on consultancy and negotiation skills.

Area 7: Building capacity of academic staff and university leadership (USD 887,776.72)

Nearly half of the fund under this area will be spent on supporting staff in training at PhD and master's level. However, the management capacity of the University leaders will be strengthened by facilitating them to attend short courses and in-house training. In addition, cross-cutting issues will be given special attention; and monitoring, evaluation, and coordination of project activities at Moshi and Shinyanga will be supported.

1.3 Rationale of Stakeholder Engagement

Participation of stakeholders is integral to the success of a project. Community and other stakeholder values and knowledge are important in realisation of this project. The University is committed to effectively engage stakeholders and

communities in the project so as to create friendly relationships in working towards achieving project objectives. In this project, the University is primarily focused on engaging neighbouring communities, government institutions, MoUJ students and staff and working with them throughout project life.

Stakeholders' engagement enables them to make better decisions and work towards mutually beneficial outcomes. Eventually, better engagement builds stronger relationships and gives greater opportunities to achieve shared objectives. The earlier stakeholders are engaged with each other, the more likely the project benefits will be realised. Through engagement, stakeholders get opportunities to contribute to the project; their issues are heard to inform the decision-making process. Stakeholders' engagement gives various groups better understanding of project priorities, leads to increased ownership of outcomes and greater capacity to engage in implementation. It helps the University to identify emerging issues and risks; is central in meeting statutory obligations and thus better meeting customer needs.

1.4 World Bank Requirements for Stakeholder Engagement

This Stakeholder Engagement Plan is in-line with the World Bank requirements - Environmental and Social Standard (ESS) 10, "Stakeholder Engagement and Information Disclosure", which recognizes "the importance of open and transparent engagement between the Borrower and project stakeholders as an essential element of good international practice". ESS10 emphasises that effective stakeholder engagement can significantly improve the environmental and social sustainability of projects, enhance project acceptance, and make a significant contribution to successful project design and implementation.

The ESS10 has been included in the World Bank's Environmental and Social Framework (ESF) which came into effect on October 1, 2018. As defined by the 2018 ESF and ESS10, stakeholder engagement is an inclusive process conducted throughout the project life cycle. When properly designed and implemented, it supports the development of strong, constructive, and

responsive relationships that are important for successful management of a project's environmental and social risks. In summary, ESS10 requires Borrowers to:

- (a) Engage with stakeholders throughout the project life cycle, commencing such engagement as early as possible in the project development process and in a timeframe that enables meaningful consultations with stakeholders on project design. The nature, scope and frequency of stakeholder engagement should be proportionate to the nature and scale of the project and its potential risks and impacts.
- (ii) Engage in meaningful consultations with all stakeholders and provide them with timely, relevant, understandable, and accessible information. Consultation should be in a culturally appropriate manner, which is free of manipulation, interference, coercion, discrimination, and intimidation.
- (iii) Maintain and disclose a documented record of stakeholder engagement as part of the environmental and social assessment, including a description of the stakeholders consulted, a summary of the feedback received and a brief explanation of how the feedback was considered, or the reasons why it was not.
- (iv) Develop and implement a grievance redress mechanism that allows project-affected parties and others to raise concerns and provide feedback related to the environmental and social performance of the project and to have those concerns addressed in a timely manner.

Further, as set out in ESS, the process of stakeholder engagement will involve the following:

- (i) stakeholder identification and analysis;
- (ii) planning how the engagement with stakeholders will take place;
- (iii) disclosure of information;
- (iv) consultation with stakeholders;
- (v) addressing and responding to grievances; and;
- (vi) reporting to stakeholders.

1.5 Tanzanian Legislative Requirements

The stakeholder's engagement process in Tanzania is mainly guided by the following legislation:

- (i) The Constitution of United Republic of Tanzania (1977);
- (ii) The Environmental Management (Environmental Impact Assessment and Audit) (Amendment) Regulations, 2018, and;
- (iii) The Environmental Management Act (2004).

For example, the Constitution of the URT of 1977, Article 27 states that:

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

Based on the national legislation, one of the stages in the project life cycle which requires stakeholder's engagement is Environmental and Social Impact Assessment (ESIA). The project developers are required to conduct ESIA and make its report accessible to the public and seek comments on it. They must also ensure that the comments made by the public, and in particular communities likely to be affected by the implementation of a project, are incorporated into the final ESIA report and Environmental Management Plan (EMP). Despite stakeholders being involved during the ESIA process, they should also be engaged during implementation of EMP. Stakeholders who are dissatisfied with the decision of the authorities on any engagement activity can submit a grievance notice to the relevant agency.

1.6 Principles of Effective Stakeholder Engagement

The project's Stakeholder Engagement Plan (SEP) shall be informed by a set of principles defining its core values underpinning interactions with identified stakeholders. Common principles based on "International Best Practice" include the following:

1. Commitment is demonstrated when the need to understand, engage and identify the community is recognized and acted upon early in the process;
2. Integrity occurs when engagement is conducted in a manner that fosters mutual respect and trust;
3. Respect is created when the rights, cultural beliefs, values and interests of stakeholders and affected communities are recognized;
4. Transparency is demonstrated when community concerns are responded in a timely, open and effective manner;
5. Inclusiveness is achieved when broad participation is encouraged and supported by appropriate participation opportunities;
6. Trust is achieved through open and meaningful dialogue that respects and upholds the community's beliefs, values, and opinions.

2.0 STAKEHOLDERS IDENTIFICATION AND ANALYSIS

Project stakeholders are defined as individuals, formal or informal groups and organizations, and/or governmental institutions whose interests or rights will be affected, directly or indirectly by Project, both positively and negatively, who may have an interest, and who have the potential to influence project outcomes in any way.

In accordance with the ESS10, "stakeholder" refers to individuals or groups who:

- (a) Are affected or likely to be affected by the project (project-affected parties); and
- (b) May have an interest in the project (other interested parties).

Stakeholders' identification and analysis have been and will continue to be on a continuing basis.

2.1 Project-affected Parties

The term "project-affected parties" includes those likely to be affected by the project because of actual impacts or potential risks to their physical environment, health, security, cultural practices, well-being, or livelihoods. These stakeholders may include individuals or groups, including local communities.

In reference to the above description, the identified stakeholders under this group include: The Ministry of Education, Science and Technology (MoEST); MoCU Management; MoCU staff; MoCU students; neighboring communities; private sector and World Bank.

2.2 Other Interested Parties

The term "other interested parties" refers to individuals, groups, or organisations with an interest in the project, which may be because of the project location, its characteristics, its impacts, or matters related to public interest. For example, these parties may include regulators, government officials, the private sector, the scientific community, academics, unions, women's organisations, other civil society organisations, and cultural groups. These individuals/groups/entities may not experience direct impacts from the project, but they consider or perceive their interests as being affected by the project and/or could affect the project and the process of its implementation in some way.

The following institutions, individuals and groups fall within this category: Tanzania Commission of Universities (TCU); Municipal Councils (Moshi Municipal Council and Shinyanga Municipal Council); Neighbouring governmental institutions; Politicians; Business owners; Service providers; Residents of the Urban settlements within the project area, and Religious institutions.

2.3 Disadvantaged Groups

For both groups (project-affected parties and other interested parties), special consideration should be given to stakeholders that may be disadvantaged or vulnerable. The disadvantaged or vulnerable group refers to those who may be more likely to be adversely affected by the project impacts and/or more limited than others in their ability to take advantage of a project's benefits. Such an individual/group is also more likely to be excluded from/unable to participate fully in the mainstream consultation process and as such may require specific measures and/or assistance to do so.

In other words, disadvantaged or vulnerable stakeholders are persons who may be disproportionately impacted or further disadvantaged by the project as compared with any other groups due to their vulnerable status, and that may require special engagement efforts to ensure their representation in the consultation and decision-making process associated with the project. The University Project Implementing Unit (UPIU) will make an effort to ensure that the vulnerable and disadvantaged groups are aware about the proposed project activities and have a possibility to submit their propositions/suggestions.

It is expected that the vulnerable groups will benefit from the proposed project intervention. These groups will be given priority and UPIU will closely monitor the consultation process to ensure access and awareness of the project benefits to vulnerable groups such as girls/women, students, staff and people with special needs.

The above two groups have been identified during project preparation and design, however, the identification and consultation of other disadvantaged groups will be thoroughly carried out in the next stages that include ESIA.

2.4 Stakeholder Interest and Influence

The project stakeholders were identified and analysed in terms of their interest and project impact to better understand and manage them. Individual

consultations and discussions will take place with those who have high levels of interest and project impact; any changes occurring during the project implementation will be communicated to them individually. Individual consultations will also take place with the group with a medium project impact and a high interest in the project. The group with a low project impact and a high project interest will be involved in focus group discussion and other forms of empowerment to increase their voice in the project design and implementation.

Table 1 summarises the potential roles, interests, and influence for each of the identified stakeholders group.

Table 1: Analysis and Prioritization of Stakeholder Groups Based on Level of Interest in and Influence over the Project

Categories of Stakeholders	Role	Level of Analysis (H=High, M=Medium, L=Low)	
		Interest	Influence
Project-affected Parties			
MoEST	<ul style="list-style-type: none"> Oversee implementation Technical assistance 	H	H
World Bank	<ul style="list-style-type: none"> Project Financier Technical assistance 	H	M
MoCU Management	Lead in implementation	H	H
MoCU staff	Beneficiaries of the project	H	M
MoCU students	Beneficiaries of the project	H	M
Neighbouring communities	Beneficiaries of the project	H	M
Private sector	<ul style="list-style-type: none"> Beneficiaries of the project Engagement in Implementation 	H	M
Other Interested Parties			

Categories of Stakeholders	Role	Level of Analysis (H=High, M=Medium, L=Low)	
		Interest	Influence
TCU	Approval and accreditation reviewed programmes	H	H
Municipal Councils (Moshi Municipal Council and Eshwaga Municipal Council)	<ul style="list-style-type: none"> Representing interest of local communities Distribution of information related to the project 	H	H
Neighbouring governmental institutions	Collaboration	M	M
Politicians	<ul style="list-style-type: none"> Distribution of information related to the project Representing interests of voters 	H	H
Business owners	Beneficiaries of the project	H	L
Service providers	Beneficiaries of the project	H	L
Residents of the urban settlements within the project area	Beneficiaries of the project	H	M
Religious institutions	Collaboration	H	M
Disadvantaged Groups			
Students and staff with special needs	Beneficiaries of the project	H	M
Women	Beneficiaries of the project	H	M

3.0 SUMMARY OF PREVIOUS STAKEHOLDER ENGAGEMENT ACTIVITIES

During project preparation, several meetings were held between the Project Preparation Team, MoCU Management, MoEST and the World Bank Team. The meetings were held throughout 2020/2021 in which various issues were deliberated and agreed to be considered in the project. Due to COVID-19

pandemic, most of the meetings were carried out virtually. However, face-to-face meetings were convened where necessary.

Also, during designing of various buildings to be constructed, and before commencement of the project, a few meetings between UPIU, MoCU Management, MoCU staff and students, government official from interested institutions, and neighbouring communities were held in order to capture their needs and aspirations that were then taken on board by this project. These meetings were conducted at KICoB – Shinyanga on 30th July 2021 and Moshi Campus on 21st August 2021 and 17th May 2022 (List of Participants attended these engagement meetings has been attached – Appendix A)

4.0 STAKEHOLDER ENGAGEMENT PLAN

Stakeholder engagement is conducted throughout the project cycle because project circumstances and stakeholder concerns can change, or new ones may emerge. The University has engaged stakeholders during the initial stages of project conception and will continue throughout the planning, mobilisation, implementation and handing over stages until the project is eventually closed. As such, SEP may need to be updated during project implementation. This allows improvement to project implementation based on stakeholder feedback, and proactive management of concerns.

4.1 Objectives of SEP

The overall objective of this SEP is to define a program for stakeholders' engagement, including public information disclosure and consultation, throughout the entire project cycle. The SEP outlines the ways in which UPIU will communicate with stakeholders and includes a mechanism by which people can raise concerns, provide feedback, or make complaints about the HEET project and any activities related to the project.

The objectives of SEP as stated in the ESS10 are to:

- (i) Identify the roles and responsibility of all stakeholders and ensure their participation in all stages of the project cycle;
- (ii) Establish a systematic approach to stakeholder and citizen engagements that will help to identify stakeholders, and build and maintain a constructive relationship with them, particularly project-affected parties;
- (iii) Assess the level of stakeholder interest and support for the project and to enable stakeholders' views to be considered in project design and environmental and social performance;
- (iv) Promote and provide means for effective and inclusive engagement with project-affected parties throughout the project cycle on issues that could potentially affect them;
- (v) 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 taking special consideration for the disadvantaged or vulnerable groups; and;
- (vi) Provide project-affected parties with accessible and inclusive means to raise issues and grievances and allow the Project Implementing Entity and its Project Implementation Unit to respond to and manage such grievances.

4.2 Stakeholder Engagement Activities

Since stakeholder engagement is done throughout the project cycle and SEP may be updated during project implementation; stakeholder engagement activities will be clearly identified by UPIU before communicating to stakeholders. The activity types will be designed from the following key project phases: preparation; designing of various buildings and implementation and monitoring.

4.2.1 Engagement during Project Preparation

All the way through 2020/2021, several consultations with different stakeholders were held for the preparation of the HEET project. The main objectives of these preparatory consultations were to:

- (a) Identify the main stakeholders related to the project, their interest, and views toward the project
- (b) Identify potential impacts that the project could cause to the project stakeholders
- (c) Seek advice on the technical design of the project and project components

Those consultations involved various stakeholders including World Bank, MoEST, and directly/indirectly project-affected parties; however, special consideration was given to disadvantaged groups. These stakeholders were provided with an opportunity to suggest their priorities in terms of investments and to raise their concerns; among others, in doing so, a variety of engagement techniques were used. These techniques are summarised in Table 3 (Section 4.5: Strategy for Consultation) and will be used for consultations throughout the project cycle to build relationships with stakeholders, gather and disseminate project information, and engage with stakeholders.

On the other hand, prior to any engagement event, the UPIU followed/will follow the steps listed below:

- (i) Preparation of standard questions tailored for specific stakeholder groups. (During project preparatory consultations, a number of questions were prepared and asked in Kiswahili which is a *lingua franca* of stakeholders engaged - Appendix B);
- (ii) Planning/design of engagement action(s) with stakeholders to be engaged;
- (iii) Agree on the roles of parties during stakeholder engagement activities;

- (iv) Selection of individual/group stakeholders with whom engagement will occur;
- (v) Selection of methods for engaging and disclosure of information (including topics, format, language, and timing);
- (vi) Selection of location and timing for engagement activities, avoiding busy work times when special activities are to be occurred;
- (vii) Agreeing mechanisms for ensuring stakeholder attendance at engagement activities (if required);
- (viii) Identification and implementation of feedback mechanisms to be employed.

4.2.2 Engagement during Project Implementation

The University will continue to engage with and provide information to project-affected parties and other interested parties during project implementation, in a manner appropriate to the nature of their interests and the potential environmental and social risks and impacts of the project. In particular, the University will seek feedback from stakeholders on the environmental and social performance of the project, and the implementation of the mitigation measures because as implementation of a project progresses, new impacts may arise, while other impacts may be eliminated. If there are significant changes to the project that result in additional risks and impacts, particularly where these will impact project-affected parties, the University will provide information on such risks and impacts and consult with project-affected parties as to how these risks and impacts will be mitigated.

Ongoing stakeholder feedback is useful to monitor risks and impacts and to assess the effectiveness of the measures designed to mitigate environmental and social risks and impacts. Engagement during project implementation will also be used to assess whether the requirements of the Environmental and Social Commitment Plan (ESCP) regarding mitigation measures have been fulfilled, whether additional issues have arisen, and how these are addressed.



This leads to updating ESOP to include additional mitigation measures. The techniques to be employed for engagement during implementation are pointed out in Table 3 under Section 4.5 - Strategy for Consultation.

4.3 Strategy for Information Disclosure

The ESS10 requires the University (Borrower) to disclose project information to allow stakeholders to understand the risks and impacts of the project, and potential opportunities. The stakeholders, in accordance with ESS10, should be provided with access to the following information as early as possible, and in a timeframe that enables meaningful consultations:

- (a) The purpose, nature, and scale of the project;
- (b) The duration of proposed project activities;
- (c) Potential risks and impacts of the project on local communities, and the proposals for mitigating these, highlighting potential risks and impacts that might disproportionately affect vulnerable and disadvantaged groups, and describing the differentiated measures taken to avoid and minimize these;
- (d) The proposed stakeholder engagement process highlighting the ways in which stakeholders can participate;
- (e) The time and venue of any proposed public consultation meetings, and the process by which meetings will be notified, summarised, and reported; and
- (f) The process and means by which grievances can be raised and will be addressed.

Based on the requirements stated above, the University through UPDU will disclose information in relevant local languages and in a manner that is accessible and culturally appropriate, considering any specific needs of groups that may be differentially or disproportionately affected by the project or groups of the population with specific information needs.

4.3.1 Methods and timetable for information disclosure

Most of the project information including the Stakeholder Engagement Plan will be disclosed on the University's website (www.mscu.ac.iz). Other means of communication such as meetings will be used as well. However, in the context of COVID-19 pandemic, face-to-face meetings will be replaced with on-line/virtual means (or adjusted to conform to COVID-19 safety protocols). The online platform will provide a resilient approach for the implementation of stakeholder engagement activities - given the COVID-19 related challenges of social distancing. Furthermore, information prior and during project implementation will be made available on the University website. In addition, the Environmental and Social Management Plan (ESMP) will be made available for public review for the period of 60 days in accordance with the international requirements. As a standard practice, information disclosure will be accompanied by registers of comments and suggestions from the stakeholders that are subsequently documented in a formal manner.

Table 2 provides a summary of the information to be disclosed based on the project design and topics that might be of interest to stakeholders. The Information Disclosure Plan (Table 2), like the entire document, is an evolving tool and can be updated at any point during project preparation and implementation.

Table 2: Information Disclosure Plan

Type of information to be disclosed	Methods of disclosure	Timing/Frequency	Target stakeholders	Responsible Unit/Institution
Approved project	<ul style="list-style-type: none">University website and other online platformMeetings	After project approval	all	<ul style="list-style-type: none">UPLUMcESTWorld Bank

Type of information to be disclosed	Methods of disclosure	Timing/Frequency	Target stakeholders	Responsible Unit/ Institution
Documents that are required for disclosure by the World Bank, including SEP, GRM, and ESCP.	<ul style="list-style-type: none"> University website and other online platform 	As soon as each individual document is completed.	All	<ul style="list-style-type: none"> URU MoEST World Bank
Tender documents	<ul style="list-style-type: none"> University website and other online platform Notice boards TANePS (Tanzanian National e-Procurement System) 	After completion of specific documents	General Public	URU
Quarterly and Annual reports	<ul style="list-style-type: none"> University website and other online platform Meetings Notice boards 	15 Days after the end of each quarter/year	All	URU
Sharing experiences and technical expertise	<ul style="list-style-type: none"> Workshops Focus Group Discussion Online platform In-depth interviews with relevant experts 	As needs arise	Project implementation team (URU)	<ul style="list-style-type: none"> URU MoEST World Bank
Call for meetings	<ul style="list-style-type: none"> Correspondences (Phone, Emails, text messages, letters) Notice boards 	Sufficient time	Meeting specific stakeholders	URU

4.4 Strategy for Consultation

According to ESS10, the University is supposed to undertake a process of meaningful consultation in a manner that provides stakeholders with opportunities to express their views on project risks, impacts, and mitigation measures, and allows the Borrower to consider and respond to them. Meaningful consultation will be carried out on an ongoing basis as the nature of issues, impacts, and opportunities evolves.

Meaningful consultation is a two-way process, that:

- (a) Begins early in the project planning process to gather initial views on the project proposal and inform project design;
- (b) Encourages stakeholder feedback, particularly as a way of informing project design and engagement by stakeholders in the identification and mitigation of environmental and social risks and impacts;
- (c) Continues on an ongoing basis, as risks and impacts arise;
- (d) Is based on the prior disclosure and dissemination of relevant, transparent, objective, meaningful, and easily accessible information in a timeframe that enables meaningful consultations with stakeholders in a culturally appropriate format, in relevant local language(s), and is understandable to stakeholders;
- (e) Considers and responds to feedback;
- (f) Supports active and inclusive engagement with project-affected parties;
- (g) Is free of external manipulation, interference, coercion, discrimination, and intimidation; and
- (h) Is documented and disclosed by the Borrower.

The University through its UPIU will have consultations at various levels, and meetings with different project stakeholders will be held for the purpose of engaging them. The UPIU will meet on a weekly basis and all the members of the implementing unit will be responsible for giving updates including on

implementation status and delays that the project may anticipate. These meetings will create an opportunity for effective coordination to ensure effective and efficient implementation and prevent delays. In this regard, there will be M&E Framework for monitoring implementation of the project. Also, during weekly meetings, apart from discussing technical issues related to the project, UFIU will discuss any grievances that may have arisen from the stakeholders which require feedback. Also, different means for communicating and disseminating information or collecting stakeholders views and feedback on the project activities, for example using correspondences (phone, emails, text messages) and one-on-one meetings will be employed. The techniques for consulting stakeholders are further explained in Table 3.

Table 3: Stakeholders Consultation Techniques

Engagement Technique	Usefulness of the Technique
Correspondences (Phone, Emails, text messages, letters)	Correspondences with project stakeholders will be an instrument to facilitate the project implementation process through good collaboration between the implementing entities and other stakeholders. This technique will be used to distribute information to the stakeholders including Government officials in ministries and agencies, Local Government Authorities, and private sector organisations. Moreover, the technique will be employed to invite stakeholders to meetings and for making follow-up.
One-on-one meetings	This platform will be used for seeking views and opinions on sensitive project issues and building personal relationships with stakeholders. The technique is very useful because it enables stakeholders, particularly the disadvantaged groups, to speak freely.

Formal meetings (including face-to-face and virtual)	<p>Various University regular meetings and those arranged by the project will be used to present the project information to a group of stakeholders and allow them to provide their opinions and views. These meetings will also build impersonal relations with high level stakeholders and disseminate and seek technical information.</p>
Focus Group Discussion	<p>The Focus Group Discussion will be used to present project information to a group of stakeholders, therefore, allow them to provide their views on targeted information. This technique builds relationships with project stakeholders.</p>
Online platform (Website, Facebook, WhatsApp, Twitter, and Instagram pages)	<p>The University webpage/platform will be used by the project to enable users to find all the information about the project. The goal of the platform is to provide core information about the project and to ensure online feedback. The platform will also be used to publish all required documents including ESIA and SER, and other relevant information related to project implementation. All project advertisements will also be seen through this platform. Further, the platform will engage stakeholders in providing feedback and support monitoring through the implementation cycle.</p>
Workshops	<p>This technique will be used to present project information to a group of stakeholders; and allow the group of stakeholders to provide their views and opinions. During workshops, participatory exercises to facilitate group discussions, brainstorming, and analysis of information to develop recommendations and strategies will be used. Also, several workshops with stakeholders will be carried out for raising stakeholder awareness on project benefits and establishing project implementation procedure. In addition, workshops with experts will be held to enhance implementation of the project. Other topics relevant for workshops will be identified during project implementation.</p>
Notice boards	<p>The available University notice boards will be used to place the information related to the project. Also, advertisements related to the project will appear on this avenue.</p>
In-depth interviews with relevant experts	<p>Various expert's views and recommendations on project issues and challenges, including on gender and environment, are valuable and have been considered. Thus, in-depth interviews with relevant experts will continue to be used on specific project activities.</p>

Reports	The reports will be used to monitor the project implementation and to keep informed the main stakeholders of the project.
Survey	The beneficiary survey will be conducted during the handing over stage. The platform for conducting the survey, whether online or not, will be decided at that time.

4.5 Roles and Responsibilities for Implementing Stakeholder Engagement Activities

In complying with ESS10 which requires the Borrower to designate qualified staff to design, implement, and monitor stakeholder engagement activities and, if necessary, consider supplementing the staff with external expert assistance; the University selected and assigned roles, responsibilities, and authority to personnel who will be responsible for the implementation and monitoring of stakeholder engagement activities.

Generally, the overall responsibility of the project implementation rests with UPIU. This unit comprises MoCU staff with diverse capacities; among them, i) Social Development Specialist, ii) Environmental Specialist and iii) Public Relations/Communication Specialist will be responsible for the coordination of the stakeholder engagement and communication activities under the project. The UPIU is formed by the following members (Table 4):

Table 4: Personnel for Implementing Stakeholder Engagement Activities

Position/Role	Responsibilities
Project Coordinator	<ul style="list-style-type: none"> In-charge of project implementing team. Oversees all the activities to be carried out throughout project life span.
Deputy Project Coordinator	Assist the Project Coordinator in overseeing all the activities to be carried out throughout project life span.
Procurement Specialist	In-charge of all procurement matters related to implementation of project.

Social Development Specialist	In-charge of all matters related to social development during the implementation of the project.
Environmental Specialist	In-charge of all matters related to environment during the implementation of the project.
Public Relations/Communication Specialist	In-charge of all communication matters throughout project life span.
Education Technology and Digital Infrastructure Specialist	In-charge of all education technology and digital infrastructure matters throughout project life span.
Curriculum/Programme Review Coordinator	In-charge of all matters related to curriculum/programme review during the implementation of the project.
Infrastructure Specialist	In-charge of all matters related to infrastructure development during the implementation of the project.
Gender and Inclusive Education Specialist	In-charge of all matters related to gender and inclusive education during the implementation of the project.
Head of Capacity Building for Staff	In-charge of all matters related to capacity building for staff during the implementation of the project.
Financial Management Specialist	In-charge of all matters related to financial management during the implementation of the project.
Private Sector Engagement Specialist	In-charge of all matters related to private sector engagement during the implementation of the project.

Due to the nature of the project and the types and levels of risks and impacts that are anticipated, the number of staff is proportionate. However, the University will hire an individual Quantity Surveyor to provide technical assistance to University Civil Engineer.

5.0 GRIEVANCE REDRESS MECHANISM

In accordance with ESS10, a Grievance Redress Mechanism (GRM) is an accessible and inclusive system, process, or procedure that receives and acts upon complaints and suggestions for improvement in a timely fashion and facilitates resolution of concerns and grievances arising in connection with a

project. An effective GRM provides project-affected parties with redress and helps address issues at an early stage. As such, the University will respond to concerns and grievances of project-affected parties related mostly to the environmental and social performance of the project in a timely manner and through transparent process by developing and implementing a GRM to receive and facilitate resolution of such concerns and grievances. The details on GRM including grievance redress process are found in GRM document.

6.0 MONITORING AND REPORTING

6.1 Monitoring

Monitoring of the stakeholder engagement process allows the efficacy of the process to be evaluated. Stakeholder engagement activities will be monitored and reported by UPIU throughout the entire life cycle of the project, which will involve: Updates of the stakeholder list; Records of all consultations held; and records of all grievances received and dealt with (entered into a Grievance Log on the system or a computer).

The project will establish a monitoring system that is participatory, which will utilise indicators that are sensible to concerned stakeholders. In promoting transparency, project-affected parties will be involved in monitoring mitigation measures that have been agreed on the ESCP. Monitoring will be conducted in two phases:

- (a) During the engagement activities: short-term monitoring will be done to allow for adjustments/improvements to be made during engagement; and
- (b) Following completion of all engagement activities: a review of outputs at the end of engagement will be done to evaluate the effectiveness of the SEP implemented.

A series of key performance indicators for each stakeholder engagement stage will be developed.

6.2 Reporting

The UPIU will prepare quarterly reports on stakeholder engagement activities for the World Bank and other key stakeholders. The reports will include: Stakeholder engagement activities conducted on quarterly basis; entries in the grievance register; new identified stakeholder groups, and emerging new issues or challenges.

Annual Stakeholder Engagement Reports will be compiled by UPIU; a report summarizing SEP implementation on an annual basis. This report will provide a summary of all stakeholder consultation issues, grievances and resolutions. The report will also provide a summary of relevant stakeholder consultation findings from informal meetings held. These reports will be submitted to the World Bank and other key stakeholders. Further, UPIU will be responsible for sharing and publish reports to the University website or other means recommended by this SEP.

APPENDICES

Appendix A: Stakeholder Meetings Attendance Lists

၀၀၀၀၀၀၀၀၀၀၀၀၀၀၀၀၀၀၀၀၀၀
 ၀၀၀၀၀၀၀၀၀၀၀၀၀၀၀၀၀၀၀၀၀၀
 ၀၀၀၀၀၀၀၀၀၀၀၀၀၀၀၀၀၀၀၀၀၀
 ၀၀၀၀၀၀၀၀၀၀၀၀၀၀၀၀၀၀၀၀၀၀

No	Time	Topic	Participants	Facilitator	Observer	Notes
01	08:00 - 09:30 AM	Project Kick-off	John, Jane, Mike	John	Jane	Initial meeting to discuss project goals and timeline.
02	09:30 - 11:00 AM	Requirements Gathering	John, Jane, Mike, Sarah	John	Jane, Sarah	Discussion on user requirements and system scope.
03	11:00 - 12:30 PM	Architecture Review	John, Jane, Mike, Sarah, David	John	Jane, Sarah, David	Review of system architecture and database design.
04	01:30 - 03:00 PM	Development Progress	John, Jane, Mike, Sarah, David, Lisa	John	Jane, Sarah, David, Lisa	Update on development progress and challenges.
05	03:00 - 04:30 PM	Testing and Deployment	John, Jane, Mike, Sarah, David, Lisa, Tom	John	Jane, Sarah, David, Lisa, Tom	Final review and deployment planning.

DAFTAR KEMAJUAN DAN PENGEMBANGAN KEMAHIRAN
PEKERJA YANG BERKUALIFIKASI DAN BERKEMAMPUAN
(MPC)

DAFTAR KEMAJUAN DAN PENGEMBANGAN KEMAHIRAN PEKERJA YANG BERKUALIFIKASI DAN BERKEMAMPUAN

NO	JENIS	ORANG	TARICAH/KELOMPOK/ORGANISASI/INSTRUKSI	SAJUTIA YG DILAKUKAN	SAJUTIA YG DILAKUKAN
1	Kejuruteraan Elektrik	MOHAMMAD HANIF	MOHAMMAD HANIF	Kejuruteraan Elektrik	Kejuruteraan Elektrik
2	Kejuruteraan Elektrik	MOHAMMAD HANIF	MOHAMMAD HANIF	Kejuruteraan Elektrik	Kejuruteraan Elektrik
3	Kejuruteraan Elektrik	MOHAMMAD HANIF	MOHAMMAD HANIF	Kejuruteraan Elektrik	Kejuruteraan Elektrik
4	Kejuruteraan Elektrik	MOHAMMAD HANIF	MOHAMMAD HANIF	Kejuruteraan Elektrik	Kejuruteraan Elektrik
5	Kejuruteraan Elektrik	MOHAMMAD HANIF	MOHAMMAD HANIF	Kejuruteraan Elektrik	Kejuruteraan Elektrik
6	Kejuruteraan Elektrik	MOHAMMAD HANIF	MOHAMMAD HANIF	Kejuruteraan Elektrik	Kejuruteraan Elektrik
7	Kejuruteraan Elektrik	MOHAMMAD HANIF	MOHAMMAD HANIF	Kejuruteraan Elektrik	Kejuruteraan Elektrik
8	Kejuruteraan Elektrik	MOHAMMAD HANIF	MOHAMMAD HANIF	Kejuruteraan Elektrik	Kejuruteraan Elektrik
9	Kejuruteraan Elektrik	MOHAMMAD HANIF	MOHAMMAD HANIF	Kejuruteraan Elektrik	Kejuruteraan Elektrik
10	Kejuruteraan Elektrik	MOHAMMAD HANIF	MOHAMMAD HANIF	Kejuruteraan Elektrik	Kejuruteraan Elektrik
11	Kejuruteraan Elektrik	MOHAMMAD HANIF	MOHAMMAD HANIF	Kejuruteraan Elektrik	Kejuruteraan Elektrik

CHILD SPEECH DATA COLLECTION
TRANSKRIPSI VA ELSAN VA URAIAN NA GUNUNGNA ANJUNTA
PERCULI

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
MAKASALAH

NO	JENIS	CHILD	TRANSKRIPSI/TRANSLITERASI/URAIAN/EMASIFIKASI	MAKNA VA (SMB)	SARANA
11	Periculi	M. Sidiqul	M. Sidiqul	MAKNA VA	41
12	Periculi	M. Sidiqul	M. Sidiqul	MAKNA VA	41
13	Periculi	M. Sidiqul	M. Sidiqul	MAKNA VA	41
14	Periculi	M. Sidiqul	M. Sidiqul	MAKNA VA	41
15	Periculi	M. Sidiqul	M. Sidiqul	MAKNA VA	41
16	Periculi	M. Sidiqul	M. Sidiqul	MAKNA VA	41
17	Periculi	M. Sidiqul	M. Sidiqul	MAKNA VA	41
18	Periculi	M. Sidiqul	M. Sidiqul	MAKNA VA	41
19	Periculi	M. Sidiqul	M. Sidiqul	MAKNA VA	41
20	Periculi	M. Sidiqul	M. Sidiqul	MAKNA VA	41

CHIRO MIPU CHA USHIRIKA MOTOI
TASISI YA ILIWI YA UMBUKA NA (USIYAJA KIZUMI
POCHI)

MKAO CHA WADU JUU YA MIAZI WA HEET, TANZIE 30.07.2021

MALUMBU

No	JINA	CHIRO	TASISI/TONGO/JINA/UMKATA UMAYOTOKA	NAMA YA JUU	SINI
1	CHOU W. OCHU	Phanjanji	MIAZI	CHIROTONI	
2	ILWIKU GUMU	UJ	UJ	UJONJWA	
3	DIKUPU M. KULU	Phanjanji	UJ	UJONJWA	
4	CHOU W. OCHU	Phanjanji	UJ	UJONJWA	
5	CHOU W. OCHU	Phanjanji	UJ	UJONJWA	
6	CHOU W. OCHU	Phanjanji	UJ	UJONJWA	
7	CHOU W. OCHU	Phanjanji	UJ	UJONJWA	
8	CHOU W. OCHU	Phanjanji	UJ	UJONJWA	
9	CHOU W. OCHU	Phanjanji	UJ	UJONJWA	
10	CHOU W. OCHU	Phanjanji	UJ	UJONJWA	

Project Report

Date: _____

S. No.	Activity	Method	Material	Result
1	Preparation of solution	weighing	analytical balance	accurate
2	Preparation of standard solution	weighing	analytical balance	accurate
3	Preparation of sample solution	weighing	analytical balance	accurate
4	Preparation of standard solution	weighing	analytical balance	accurate
5	Preparation of sample solution	weighing	analytical balance	accurate
6	Preparation of standard solution	weighing	analytical balance	accurate
7	Preparation of sample solution	weighing	analytical balance	accurate
8	Preparation of standard solution	weighing	analytical balance	accurate
9	Preparation of sample solution	weighing	analytical balance	accurate
10	Preparation of standard solution	weighing	analytical balance	accurate
11	Preparation of sample solution	weighing	analytical balance	accurate
12	Preparation of standard solution	weighing	analytical balance	accurate
13	Preparation of sample solution	weighing	analytical balance	accurate
14	Preparation of standard solution	weighing	analytical balance	accurate
15	Preparation of sample solution	weighing	analytical balance	accurate
16	Preparation of standard solution	weighing	analytical balance	accurate
17	Preparation of sample solution	weighing	analytical balance	accurate
18	Preparation of standard solution	weighing	analytical balance	accurate
19	Preparation of sample solution	weighing	analytical balance	accurate
20	Preparation of standard solution	weighing	analytical balance	accurate

ID	Machine	Location	Status	Remarks
1	CNC Machine	Factory Floor	Operational	Regular maintenance
2	Lathe Machine	Workshop	Idle	No work scheduled
3	Drill Press	Tool Room	In Repair	Motor replacement
4	Milling Machine	Production Area	Operational	Daily use
5	Grinding Machine	Maintenance Shop	Idle	Standby
6	Press Brake	Fabrication Dept	Operational	High production
7	Welding Station	Welding Shop	Operational	Used for repairs
8	Saw Machine	CNC Center	Operational	Precision work
9	Assembly Line	Final Assembly	Operational	Continuous flow

JAMHURIA YA BIJULUGANO WA TANZANIA

WIZARA YA ELIMU, SAVAHU NA TEKNOLOGIA

MOSHI CO-OPERATIVE UNIVERSITY (MOCU)

CHUO KIKUU CHA UENIKKA MOSHI



KINAD CHA WAZAO KINUSU NIADZI WA "HEET" - TARIEHI LP HEI, 2022

MAHURUMU

No.	Jina	Chuo	Tarehe/Kata/Mtaa Ujenzi	Namba ya Simu	Sanaa
1	Prof. E. E. M. M. M.	M. K. U. A. M. U.	Moshi	0711 209010	Prof. M. M.
2	Dr. G. M. M. M.	M. K. U. A. M. U.	Moshi	0711 209010	Prof. M. M.
3	Dr. E. E. M. M.	M. K. U. A. M. U.	Moshi	0711 209010	Prof. M. M.
4	Dr. M. M. M. M.	M. K. U. A. M. U.	Moshi	0711 209010	Prof. M. M.
5	Dr. M. M. M. M.	M. K. U. A. M. U.	Moshi	0711 209010	Prof. M. M.
6	Dr. M. M. M. M.	M. K. U. A. M. U.	Moshi	0711 209010	Prof. M. M.
7	Dr. K. G. M. M. M.	M. K. U. A. M. U.	Moshi	0711 209010	Prof. M. M.
8	Dr. M. M. M. M.	M. K. U. A. M. U.	Moshi	0711 209010	Prof. M. M.
9	Dr. M. M. M. M.	M. K. U. A. M. U.	Moshi	0711 209010	Prof. M. M.
10	Dr. M. M. M. M.	M. K. U. A. M. U.	Moshi	0711 209010	Prof. M. M.

Handwritten notes at the top of the page.



JAMHURI YA MUUNGANO WA TANZANIA

WAZARA YA ELIMU, SAVAKU NA TEKNOLOGIA

MOSHI CO-OPERATIVE UNIVERSITY (MOCU)

CHUO KIKUU CHA USHIBIKA MOSHI



KIKAO CHA WADAU MINDU MIADI WA "SHEET" - TARHIHI 17 MEI, 2022

MANDHUSU

WV	Jina	Chwa	Tamko/Kata/Wita (Uwazi)	Number ya Simu	Naoni
12	Mwanga P. Mwangi	S. Mwangi	Mwani	0983211227	Chwa
13	Mwamba P. Mwangi	S. Mwangi	Mwani	0528252415	Chwa
14	Mwamba P. Mwangi	S. Mwangi	Mwani	0983211227	Chwa
15	Mwamba P. Mwangi	S. Mwangi	Mwani	0983211227	Chwa
16	Mwamba P. Mwangi	S. Mwangi	Mwani	0983211227	Chwa
17	Mwamba P. Mwangi	S. Mwangi	Mwani	0983211227	Chwa
18	Mwamba P. Mwangi	S. Mwangi	Mwani	0983211227	Chwa
19	Mwamba P. Mwangi	S. Mwangi	Mwani	0983211227	Chwa
20	Mwamba P. Mwangi	S. Mwangi	Mwani	0983211227	Chwa
21	Mwamba P. Mwangi	S. Mwangi	Mwani	0983211227	Chwa
22	Mwamba P. Mwangi	S. Mwangi	Mwani	0983211227	Chwa

Appendix B: Stakeholder Questions during Preparation and Designing

I: MASWALI YA KUONGOZA MAJADILIANO KWA WANAKIJILI

1. Mna mtazamo gani kuhusu uwego wa Chuo katika eneo hili?
 - Chuo kuna mchango gani katika eneo hili (Kiuchumi, Kijamii, n.k.)
2. Mna maoni gani kuhusu Mpango Kabambe wa Matumizi bora ya Ardhi hapa Kizumbi?
3. Maoni yenu ya jumla ni yapi kuhusiana na malengo ya mradi huu?
4. Kwa maoni yenu, mradi huu utakuma na faida gani wakati wa utekelezaji, na utakapokamilika?
5. Kwa maoni yenu, mradi huu utakuwa na madhara gani ya kimazingira, na kijamii?
6. Je, ni nani watakaosthirika na madhara mliyoyataja? Kwa namna gani?
7. Nini kifanyike ili kupunguza madhara mliyoyataja?

II: MASWALI YA KUONGOZA MAJADILIANO KWA WANAFUNZI, WATUMISHI NA VIONGOZI

1. Mna mtazamo gani kuhusu uwego wa Chuo katika eneo hili?
 - Chuo kuna mchango gani katika eneo hili (Kiuchumi, Kijamii, n.k.)
2. Mna maoni gani kuhusu Mpango Kabambe wa Matumizi bora ya Ardhi hapa Kizumbi?
3. Je, mna maoni gani kuhusu:
 - Ujenzi wa hosteli na jengo la utawala [utochelevu wa majengo na huduma muhimu]
 - Marejeo na uandaji wa Mitaala [mitaala mayoendana na wakati, kukidhi mahitaji ya soko, kukidhi maanifa na uzazi]
 - Maboresho ya huduma za TEHAMA [utochelevu wa miundambinu na upatikanaji wa huduma]

- Uimanshaji wa Mafunzo kwa Vitendo [upatikanaji wa nafasi za mafunzo kwa vitendo, ubora wa mafunzo, muda wa mafunzo]
- Kuboresha Uhusiano na Sekta Binafsi [mapungufu na maboresho]
- Mafunzo kwa Watumishi [wanafunzi: umahiri, uadilifu, ukajibikaji wa watumishi; watumishi: mahitaji na ufadhili; viongozi: mapungufu na maboresho]
- Masuala Mtambuka [ushiniki kwenye mafunzo kwa watu wenye mahitaji maalumu, wanawake, ukatili wa kijinsia, unyanyesaji wa kijinsia, na mabadiliko ya tabianchi]

4. Kwa maoni yenu, mradi huu utakuwa na faida gani wakati wa utekelezaji, na utakapokamilika?
5. Kwa maoni yenu, mradi huu utakuwa na madhara gani ya kumazingira, na kijamii?
6. Je, ni nani watakapathirika na madhara miyoyataja? Kwa namna gani?
7. Nini kofanyike ili kupunguza madhara miyoyataja?