

**INTEGRATED SAFEGUARDS DATA SHEET  
APPRAISAL STAGE**

Report No.: 114419

**Date ISDS Prepared/Updated:** April 17, 2017

**I. BASIC INFORMATION**

**A. Basic Project Data**

Country: FEDERAL REPUBLIC OF NIGERIA	Project ID: P160430	
	Additional Project ID (if any):	
Project Name: BETTER EDUCATION SERVICE DELIVERY FOR ALL		
Task Team Leaders: Dina Abu-Ghaida, Roland Lomme		
Appraisal Start Date: March 27, 2017	Estimated Board Date: June 20, 2017	
Managing Unit: GED13	Lending Instrument: Hybrid: PforR with TA IPF component	
Sector: Early childhood education, primary education, secondary education, public administration - education		
Theme: Data development and Capacity Building, Gender, Education		
IBRD Amount (US\$m.):		
IDA Amount (US\$m.):	500	
GEF Amount (US\$m.):		
PCF Amount (US\$m.):		
Other financing amounts by source:		
Environmental Category: C		
Simplified Processing	Simple <input checked="" type="checkbox"/>	Repeater <input type="checkbox"/>
Is this a transferred project	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

**B. Project Objectives:**

1. To increase equitable access for out-of-school children and improve literacy in focus States, and strengthen accountability for results, in basic education in Nigeria.

**C. Program Description:**

2. The Universal Basic Education (UBE) program, funded by the UBE Intervention Fund that is channeled through the Universal Basic Education Commission (UBEC), represents the relevant Government program that this Operation aims to support. The proposed Better Education Service Delivery for All (BESDA) Operation aims to incentivize three key behaviors that will lead to the desired change, i.e. improved performance of the UBE program:

- a. The adoption of a results-oriented approach that fosters mutual accountability among Federal and State actors;
- b. Allocation of funds to those States that demonstrate the greatest need and performance; and
- c. Addressing constraints to access to basic education in a holistic manner, i.e. both demand- and supply-side constraints, where relevant.

3. The proposed BESDA operation aims to bolster the UBE program's ability to channel more funds to States with greater needs, so that the PforR Program boundary is roughly half that of the UBE program, corresponding to the 17 focus States (out of a total of 36 States and the Federal Capital Territory) and all States under Results Area 3 (strengthening accountability for results). The UBE program's objectives are currently being pursued through the UBE Intervention Fund allocation formula that is subject to revision, if deemed necessary<sup>1</sup>. The proposed Operation, though it supports the UBE program, does not rely on the current allocation formula of the UBE Intervention Fund and its range of activities. Instead of the UBE Intervention Fund's approach of equal allocation to all States, a subset of focus States facing the greatest challenges in promoting access to basic education will be eligible for this Operation's funds dedicated to increasing access to basic education and improving literacy. At the same time, given the importance of strengthening accountability and results-orientation for the education sector as a whole, FME, UBEC, and all States will be able to access the funds dedicated to this end. The Operation's results- and needs-based focus will therefore provide a demonstration effect, or proof of concept, both for the Federal and State levels, as to how the UBE program could operate more effectively and achieve desired results.

4. The proposed BESDA Operation is designed as a hybrid consisting of two parts: the Program (US\$472.5 million), using a Program-for-Results (PforR) instrument, and a technical assistance (TA) component (US\$27.5 million), which uses an Investment Project Financing (IPF) instrument. The design of the proposed Operation builds on the track record of recent collaboration between the Government and the World Bank in the education sector using results-based financing.

5. The PforR instrument is considered the best fit for present purposes in order to: support the implementation of the Government's UBE program; ensure a focus on education outputs and outcomes, as opposed to inputs; and incentivize performance at the Federal and State levels. A major challenge is to design and implement a national program, led by the Federal Ministry of Education (FME) -- through its executive agency, UBEC -- that works across all States, that is able to fund, monitor, evaluate, and adjust diverse activities across the States. By focusing on achievement of an agreed set of results yet allowing flexibility and incentivizing home-grown solutions (to respond to specific needs) at the State and Local levels, the PforR instrument accommodates Nigeria's Federal nature. Given the variation across States in Nigeria in terms of the education sector challenges they face, there will be wide variation in States' priority concerns and, in turn, the reforms they choose to address these concerns. In addition, a PforR can incentivize performance and results along the delivery chain in a manner suited to the specifics of Nigerian federalism, i.e., the Federal Government has an oversight role and responsibility for

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<sup>1</sup> The allocation formula is determined by the UBEC Board of Directors and its revision requires the approval of the Federal Executive Council (or Cabinet).

service delivery is primarily vested in States. Further, the PforR instrument is capable of leveraging and strengthening key country and sector systems, including public financial management (PFM), procurement management, social and environmental systems management, as well as M&E – all needed for the Program to achieve its desired results.

6. Despite strong Government commitment to UBE, the capacity of both Federal and State Governments for planning, coordination, and M&E is weak. The TA component, implemented under the IPF modality, would complement the Program and finance a set of TA activities both at the Federal and State levels aimed at strengthening the capacities of the implementing agencies for policy development, Program implementation, coordination, and M&E, including a research agenda and third-party validation of Program results and activities. Under this approach, World Bank funds are used to finance specific expenditures, e.g., consulting services and training, in accordance with the World Bank’s fiduciary policies and guidelines.

7. Environmental and Social Systems Assessment will be the primary analytical instrument that will be used to evaluate environmental and social risks and benefits associated with the proposed operation. The proposed TA component will not support program activities that are judged to be likely to have significant adverse impacts that are sensitive, diverse, or unprecedented on the environment and/or affected people. This ISDS was prepared to address the TA component of the proposed operation.

8. Several development partners are also active in the basic education sector in Nigeria and have TA interventions underway that this Operation aims to leverage and expand upon. Table 1 provides an overview of the TA currently provided by other development partners. Specifically, this PforR Operation will build on ongoing activities by the United States Agency for International Development (USAID) and the UK Department for International Development (DFID) in support of improved literacy and teaching quality. Interventions under Results Area 2 will therefore build on USAID’s five-year Nigeria Northern Education Initiative, which supports Bauchi and Sokoto States in improving children’s reading skills, and DFID’s Teacher Development Program (TDP), which aims to improve the skills, including language teaching, of 66,000 teachers in six States (Jigawa, Kaduna, Kano, Katsina, Niger, and Zamfara) over its lifetime (2013-2019). Currently, the TDP is operating in Jigawa, Katsina, and Zamfara States. USAID is also active in supporting Bauchi and Sokoto States in producing State education budgets – an experience that is feeding into the design of State basic education plans and progress report under Results Area 3. UNICEF, in turn, is providing TA to the FME to implement the Annual School Census (ASC). This TA includes sharing good practice on school record-keeping in lieu of the current approach in Nigeria that is based on enumerators who visit schools for the purpose of collecting data under the ASC. This Operation will, therefore, build on UNICEF’s efforts with respect to the ASC moving forward. The above TA provided by development partners does not cover all the needs in the 17 focus States, so the proposed Operation will expand the geographic coverage of activities.

**Table 1: Technical assistance provided by other education sector development partners**

<b>Area</b>	<b>Activities</b>	<b>Development Partners</b>
<b>Institutional capacity</b>	Ministerial Strategic Plan (costing and results framework)	DFID
	UBEC institutional review	DFID/MacArthur Foundation
	State education sector plans	UNICEF
	Strengthening of the utilization rules of the UBE Intervention Fund matching grant	DFID
<b>Budget management</b>	FME Medium-term Sector Strategy	DFID
	State Education Accounts	USAID
<b>Monitoring and evaluation</b>	National Education Data Survey	USAID
	Annual School Census	UNICEF
<b>Teacher effectiveness</b>	Teacher training	French government
	Teacher development	DFID/UNICEF
<b>Social accountability</b>	Operationalizing school-based management committees	DFID/UNICEF/USAID

**D. Project location and salient physical characteristics relevant to the safeguard analysis (if known):**

9. The proposed TA component under the Operation has no physical footprint and is not expected to lead to adverse environmental and social impacts. The TA component activities do not trigger any of the Bank’s safeguards policies.

**E. Borrower’s Institutional Capacity for Safeguard Policies:**

10. While this TA does not trigger environmental and social safeguards policies, Nigeria has demonstrated its commitment to mitigating adverse social and environmental impacts in the implementation of a range of World Bank projects, including category A projects. There are adequate legal and institutional frameworks in the country to ensure compliance with World Bank safeguards policies. In Nigeria, the Federal Ministry of Environment (FMEnv) is responsible for setting policy guidelines on environmental issues and ensuring compliance with national environmental standards. It has different departments with field offices in every region of the country. At State level, the State Universal Basic Education Board (SUBEB) – the State arm of UBEC -- of each participating State will be responsible and accountable for all safeguard issues.

**F. Environmental and Social Safeguards Specialists on the Team:**

11. The specialists on the team include: Alexandra Bezeredi, Aki Tsuda (Social Safeguards); Amos Abu, and Omezikam Eze Onuoha (Environmental Safeguards).

## II. SAFEGUARD POLICIES THAT MIGHT APPLY

Safeguard Policies Triggered ( <i>please explain why</i> )	Yes	No	TBD
Environmental Assessment (OP/BP 4.01)		X	
Natural Habitats (OP/BP 4.04)		X	
Forests (OP/BP 4.36)		X	
Pest Management (OP 4.09)		X	
Physical Cultural Resources (OP/BP 4.11)		X	
Indigenous Peoples (OP/BP 4.10)		X	
Involuntary Resettlement (OP/BP 4.12)		X	
Safety of Dams (OP/BP 4.37)		X	
Projects on International Waterways (OP/BP 7.50)		X	
Projects in Disputed Areas (OP/BP 7.60)		X	
Piloting the Use of Borrower Systems to Address Environmental and Social Safeguard Issues in Bank-Supported Projects (OP/BP 4.00)			

## III. SAFEGUARD PREPARATION PLAN

- A. Tentative target date for preparing the PAD stage ISDS: April 17, 2017
- B. Time frame for launching and completing the safeguard-related studies that may be needed. The specific studies and their timing<sup>2</sup> should be specified in the PAD-stage ISDS:  
N/A

<sup>2</sup> Reminder: The Bank's Disclosure Policy requires that safeguard-related documents be disclosed before appraisal (i) at the InfoShop and (ii) in-country, at publicly accessible locations and in a form and language that are accessible to potentially affected persons.

#### IV. APPROVALS

<i>Signed and submitted by:</i>		
<b>Task Team Leaders:</b>	Dina Abu-Ghaida, Roland Lomme	April 14, 2017
<i>Approved by:</i>		
<b>Regional Safeguards Coordinator:</b>	Maman-Sani Issa	April 17, 2017
<b>Comments:</b>		
<b>Practice Manager:</b>	Halil Dundar	March 17, 2017
<b>Comments:</b>		

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