ENVIRONMENTAL AND SOCIAL MANAGEMENT FRAMWORK (ESMF)

FOR

NIGERIA PARTNERSHIP FOR EDUCATION PROJECT (NIPEP)

DRAFT FINAL REPORT

January, 2014

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LIST OF ACRONYMS

AESPR	Annual Education Performance Review
AU	African Union
AWP	Annual Work Program
BP	Bank Policy
CBO	Community Based Organizations
CPS	Country Partnership Strategy
CRC	Convention on Rights of the Child
CSACEFA	Civil Society Action Coalition on Education for All
EA	Environmental Assessment
ECOWAS	Economic Community of West African States
EIA	Environmental Impact Assessment
EMS	Environmental Management Systems
ESIA	Environmental and Social Impact Assessment
ESMF	Environmental and Social Management Framework
ESMP	Environmental and Social Management Plan
ESSC	Environmental and Social Screening Checklist
FCT	Federal Capital Territory
FEPA	Federal Environmental Protection Agency
FGD	Focus Group Discussion
FGN	Federal Government of Nigeria
FME	Federal Ministry of Education
FMEnv	Federal Ministry of Environment
FPFMD	Federal Project Financial Management Department
FPSU	Federal Project Support Unit
GPE	Global Partnership for Education Grant
HAZCOM	Hazard Communication Program
IESCR	International Convention on Economic, Social and Cultural Rights
IDA	International Development Association
LGA	Local Government Area
LGEA	Local Government Education Authority
MDAs	Ministry Departments and Agencies
MDG	Millennium Development Goals
M&E	Monitoring and Evaluation
MSDS	Material Safety Data Sheets
MTSS	Medium-Term Sector Strategy
NCE	National College of Education
NERDC	Nigeria Education Research and Development Council Nigeria
NESREA	National Environmental Standards and Regulations Enforcement Agency
NGO	Non Governmental Organization
NGPE	Nigeria Global Partnership on Education
NIPEP	Nigeria Partnership for Education Project
NPSC	National Project Steering Committee
OOS	Out of School
OP	Operational Policy
PAD	Project Appraisal Document
PC	Project Coordinator
PTA	Parent Teacher Associations
SBMC	School Based management Committee
SEPIP	State Education Program Investment Project

SOP	Standard Operating Procedures
SEPA	State Environmental Protection
SIG	School Improvement Grant
SMoEnv	State Ministry of Environment
SPCU	State Project Coordinating Unit
SPFMU	State Project Financial Management Unit
SPSC	State project Steering Committee
SPTC	State Project Technical Committee
SUBEB	State Universal Basic Education Board
TA	Transformation Agenda
TOR	Terms of Reference
UBE	Universal Basic Education
UBEC	Universal Basic Education Commission
UNICEF	United Nations Children Fund
WB	World Bank
WCEFA	World Conference on Education for All

Currency and Equivalents

Currency Unit = Nigerian Naira
US$ = N160

EXECUTIVE SUMMARY

ES 1: Background

The Federal Government of Nigeria has initiated the preparation of the Nigeria Partnership for Education Project (NIPEP) and will be supported with financing from the World Bank to the tune of $100 million Global Partnership for Education Fund Grant to support the education program of participating States.

The direct beneficiaries from the participating States of Jigawa, Kaduna, Kano, Katsina, and Sokoto are the pupils, particularly girls, who attend basic education schools and integrated Islamiyya schools, funded by government, OOS children, again particularly girls, and the teachers in government schools who will receive training and support. Indirect beneficiaries include government staff at Federal, State and LGA levels, as well as members of SBMCs and the communities they represent.

ES 2: Project Development Objectives and Components

The proposed project development objective is: is to improve access and quality of basic education in selected States, with particular attention to girls' participation. The GPE grant builds on ongoing government expenditures and commitments, IDP activities and experience and provides a targeted program of support reflecting several critical areas needed to improve education service delivery as well as a means for coordinating interventions among government and development partners

The project consists of three main components which include:

Component 1: Promoting School Effectiveness and Improved Learning Outcomes(estimated total cost: US$45.96 million).

- Sub-component 1a- School Improvement Grants to Primary Schools (estimated total cost US$ 23.51 million).
- Sub-component 1b- School Improvement Grants to Pre-Primary Schools (estimated total cost US$7.65 million).
- Sub-component 1c- Support to Teacher Professional Development (estimated total cost US$14.8 million).

Component 2: Increasing Access to Basic Education for Out-of-School Children with a Focus on Girls (estimated total cost: US$43.0 million).

- Sub-component 2a- Girls' Access to Primary Education (estimated total cost US$32.2 million).
- Sub-component 2b- Scholarships for Female Teachers (estimated total cost US$3.9 million).
- Sub-component 2c[1]- Community Mobilization and SBMC Training (estimated total cost US$6.9 million).

Component 3: Strengthening Planning and Management Systems including Learning Assessment and Capacity Development (estimated total cost: US$11.04 million).

[1]An example module in the ESSPIN supported Jigawa state SBMC Training Manual is "Preparing SBMCs for Managing Money and Community Relations"

- Sub-Component 3a- Management and Implementation Support
- Sub-component 3b- State Education M&E
- Sub-component 3c- Learning Assessments and Impact Evaluation

This project is rated as a Category B partial assessment since it is not expected to generate any major adverse environmental and/or social impacts. The activities that trigger the Environmental Policy (OP/BP/4.01) are related to component one in which school grants will be provided to all public basic education schools in the selected states to improve the quality and management of education services. The grants will follow guidelines issued in a Project Implementation Manual, based on revisions to an existing School Grant manual that has been adopted in several of the participating states. The school grants may entail minor rehabilitation of existing buildings or construction of new buildings on existing sites- work that will be guided by applicable local and national laws and regulations.

ES 3: Policy and Regulatory Framework

The following national, state, and international policies and regulations are applicable to the educational sector and environmental and social issues pertaining to the Nigeria Partnership for Education Project (NIPEP):

Policy Framework

- National Policy on Education 2008;
- National Policy on Science and Technology 1986;
- National Policy on the Environment 1988;
- The National Urban Development Policy 1989;
- The Transformation Agenda;
- The four Year Strategy of the Federal Ministry of Education 2011-2015;
- World Conference on Education for All (WCEFA) 1990;
- Dakar World Education Forum 2000;
- United Nation Millennium Development Goals 2000; and
- International Convention on Economic, Social and Cultural Rights (IESCR).

Regulatory Framework

- Constitution of the Federal Republic of Nigeria 1999;
- Federal Environmental Protection Agency Act 1988;
- National Guidelines on Environmental Audit in Nigeria 1999;
- National Environmental Standards and Regulations Enforcement Agency (NESREA) Act 2007;
- Universal Basic Education (UBE) Act 2004; and
- Child Rights Act (2003).

ES 4: Potential Positive and Negative Environmental and Social Impacts

Potential Positive Environmental and Social Impacts

- Sustained environmental performance and governance after project implementation;
- Increased efficiency in the ESIA/ESMP process; and

- Improved access and quality of basic education in selected States, with particular attention to girls' participation.

Potential Negative Environmental and Social Impacts

Environmental Impacts

This project is rated as a Category B partial assessment since it is not expected to generate any major negative environmental and/or social impacts. The activities that trigger the Environmental Policy (OP/BP/4.01) are related to component one in which school grants will be provided to all public basic education schools in the selected states to improve the quality and management of education services.

It is expected that minor civil works may be carried out under the project in the form of minor repairs/rehabilitation within existing school facilities where no land acquisition is required and no encroachments are likely. The project will not finance any activities that result in land acquisition leading to involuntary resettlement and/or restrictions of access to resources or livelihoods (See Chapter 5).

Social Impacts

Perceived socio-economic impacts were identified from key socio-economic indicators (livelihood, community structure, public health and population) and the projects components at all level of the project implementation. The impacts of the project on educational development are largely positive. These include: schools investing in pre-primary education with NIPEP school grants funding, early grade teachers trained with NIPEP funds, Girls receiving NIPEP scholarship, NIPEP-supported female teachers receiving NCE scholarship, persisting in NCE course, School Based Management Committees trained, State Annual Education Sector review, State EMIS in place producing timely data, States implementing pilot learning assessments etc(See Chapter 5).

ES 5: Mitigation Measures

Mitigation measures are actions taken to enhance and minimize positive and negative environmental and social impacts respectively. Impact mitigation measures proffered in this ESMF are general guidelines for dealing with program and sub-project impacts. In recommending mitigation measures, the following principles have been taken into consideration.

- Design changes;
- Avoidance;
- Preservation;
- Minimization;
- Rehabilitation;
- Restoration;
- Replacement;
- Improvement;
- Development; and
- Diversification.

ES 6: Implementing the ESMF

This ESMF report incorporates a number of elements into an overall Environmental and Social Management process for the NIPEP activities. The process involves distinct steps and associated activities that are linked to delivery of a robust and veritable management framework in line with the stated objectives of the ESMF.

ES 7: Project Screening, Scoping and Categorization

The objective of screening is to determine the appropriate level of environmental and social impact assessment and management for a proposed sub-project. Environmental and Social screening process distinguishes sub-projects and activities that will require thorough environmental review to prevent/mitigate negative environmental and social impacts or those which will provide opportunities to enhance positive environmental and social impacts.

The screening process will involve an assessment of the project to determine:

- the appropriate sub-project categorization for the EA;
- applicable World Bank environmental and social safeguards instruments (ESIA/ESMP); and
- potential for environmental and social impacts.

ES 8: Stakeholder consultation

In accordance with World Bank safeguards policy governing EA Category A projects, the GoN recognizes that stakeholder consultation is an important element of the NIPEP and the EA process.

Public consultation is an integral part of the EA process. Since the ESMF is conducted before most of the sub-project decisions are made, the most feasible form of consultation may be scientific experts, relevant government agencies and the private sector.

ES 9: Estimated Budget for Implementing the ESMF

To effectively implement the environmental and social management mitigation measures as part of the ESMF, necessary budgetary provisions have to be made for sub-projects. It is important to identify financial requirements even if indicative. This ensures upfront appreciation of the financial requirements and allows early planning and budgeting accordingly.

Tentative budget for the project includes the environmental and social mitigation cost, management costs, cost of environmental monitoring and capacity building. All administrative costs for implementing the ESMF shall be budgeted for as part of the FPSU costing.

The table below shows an indicative budget breakdown and responsibility of the cost for implementing the due diligence in the project. The total cost for implementing the ESMF is estimated at **Three Million Seven Hundred and Ninety Three Thousand Six Hundred and Twenty Five Naira only (₦ 3,793,625).**

Item	Responsibility	Cost Breakdown	Cost Estimate in Nigerian Naira (₦)	Cost Estimate In US Dollars (US$)
Mitigation	SPCUs and State's EPA/ LGEA and the SBMCs		2,225,000	13906.02
Management	SPCUs /SEPAs/ LGEA and the SBMCs	5% of Mitigation Cost	111,250	695.31
Capacity Building	FPMU/SPCUs/ Consultants/SEPAs/Relevant MDAs/ LGEA and the SBMCs	25% of Mitigation Cost	556,250	3476.56
Monitoring	SPCUs /State's EPA/ LGEA and the SBMCs	25% of Mitigation Cost	556,250	3476.56
Sub- Total			3,448,750	21554.68
Contingency		10% of Sub- Total	344,875	2155.46
Total			3,793,625	23710.15

ES 10: Disclosure

Copies of this ESMF will be made available to the public by the FPSU. The FPSU will disclose the ESMF as required by the Nigeria EIA public notice and review procedures as well as the World Bank Disclosure Policy at the World Bank Infoshop.

1. INTRODUCTION

1.1 Project Background

The Nigerian Education System is a 6-3-3-4 system, where the first nine years of basic education comprises six years of primary and three years of junior secondary education; the next three years are senior secondary education; and the final four years are tertiary education. In addition, a one-year pre-primary year was recently announced by the Federal Ministry of Education (FME) as part of the effort to prepare children for school. The responsibility to provide the various levels of education is divided between the federal, state, and local governments as outlined in the Constitution, although some responsibilities are shared (concurrent), rather than exclusive. The primary body coordinating education is the National Council on Education, composed of the Federal Minister of Education and State Commissioners for Education plus the Federal Capital Territory (FCT) Education Secretary.

1.2 The Nigeria Partnership for Education (NIPEP) Project

The Nigeria Partnership for Education Project (NIPEP) seeks to improve access and quality of basic education in 5 North-western States (Kaduna, Kano, Katsina, Jigawa, and Sokoto), with particular attention to girls' participation and out-of-school children. The GPE grant would finance selected aspects of the states' sector programs that contribute to the achievement of this development objective and are aligned with ongoing and planned investments by the LEG. The GPE grant builds on ongoing government expenditures and commitments, IDP activities and experience and provides a targeted program of support reflecting several critical areas needed to improve education service delivery as well as a means for coordinating interventions among government and development partners. It also reflects GPE strategic priorities.

NIPEP would support the Government of Nigeria and State-level education programs in the five selected states covering basic education, contributing to Nigeria's long-term objective of human capital development for sustaining economic growth and poverty reduction. This Project Objective is consistent with the aims of the FY2014-17 Country Partnership Strategy (CPS), and is fully aligned with the goals of Nigeria's development agenda, Vision 20:2020 (NV20:2020), and its Medium-Term Sector Strategy (MTSS) for realizing that vision, the Transformation Agenda (TA) 2011-2015. Specifically, it focuses on the need to improve Nigerian livelihoods through improving the quality and efficiency of social service delivery at the state level and promote social inclusion, gender and equity; strengthen governance and public sector management. The NIPEP objective in the five North-Western states is well aligned with the Government's TA towards achievement of NV:20:2020.

1.3 Challenges in the Education Sector and Consideration of Interventions

Key challenges in basic education in Nigeria include insufficient supply of classrooms and infrastructure amenities, low levels of learning outcomes, high enrolments that may overcrowd classrooms, and inadequate education funding. The main obstacles to access include poverty, gender bias, interpretations of religion, and inadequate supply. Specific interventions targeting community, school and classroom level outcomes are important in addressing these challenges and the NIPEP project will support such initiatives in the 5 selected states.

1.4 Objectives of the Environmental and Social Management Framework

The objective of the ESMF is to enable support for effective decision making in order to ensure that implementation processes during the execution of sub-project activities such as; potential rehabilitation works are undertaken in an environmentally sound and sustainable manner, encourage stakeholder consultation and participation and enhance social wellbeing. Specifically, this ESMF seeks to provide a clear process including action plans to integrate environmental and social considerations into the NIPEP.

More specifically, the purpose of the ESMF is to:

- Assess the potential environmental and social impacts of the sub-projects (construction/rehabilitation), whether positive or negative and propose mitigation measures;
- Inform the project preparation team and the Nigerian Government of the potential environmental and social impacts of different anticipated sub-projects and relevant mitigation measures and strategies;
- Establish clear directives and methodologies for the environmental and social screening of sub-projects to be financed by the project; and
- Identify potential environmental policies, legal and institutional framework pertaining to the project.

1.5 Justification for Environmental and Social Safeguards Study

NIPEP is rated as a Category B partial assessment since it is not expected to generate any major negative environmental and/or social impacts. The activities that trigger the Environmental Policy (OP/BP/4.01) are related to component one in which school grants will be provided to all public basic education schools in the selected states to improve the quality and management of education services. The grants will follow guidelines issued in a Project Implementation Manual, based on revisions to an existing School Grant manual that has been adopted in several of the participating states.

The school grants may entail minor rehabilitation of existing buildings or construction of new buildings on existing sites- where no land acquisition is required and no encroachments are likely. work that will be guided by applicable local and national laws and regulations.

The project will not finance any activities that result in land acquisition leading to involuntary resettlement and/or restrictions of access to resources or livelihoods.

In addition, to ensure proper assessment and mitigation of the potential adverse environmental and social impacts of activities selected under the grants, an Environmental and Social Management Framework (ESMF) will guide the State UBEC agencies.

1.6 Application of the ESMF

The application of the ESMF to the sub-projects enables preparation of a standardized environmental and social assessment documents for appraisal and implementation. For sub-projects that will trigger significant environmental / social impacts it will be necessary to undertake the necessary environmental and social assessments, as mandated by the Environmental laws of Nigerian Governments (national and state) and conforming to the safeguard policies of the

World Bank. The process for conformance to these procedures is defined in this framework. The criteria established shall enable the identification of such projects.

1.7 Study Approach and Methodology

This ESMF was prepared in accordance with standard procedures for environmental assessment including the applicable World Bank safeguard policies and Nigerian environmental assessment guidelines

1.7.1 Literature Review

The approach was based on review of available literature and other strategic planning documents at the national and state level. Documents consulted in the process of preparing the ESMF study include:

- Federal and state environmental laws regulations, decrees, acts, policies and guidelines;
- Draft Global Partnership For Education Grant (GPE) PAD;
- World Bank Safeguards Policies;
- Baseline information relating to the physical, biological and socio-cultural environment of Kaduna, Katsina, Sokoto, Kano and Jigawa States;
- FMEnv Environmental Impact Assessment Act (Decree No. 86). 1992;
- ESMF's prepared by other World Bank projects in Nigeria and other parts of the world e e.g. Lagos Eko Secondary Education Project; State Education Program Investment Project (SEPIP).

1.7.2 Data Gathering

Data on the details of the environmental management policies and regulations were sourced from different institutions, including the Federal Ministry of Environment and National Environmental Standards and Regulations Agency (NESREA). Information gathered was reviewed to obtain detailed descriptive, qualitative and quantitative data on the physical environmental, sociological, and economic laws, regulations, standards, and policies relating to the project.

In addition, environmental and social screening and scoping of the project's field of influence and activities were undertaken in line with the Federal Ministry of Environment guidelines and the World Bank.

2.0 POLICY, LEGAL AND REGULATORY FRAMEWORK

2.1 Introduction

This chapter presents an overview of applicable state, federal and international policies and regulations that guides the implementation of the ESMF in addition to an assessment of the institutional framework for the implementation of the sub-projects.

2.2 National Policies

Nigeria National Policy on environment is a broad course of action that the Government of Nigeria adopts so that it meets its objectives.

2.2.1 National Policy on the Environment (1988)

The National Policy on the Environment aims to achieve sustainable development in Nigeria, and in particular to:

- secure a quality of environment adequate for good health and well being;
- conserve and use the environment and natural resources for the benefit of present and future generations;
- restore, maintain and enhance the ecosystems and ecological processes essential for the functioning of the biosphere to preserve biological diversity and the principle of optimum sustainable yield in the use of living natural resources and ecosystems;
- raise public awareness and promote understanding of the essential linkages between the environment, resources and development, and encourage individuals and communities participation in environmental improvement efforts; and
- co-operate with other countries, international organizations and agencies to achieve optimal use of trans-boundary natural resources and effective prevention or abatement of trans-boundary environmental degradation.

2.3 Regulatory Framework

The regulatory framework is a system of regulations and the means used to enforce them. They are established by the Government of Nigeria to regulate environmental specific activities and are recognized by the law. The following gives an overview of the existing Federal legislations.

2.3.1 Federal Legislation

Federal Environmental Protection Agency Decree No 58 (1988)

The Federal Environmental Protection Agency (FEPA) was established by Decree No. 58 of 1988 and charged with the responsibility for environmental protection. Following the upgrading of the agency to a Federal Ministry of Environment (FMEnv) in January 2007, the Ministry was mandated to coordinate environmental protection and natural resources conservation for sustainable development.

The FMEnv has developed statutory documents to aid in the monitoring, control and abatement of industrial waste. These guidelines stipulate standards for industrial effluent, gaseous emissions and

hazardous wastes. Table 1 summarizes the existing national legal instruments applicable to environmental protection. Table 2 on the next page presents a list of proposed National legislations.

Table 1: Existing National Environmental Protection Regulations

S/N	Regulations	Year	Provisions
1	National Environmental Protection (Effluent Limitation) Regulations	1991	The regulation makes it mandatory for industrial facilities to install anti-pollution equipment, makes provision for effluent treatment and prescribes a maximum limit of effluent parameters allowed.
2	National Environmental Protection (Pollution and Abatement in Industries in Facilities Producing Waste) Regulations	1991	Imposes restrictions on the release of toxic substances and stipulates requirements for monitoring of pollution. It also makes it mandatory for existing industries and facilities to conduct periodic environmental audits.
3	National Environmental Protection (Management of Solid and Hazardous Wastes) Regulations.	1991	Regulates the collections, treatment and disposal of solid and hazardous wastes from municipal and industrial sources.
4	Harmful Wastes (Special Criminal Provisions etc) Decree No. 42	1988	Provides the legal framework for the effective control of the disposal of toxic and hazardous waste into any environment within the confines of Nigeria
5	Environmental Impact Assessment Act (Decree No. 86).	1992	The decree makes it mandatory for an EIA to be carried out prior to any industrial project development
6	National Guideline and Standard for Environmental Pollution Control	1991	The regulations provide guidelines for management of pollution control measures.
7	Workmen Compensation Act	1987	Occupational health and safety
8	Urban and Regional Planning Decree No 88	1992	Planned development of urban areas (to include and manage waste sites)
9	Environmental Sanitation edicts, laws and enforcement agencies		General environmental health and sanitation. Enforcing necessary laws
10	State waste management laws		Ensure proper disposal and clearing of wastes
11	Public Health Law		Covering public health matters
12	National Guidelines on Environmental Management Systems (EMS)	1999	Recognizes the value of EMS to EIA and sets out objectives and guideline on general scope and content of an EMS
13	National Policy on the Environment	1989	The policy identifies key sectors requiring integration of environmental concerns and sustainability with development and presents their specific guidelines
14	National Guidelines and Standards for Water Quality	1999	It deals with the quality of water to be discharged into the environment, sets standards and discharge measures for for a wide range of parameters in water discharged from various industries. It also sets out the minimum/maximum limits for parameters in drinking water
15.	National Air Quality Standard Decree No. 59	1991	The World Health Organization (WHO) air quality standards were adopted by the then Federal Ministry of Environment (FMEnv) in 1991 as the national standards. These standards define the levels of air pollutants that should not be exceeded in order to protect public health.
16.	National Environmental Standards and Regulations Enforcement Agency (NESREA Act)	2007	Established to ensure compliance with environmental standards, guidelines and regulations.
17.	National Policy on Flood and Erosion Control (FMEnv)	2006	This policy addresses the need to combat erosion in the country utilizing the procedures outlined in the National Action Plan for Flood and Erosion Control and Technical Guidelines, developed by the WIC Environmental Committee which was set up to plan an operational platform for these issues
18.	National Oil Spill Detection and Response Agency (NOSDRA Act)	2005	This statutory regulation makes adequate regulations on waste emanating from oil production and exploration and its potential consequences to the environment.

Table 2: List of proposed environmental national legislation

Nos	Regulation	Year
1	Waste Prevention and Recycling Bill	1999
2	Response, Compensation and Liability For Environmental Damage Bill	1999
3	Waste Prevention and Recycling Bill	2000
4	Federal Environmental Protection Agency (Amendment) Bill	2001
5	Pollution Abatement and Waste Generation Facilities (control) Bill	2001
6	Federal Environmental Protection Agency Bill	2003
7	Industrial Wastewater Pollution and Control Bill	2003
8	Environmental Managers Registration Council of Nigeria Bill	2003
9	Amendment of EIA Decree No. 86 of 1992 Bill	2005

2.3.2 Other Acts and Legislations

Other formal written enactment produced by a legislature or by a legislative process important in the project includes:

Constitution of the Federal Republic of Nigeria 1999

The Constitution (Section 18) provides the basis for the national education policy, which through which the government shall eradicate illiteracy by ensuring that there are equal and adequate educational opportunities at all levels. To what extent practicable, the government shall ensure that:

- Free compulsory and universal primary education;
- Free secondary education;
- Free university education; and
- Free adult literacy program

Child Rights Act (2003)

The act gives full protection to privacy, honour, reputation, health and prevention from indecent and inhuman treatment through sexual exploitation, drug abuse, child labour, torture, maltreatment and neglect to a Nigerian Child. It also declares that every child has a right to life, to be allowed to survive and develop.

Universal Basic Education Act 2004

The Universal Basic Education Act provides the legal framework for the implementation of the UBE Programme, which makes basic education not only free but also compulsory. Subsequently, the UBE Commission was established as a way of ensuring the proper implementation of the UBE programme. The commission is responsible for the coordination of the activities of the programme.

National Environmental Standards and Regulations Enforcement Agency (NESREA) Act 2007

To assist the FMEnv, the National Assembly established NESREA to ensure compliance with environmental standards, guidelines and regulations.

2.4 Applicable International Agreements

World Conference on Education for All (WCEFA) 1990

This declaration made in Thailand states that every person – child, youth and adult- shall be able to benefit from educational opportunities designed to meet their basic needs.

World Summit for Children 1990

This further reaffirms the WCEFA declaration by stating that children should have access to basic education by the year 2000. The summit also placed emphasis on the need to raise the level of female literacy worldwide.

Dakar World Education Forum 2000

This was also held as a follow up to the WCEFA, and it set six goals to be attained by 2015. The goals include:

- Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
- Improving all aspects of the quality of education, and ensuring excellence for all, so that recognized and reasonable learning outcomes are achieved, especially in literacy, numeracy and essential life skills; and
- Ensuring that by 2015 all children, with special emphasis on girls, children in difficult circumstances and from ethnic minorities have access to and complete free and compulsory primary education of good quality.

United Nation Millennium Development Goals 2000

- These declaration adopted in 2000 has two of the eight goals devoted to education. They are goal two (to achieve universal primary education) and goal 3 (to promote gender equality and empowerment of women).

Others

Nigeria is also a signatory to the following relevant international conventions:

- The African Convention on the Conservation of Nature and Natural Resources, The African Convention, 1968;
- The Convention Concerning the Protection of the World Cultural and Natural Heritage, The World Heritage Convention, 1972;
- The Basel Convention on the Control of Transboundary Movement of Hazardous Waste and Disposal, 1989;
- Bamako Convention on the Ban of the Import into Africa and the Control of Transboundary Movement and Management of Hazardous Waste within Africa 1991.
- The Convention on Biological Diversity, 1992;
- The Framework Convention on Climate Change, Kyoto Protocol, 1995;
- International Convention on Economic, Social and Cultural Rights (IESCR)
- The Dakar Framework for Action 2000

- Convention on Rights of the Child (CRC)
- Convention on the Elimination of all Forms of Discrimination against Women (CEDAW)

In addition, Nigeria also has obligations to protect the environment through various commitments to the African Union (AU), the Economic Community of West African States (ECOWAS) and the Commonwealth. It is also committed through relations with the European Community under the Lome IV Convention.

2.5 Assessment of the Policy and Regulatory Framework

Nigeria has adequate policy and legal provisions for environmental assessment; detailed laws, regulations and guidelines have been developed and serve as the framework for conducting EIAs in both the public and private sectors. However, due to lack of adequate enforcement, the implementation of these rules has been poor. Shortcomings of some policies and regulations are discussed below.

Environmental Impact Assessment (EIA) Act

An identified oversight of this Act lies in the issue of public participation. Under the Act, the public and interested third party stakeholders make an input in the assessment process only during public review, which takes place after preparation of the draft report (which is often not well publicized). Early public participation during scoping and preparation of the ToR will contribute greatly to the success of the project.

Federal Environmental Protection Agency (FEPA) Sectoral Guideline

FEPA's Guideline covering infrastructural projects deals with both the procedural and technical aspects of EIA for construction projects. The guideline stresses the need to carry out an EIA at the earliest stage possible. Infrastructure Project EIAs have been conducted in rather loose form, and often taken as a supplementary requirement to overall economic and engineering issues.

National Policy on Environment

The policy and its institutional arrangements have not yielded the desired results. This is principally due to weak enforcement; inadequate manpower in the area of integrated environment management; insufficient political will; inadequate and mismanaged funding; a low degree of public awareness of environmental issues; and a top–down approach to the planning and implementation of environmental programs

National Policy on Education

The major problems hindering the actualization of the policy objectives are inadequate manpower; insufficient political will; mismanaged funding; a low public participation in policy formulation; and a top–down approach to the planning and implementation of environmental programs.

Universal Basic Education Act

The UBE program implementation has been hindered by poor project supervision, poor funding and lack of commitment from state governments. In addition, critical issues of poor facilities and unbalanced access to education have remained unaddressed.

2.6 Institutional Framework

To address the multi-sectoral nature of the components of the project, the following institutions and agencies are deemed relevant.

2.6.1 Federal Government Level

Federal Ministry of Environment (FMEnv)

The FMEnv in accordance with its mandatory functions will ensure that the project implementation conforms to the Environmental (Impact) Assessment Act 1992.

Federal Ministry of Education (FME)

The FME will be responsible for overall coordination of the project. The FME will provide policy guidance and chair the National Project Coordination Committee, which will be responsible for overall coordination and monitoring of project implementation, assisted by UBEC. It will also be responsible for coordinating technical assistance activities at federal level, and help resolve emerging implementation issues.

The Federal Ministry of Finance

The Federal Ministry of Finance will be a member of NPSC, and will be expected to provide support to the project through participation in project annual joint reviews. In addition, the Federal Project Financial Management Department (FPFMD) will manage financial management arrangements at the federal level. Given the critical role of the Federal Ministry of Finance as the interlocutor of multilateral and bilateral financing agencies in Nigeria, the Ministry in liaison with the Bank will carry out its oversight functions for project implementation with a view to ensuring smooth coordination and project effectiveness

National Project Steering Committee (NPSC)

This NPSC will be assisted by the Federal Project Support Unit in FME, which will be entrusted with project administration.

2.6.2 State Government Level

State Ministry of Environment (SMoEnv)

The respective *SMoEnv* is charged with establishing guidelines and standards for the management and monitoring of the environment in their states. Furthermore, the ministry is responsible for managing environmental problems caused by or arose within the project areas of influence including waste management and environmental guidance.

State Waste Management Authority

Each of the states waste management authority will ensure that wastes resulting from the project are promptly collected and adequately disposed.

State Ministry of Education (Kaduna, Katsina, Kano, Jigawa and Sokoto)

The State Ministry of Education for each of the states will have primary responsibility for coordination and implementation of the project in their respective states in conjunction with other agencies and institutions. As the proponent of this project, the ministry has mandate for monitoring and evaluation, quality assessment and control, and coordination, and providing information on a range of procedural and project management issues including procurement, financial management, disbursement, performance benchmarking etc.

It is envisaged that there will be a SPTC at the respective State Ministry of Education which will be responsible for project implementation and ensuring that all parties perform and carry out their responsibilities as detailed in the ESMP. In this regard, the SPTCs will rely on the analysis of periodic reports of the respective stakeholders.

State Project Steering Committee (SPSC)/State Project Technical Committee (SPTC)

The major part of implementation will occur at this level. A State Project Steering Committee (SPSC), chaired by the Commissioner, State Ministry of Education and composed of representatives of State Ministry of Finance, Planning and Budget, relevant agencies, SUBEB, colleges of education and civil society, will provide guidance to the SMOE which will be responsible for project implementation. The SPTC will support the SPSC on technical matters and be chaired by a State Project Coordinator (Director for Policy, Research and Statistics, SUBEB). This committee will liaise with various implementing partners, closely track project progress and achievement, and compliance with fiduciary safeguards (financial management, procurement, social and environment). It will also play a key role in planning, implementing, monitoring and reporting, as well as acting as a focal point for coordination with the Bank, SUBEB, Local Government Education Officers, and other agencies, including concerned civil society organizations.

2.6.3 Local Government Level

At the Local Government Authority (LGA) level, the participation of Local Government Education Authorities (LGEA) will be supported by building their capacity focused on expected requirements. Key activities of LGAs will include: (i) support to SBMCs in terms establishment and training, collate data on service delivery indicators, involve communities in primary education management and oversight; (ii) build capacity of Parent Teacher Associations (PTAs) and other CBOs and foster them where they do not exist; (iii) make information available on LGEA budgets and expenditures; and (iv) support the development of Local Government Education Management Information System including providing training and means of transport for supervisors, dissemination of information to schools, Monitoring and Evaluation of Schools activities, etc.

2.6.4 At school level

Responsibility for project implementation will lie primarily with Head Teachers/Principals, assisted by functional School-Based Management Committees (SBMCs), which will support the schools in developing education improvement plans, and manage activities under such plans, as

approved by the SMOEs, in compliance with an approved operation manual. In addition, SBMCs, assisted by NGOs, will be responsible for organizing meetings with relevant community members (e.g. PTAs, parents' assemblies, and support school social audits).

2.7 World Bank Safeguard Policies

The World Bank has 10 + 2 Safeguard Policies to reduce or eliminate the negative environmental and social impacts of potential projects, and improve decision making. Details of the safeguard policies can be seen in Annex 2. These World Bank safeguard operational policies are:

- OP/BP 4.01: Environmental Assessment
- OP/BP 4.04: Natural Habitats
- OP 4.09: Pest Management
- OP/BP 4.12: Involuntary Resettlement
- OP 4.10: Indigenous Peoples
- OP 4.11: Physical Cultural Resources
- OP 4.36: Forests
- OP/BP 4.37: Safety of Dams
- OP/BP 7.50: Projects on International Waters
- OP/BP 7.60: Projects in Disputed Areas

Plus 2

- OP/BP 4.00: Use of Country System
- OP/BP 17.50: Public Disclosure

The activities that trigger the Environmental Policy (OP/BP/4.01) are related to component one in which school grants will be provided to all public basic education schools in the selected states to improve the quality and management of education services.

3.0 PROJECT DESCRIPTION

The Federal Government of Nigeria has initiated the preparation of the Nigeria Partnership for Education Project (NIPEP) and will be supported with financing from the World Bank to the tune of $100 million Global Partnership for Education Fund Grant to support the education program of participating States.

3.1 Project Objectives

The proposed project development objective is: is to improve access and quality of basic education in selected States, with particular attention to girls' participation. The GPE grant builds on ongoing government expenditures and commitments, IDP activities and experience and provides a targeted program of support reflecting several critical areas needed to improve education service delivery as well as a means for coordinating interventions among government and development partners.

3.2 Project Components

The project will have three main components: 1) promoting school effectiveness and improved learning outcomes; 2) increasing access to basic education for out-of-school children with a focus on girls; and 3) strengthening planning and management systems including learning assessment and capacity development.

Component 1: Promoting School Effectiveness and Improved Learning Outcomes(estimated total cost: US$45.96 million). This component is designed to provide school grants for student and school materials and costs of teacher development in primary and pre-primary schools. The main objective of this component is to improve the effectiveness of schools in enabling pupils to enroll and stay in school, by promoting school-level resourcing and greater accountability for results, providing increased resources for primary and pre-primary education and providing increased resources for initiatives that target improved teaching and learning outcomes in reading, literacy and numeracy especially in the early primary grades. This component will have 3 sub-components:

Sub-component 1a- School Improvement Grants to Primary Schools (estimated total cost US$ 23.51 million). This sub-component will provide funds to support a decentralized mechanism for funding non-salary expenditures related to improving school effectiveness, learning and teaching by providing all eligible primary schools including integrated Islamiyya schools in the 5 NIPEP states with a School Improvement Grant (SIG). The grant will be channelled to school accounts and will fund materials for students that are intended to aid access and retention of pupils in school, e.g. school uniforms, book bags, student learning materials, classroom materials, etc.

Sub-component 1b- School Improvement Grants to Pre-Primary Schools (estimated total cost US$7.65 million). This sub-component will provide specific funding support to benefit teaching and learning initiatives, materials and resources for pre-primary education in the form of a grant to schools that already have established pre-primary classrooms, including integrated Islamiyya schools. These pre-primary SIGs will also be channelled to school accounts to be spent only on pre-primary education.

Sub-component 1c- Support to Teacher Professional Development (estimated total cost US$14.8 million). This sub-component will provide funds to support the costs of training and materials in state-led initiatives to develop the skills of primary teachers, mentor teachers and head teachers in core areas of reading, literacy and mathematics – initiatives which already have IDP technical support and which have government backing, including from federal intervention funds (UBEC Teacher Professional Development funds) and states' own funds. These funds will be channelled through the SUBEBs and LGEAs where appropriate.

The costs of each sub-component include the direct costs of the benefit (e.g. the grant, the scholarship, the training,) plus the operating costs and contingencies (price and physical). These costs include administration and management costs as well as monitoring and supervision visits. These costs also include the costs of implementing the communication strategy for the interventions. The details of these costs will be included in the states' NIPEP Annual Work Program (AWP), along with the costs for the funds for schools and teacher professional development. The total amount estimated for this under Component 1 is up to $4.2 million.

Component 2: Increasing Access to Basic Education for Out-of-School Children with a Focus on Girls (estimated total cost: US$43.0 million). The objective of this component is to support the inclusion of girls in basic education and promote gender equality.This component will have 3 sub-components:

Sub-component 2a- Girls' Access to Primary Education (estimated total cost US$32.2 million). This sub-component will focus on demand-side activities to encourage girls to attend school. It will provide cash as scholarship to primary caregivers to encourage increased enrolment of girls in primary schools.

Sub-component 2b- Scholarships for Female Teachers (estimated total cost US$3.9 million). This sub-component is designed to promote gender equality and support the increase of the supply of qualified female teachers. It will fund female teachers to upgrade their qualifications to the NCE.

Sub-component 2c[2]- Community Mobilization and SBMC Training (estimated total cost US$6.9 million). This sub-component will provide capacity-building and operational support to LGEA and school-level stakeholders (gender advisors, Social Mobilization Officers (SMOs), SSOs, SBMCs, school staff) on issues affecting girls' retention and ensure SIG-supported activities are designed with gender sensitivity. In addition, systematic sensitization, outreach and community mapping will be conducted to encourage families to send their girls to school.

Each sub-component includes some costs to operate the activities, e.g., to cover the administration and management costs as well as monitoring and supervision costs. The details of these costs will be included in the states' NIPEP, along with the costs for the scholarships and the support to community mobilisation. As with Component 1, the budget for this will also cover the costs of communications within the program. In the case of the intervention to increase girls' access to basic education, it is expected that the communication campaign will require significant resources to ensure it reaches the most remote and poorest communities to raise awareness and encourage them to send their girls to school and keep them there. The total amount estimated for this under component 2 is up to $3.9 million.

[2]An example module in the ESSPIN supported Jigawa state SBMC Training Manual is "Preparing SBMCs for Managing Money and Community Relations"

Component 3: Strengthening Planning and Management Systems including Learning Assessment and Capacity Development (estimated total cost: US$11.04 million).[3]The objective of this component is to: (a) provide capacity building, operating costs, and technical assistance to the Federal Ministry of Education, UBEC, the Nigeria Education Research and Development Council (NERDC), State Ministry of Education, State Universal Basic Education Board and LGEAs; (b) support robust monitoring and evaluation activities such as the States' AESPR and the States' EMIS; and, (c) regularize annual measurement of student learning and achievement by supporting the EGRA end line survey, the National Learning Assessment process, and undertaking two impact evaluations of NIPEP interventions. This component will have 3 sub-components:

Sub-Component 3a- Management and Implementation Support. This component will provide resources to each State and the Federal coordinating bodies to fund key operational costs for managing, monitoring and supervising the NIPEP activities, including enhanced activities at LGEA level through all the LGAs in each participating State. This includes: (i) coordination activities and monitoring visits to the states from the federal level team; (ii) implementation support and capacity building to ensure adequate quality of implementation as well as the sustainability of the interventions beyond the life of the project; (iii) grants to LGAs for selected operational activities; and, (iv) provide support for independent third party monitoring to validate and support analysis of project performance and implementation.

Sub-component 3b- State Education M&E This sub-component will support the improvement of existing M&E systems at the state level, namely (i) the states' Annual Education Performance Review (AESPR) and the (ii) states' Education Management Information System (EMIS).

Sub-component 3c- Learning Assessments and Impact Evaluation This sub-component will support existing processes and provide technical assistance to build evidence on education outcomes and impact of interventions, namely (i) the production of the EGRA end line in 2017 (baseline done in 2014); (ii) the National Learning Assessments; and, (iii) Impact Evaluations (IEs).

3.3 Operational Safeguard Policy Triggered

With respect to this project, the following World Bank policies are triggered:

- Environmental Assessment (OP4.01, BP 4.01, GP 4.01)

OP 4.01 Environmental Assessment

It is expected that minor civil works may be carried out under the project in the form of minor repairs/rehabilitation within existing school facilities where no land acquisition is required and no encroachments are likely. This document will be disclosed in the event that minor school repairs/maintenance will need to be done through the proposed school grants under the project

A complete description of the WB's Safeguards Policies and their triggers for applicability can be found on the World Bank's official web site www.worldbank.org and summarized in Annex 2.

[3]NIPEP states education sector plans highlight some of the management and quality assurance challenges and improvements in progress such as functional reviews to determine deficiencies, organisation restructuring, strategic planning, capacity building initiatives, e.g. of EMIS staff, QA officers, School Improvement Teams (Master Trainers for Teacher Development) and School Support Officers at local level.

3.4 Scope of Work

The ESMF shall clarify environmental and social mitigation principles, organizational arrangements and design criteria to be applied to sub-projects, which are to be prepared during project implementation. Sub-project ESIAs/ESMPs consistent with the policy framework will be subsequently submitted to the Bank. The expected output is a report that provides basic information about the scope of negative environmental and social impacts to be induced by project planning, operation, & management; mitigation and monitoring actions to be taken and cost implications. It is expected that the ESMF will cover the following: (See Annex 1- TOR).

- Environmental and social scope analysis;
- Environmental and Social Screening;
- Baseline Data;
- Policy and Regulatory Framework;
- Institutional Needs and Capacity;
- Analysis of Alternatives;
- Development of Management Plans to Mitigate Negative Impacts;
- Public Consultation;
- Preparation of the Strategic Environmental and Social Assessment;
- Budgeting & Costs Planning for ESMPs; and
- Monitoring and Evaluation (M&E) methodologies for ESMPs implementations

4.0 DESCRIPTION OF PROJECT ENVIRONMENT

4.1 Description of Nigeria

Nigeria is situated in West Africa lying between latitudes 4°00 N and 14°00N and longitudes 2°500 W and 14°45 E, bordered to its south by the Gulf of Guinea for about 850km, by the Republic of Benin to the West for 773km, Republic of Niger to its North for 1497km, Chad at its North Eastern Boundary (water boundary) for 87km and Cameroon to its East for 1,690km.

The states where the project will be implemented are Kaduna, Katsina, Kano, Jigawa and Sokoto (see figure 1.1 below).

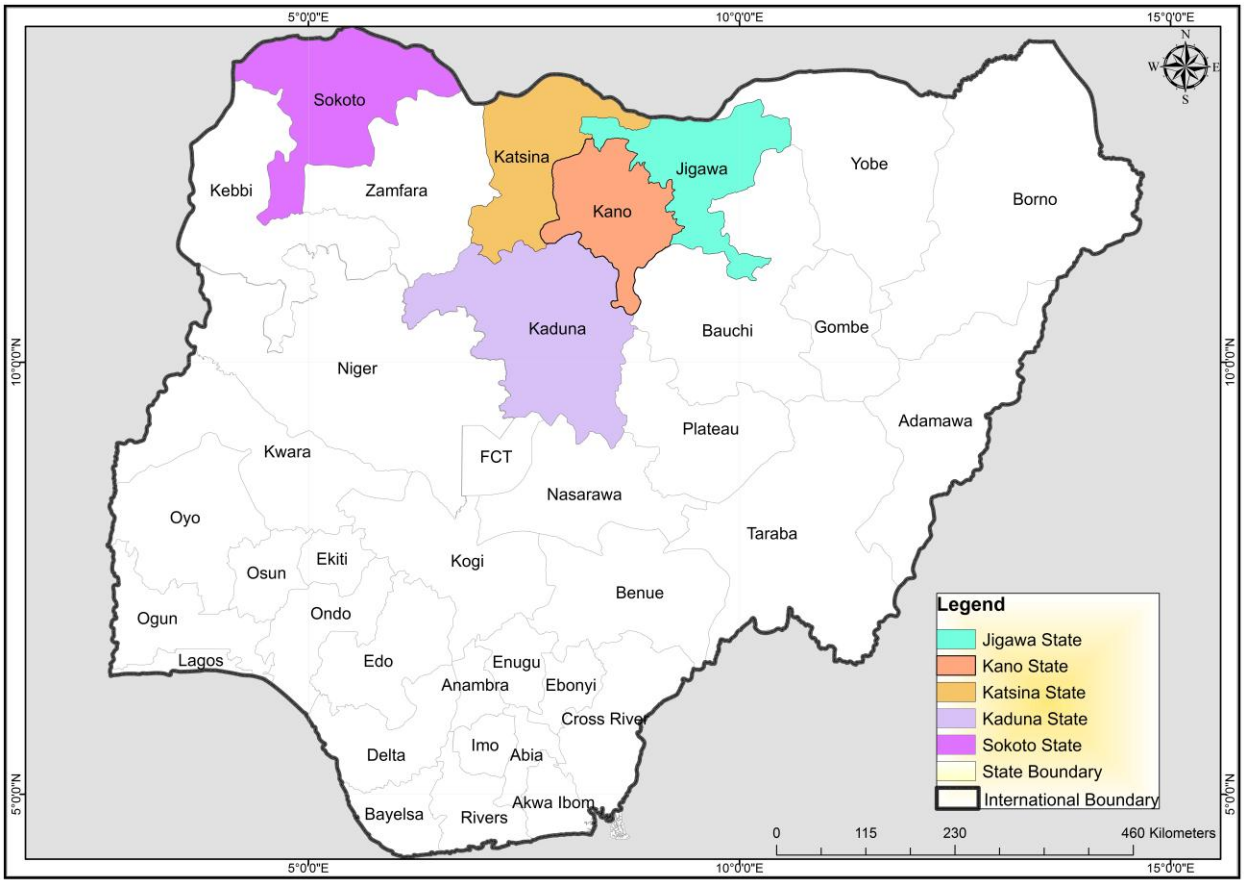

Figure 1: Map of Nigeria showing project states

4.2 Description of Participating States

4.3 Description of Kaduna State

Kaduna state was created in 1976, and was the capital of the former northern region of Nigeria. It is located on the southern end of the high plains of northern Nigeria and bounded by parallels 9°03'N and 11°32'N, and extends from the upper River Mariga on Longitudes 06°05'E to 08°48'E on the foot slopes of the scarp of Jos Plateau.

4.3.1 Physical Environment

Climate: Kaduna State experiences a typical tropical continental climate with distinct seasonal regimes, oscillating between cool to hot dry and humid to wet. The climatic seasonality is pronounced with the cool to hot dry season being longer, than the rainy season. Again, the spatial and temporal distribution of the rain varies, decreasing from an average of about 1530mm in Kafanchan-Kagoro areas in the Southeast to about 1015mm in lkara and Makarfi districts in the northeast. High evaporation during the dry season, however, creates water shortage problems especially in Igabi, Giwa, Soba, Makarfi and Ikara LGAs.

Geology: The bedrock geology in Kaduna State is predominantly metamorphic rocks of the Nigerian Basement Complex consisting of biotite gneisses and older granites. In the south-eastern corner, younger granites and bathyliths are evident. The valleys in Kaduna are shallow but wide, stretching several tens of kilometres into the headwater areas with gentle sloping valley sides; imperceptibly grading into flat moist to marshy alluviated bottomlands or floodplains, called "fadamas" in Hausa. Although stream valley incisions and dissections of the high plains are evident in several areas, especially in the Zaria region, they are due to anthropogenic influences and climatic factors than regional geologic instability.

Soils and Vegetation: Generally, the soils in Kaduna State are typical red-brown to red-yellow tropical ferruginous soils and the vegetation is made up of savannah grassland with scattered trees and woody shrubs. The soils in the upland areas are rich in red clay and sand but poor in organic matter.

4.3.2 Population

The 2006 census provisional result puts the population of Kaduna State at 6,066,562 persons. Although majority live and depend on the rural areas, about third of the state's population are located in two major urban centres of Kaduna and Zaria. However, except in the northwestern quadrant of the state, the rural population concentration is moderate, reaching a high of over 500 persons per sq. km. in Kaduna and Zaria town and the neighboring villages are as follows;

- Jaba, Igabi and Giwa 350 persons per sq. km
- Ikara LGAs 200 persons per sq. km

4.3.3 Agriculture

In Kaduna the agriculture and forest resources are enormous. On the gentle rolling high plains, the tropical ferruginous soils have been intensively used for cereal and cotton cultivation. Although the soils are poor because of leaching and poor cover management, but with good conservation and

land management practices, it is capable of supporting calcium-rich annual grass for livestock development. In the north of latitude 10^0 N, the soil is good for production of large quantities of cotton lint and seed for which Soba, Makarfi, Kudan, Ikara, Kubau, Kauru and Lere LGAs are known. Yam and maize have successfully been producing high yields with the use of fertilizer in recent times, especially in Igabi, Giwa and Birnin Gwari LGAs. In the well-watered southeastern part, the rich darker soils are used for cultivating cereals, cassava, rice and the famous southern Kaduna ginger ("Chitta" in Hausa).

In the fadamas, the dark grey clay soils (vertisols) have become highly valued and are focused on for intensive agricultural activities especially during the dry season. Large areas of such fadamas are being used for economically valuable market gardening for growing tomatoes, chillies, sweet pepper, okra, onion, Irish potato and sugar cane using traditional "shadoof" irrigation (in the floodplains/fadama of Galma and Tubo basins).

4.3.4 Transport Network

Kaduna State is served with 2,820km stretch of trunk "A" Federal, well surfaced roads radiating from Kaduna City in five cardinal directions westwards to Tegina, northward to Kano, eastwards to Jos, south and south-eastwards to the Federal Capital Territory.

The State Government has also constructed good tarred surface roads comparable to the trunk "A" totaling 1,200km; and several other road development projects are still going on. Again, in order to open up the large rural areas, the former Federal Government Agency, Directorate For Foods, Road and Rural Infrastructure (DFRRI), constructed feeder roads to specific project locations. For example, the road linking Rigachikun to Sabon Bimin and Gumel to Jere in Igabi and Kachia LGAs respectively, are good feeder roads. Several other stretches have been constructed in Zango Kataf and Jama'a LGAs in order to gain access to the state's rural agriculture lands.

4.3.5 Environmental Issues

As in most part of Northern Nigeria, the major environmental problems are soil degradation, rapid deforestation, urban air and water pollution, desertification, loss of arable land and rapid urbanization.

4.4 Description of Katsina State

Katsina State, covering an area 23,938 sq. km., is located between lati tudes 11Â°08'N and 13Â°22'N and longitudes 6Â°52'E and 9Â°20'E. Katsina is one of the seven states that form Nigeria's North-West geopolitical zone. It is bordered by Jigawa and Kano states to the east; Kaduna to the south and Zamfara to the west. It shares an international border with the Republic of Niger to the north. The city of Katsina is its capital.

4.4.1 Main Cities and Towns

Katsina (capital city), Daura, Funtua, Bakori, Dutsi, Jibia, Bakori and Zango

4.4.2 Land Mass, Location and Population

Katsina State covers an area of 24,971 square kilometres. It lies at latitude 12ï¿½ 15' north and longitude 7ï¿½ 30' east. Its population is approximately 5,801,584 (2006 census figures) and it accounts for 4.1% of Nigeria's total population.

4.4.3 Physical Environment

Climate: The state can be classified into two zones climaticallytropical continental and semi arid continental. The south of the state (from Funtua to DutsimMa) belongs to the former with total annual rainfall figures ranging from 1000mm aound Funtua to over 800m around Dutsim ma.

The north of Katsina State has total rainfall figures ranging from 600700mm annually. Generally, climate varies considerably according to months and seasons. They are: a cool dry (harmattan) season from December to February; a hot dry season from March to May; a warm wet season from June to September; a less marked season after rains during the months of October to November, characterised by decreasing rainfall and a gradual lowering of temperature.

Soil: In Katsina state, underlying rocks are overlain by sandy 'drift' deposits laid down during the last arid phase about twelve thousand years ago. In the Southern part of the state, the covering material is largely clayey soil, about five metres in depth and very fine in texture.

The soils are difficult to work, tending to become waterlogged with heavy rains and to dry out and crack during the dry season. The characteristic crops of this area include: cotton, maize and guinea corn.

Vegetation: The southern half of the state belongs to the Northern Guinea Savannah Zone, while the north belongs to the Sudan Savannah Zone. The vegetation in the south thus consists of broadleaved species with tall tussocky grasses of guinea affinities, mixed up with fineleaved species of thorny trees with continuous short and feathery grass cover.

The northern districts consist of trees that grow long tap roots and thick barks that make it possible for them to withstand the long dry season and bush fires. The grass cover here too has durable roots which remain underground after stalks are burnt away or wilted in the dry season only to germinate with the first rains.

The existing vegetation in Katsina State is a function of many years of human interference and degradation. Exploitation of the vegetation has been largely for fuelwood, cultivation, grazing and fire. This degradation has been exacerbated in recent years as a result of decreasing rainfall since 1965 by about 30 per cent and especially after the drought of the early 1970s.

Ecological Problems: The state suffers from the perennial ecological problems of drought, desertification and the menace of pest invasion. These are experienced mostly in the northern part of the state. The marked fall in the level of underground water has also compounded the problem of sustaining the ecological balance in some parts of the state.

Soil erosion is also experienced particularly at the northern fringes which are under the threat of wind erosion as a result of desert encroachment. Gully erosion is also present in Kayauki (Batagarawa LGA), Kusa and Gurbin Baure (Jibia LGA) and Dan Rimi (Malurnfashi LGA).

Drought is a product of drier climatic change which manifested itself conspicuously in the early 1970s as a result of the decline of mean annual rainfall in the northernmost states of Nigeria since 1965. Desertification on the other hand, though partly accounted for by drier climatic conditions, is largely as a result of Man's devastation of the vegetation for various reasons leading to soil degradation and desert encroachment.

4.4.4 Education

The tertiary institutions in the state include two federal universities (Umaru Musa Yar'adua University, Katsina and the Federal University, Dutsin-ma); a state university (Katsina Islamic University); a state polytechnic (Hassan Usman Katsina Polytechnic, Katsina); and two colleges of education (Isa Kaita College of Education, Dutsin-Ma and Yusuf Bala Usman College of Legal Studies, Daura).

The state is also home to the College of Administration in Funtua town; the School of Nursing and Midwifery in Katsina; the School of Health Technology (with campuses in Kankia and Daura towns) and the Health Auxiliary Training School, Funtua.

4.4.5 Agricultural Resources, Minerals and Industries

Agriculture is the backbone of the state's economy and 75 percent of its people are farmers. A wide range of crops are grown in the state, including guinea corn, millet, maize, cow pea, cotton and groundnut. In addition, the state possesses a large livestock population mainly made up of cattle, goats and sheep. The traditional crafts of the predominantly Hausa population such as the weaving and dyeing of cotton, leather and metal workings, embroidery and pottery and calabash design also contribute to the state's economy. The state's mineral resources include kaolin, asbestos, manganese, gold, uranium and nickel. Various modern industries were introduced in the state during the 1970s, such as vegetable-oil mills and a steel-rolling plant. Katsina state is an agrarian state with agricultural business of farming and rearing of animals constituting the mainstay of its economy.

Determined to address both the menace of youth unemployment and challenges of food security, the Katsina state government has outlined different measures to reposition agriculture with to view to achieving food security and self-sufficiency. Among the steps taken by the governor Shema led administration in repositioning agriculture, strengthening food security and ultimately generate employment for the teeming youths was the introduction of Songhai farming initiative. Essentially, the Songhai initiative is to provide training on modern techniques of both production and processing of cash crops and indeed other crops including maize, sorghum, millet, beans, cassava, rice, wheat and a host of others for which Katsina have comparative advantage in their production.

4.4.6 Transport Network

Road transportation is the most used means of transport in Katsina State as a large percentage of the population depend entirely on it. Katsina State has an adequate network of roads across the length and breadth of the State as all the local government Areas of the State totaling 34 are accessible by road. These include the west to east road from the border town of Jibia to Katsina to Mashi-Daura- Zango-Baure road covering a distance of nearly 200km. There is the North to south road from the border village of Dankama to Kaita to Katsina to Kurfi to Dutsin-ma to Kankara to Bakori to Funta covering a distance of around 250kms. There is also the Katsina Charanchi Kankia-Yashe road leading to Kano State. This same road at the Yashe junction links to Malumfashi, Kafur,

Danja to kaduna State. These roads are Federal and State Government owned. In terms of intra city roads, the state capital, Katsina is well served with roads while there are Township Roads Dualisation Projectx in Daura, Dutsin-ma, Malumfashi, and Funtua.

Road Transportation in Katsina State like any other State in the Federal has many problems, some of which are peculiar to the State. There is high traffic of movement of people and good on the road of the state. This is because there is no alternation means of transportation such as the railways which could have reduced the traffic. An efficient railway linking the State capital and major towns could have reduced the use of trucks and other heavy duty vehicle which are prone to accidents. The railway in Katsina state terminates in Funtua, leaving the bulk of the state un-serviced.

4.4.7 Environmental Issues

As in most part of Northern Nigeria, the major environmental problems are soil degradation, rapid deforestation, urban air and water pollution, desertification, loss of arable land and rapid urbanization.

4.5 Description of Kano State

Kano state was created in July 1967 out of the defunct Northern region. The state has a location advantage as the centre of commerce and terminus of trade with some African regions as well as the Arab world. It is located between Latitude 12^0 40' and 10^0 30' and longitude 7^0 40' and 9^0 30'.

4.5.1 Physical Environment

Geology: The project area is located within the Savannah region which is an integral part of older crystalline basement complex of central part Nigeria. There are three major rock formations namely the basement complex rocks comprising of crystalline igneous and metamorphic rocks dating back to the Precambrian age. Younger granite rocks were intruded later in the Jurassic. The youngest formation is the Chad sediment deposited from the quaternary including recent deposits.

The Basement Complex: Rocks of the basement complex underline over 70% of the Kano environment. The rock types in the area are older granites, met a sediments and older basement. The older basement is composed of migmatite, biotite gnciss, and blanded gneiss. Migmalite is composite gneiss produced by injection of granite magma in to schist host. Gneiss is metamorphosed granite and is granitic in composition while biotite gneiss is a foliated crystalline rock with high biotite content. Banded gneiss has light and dark bands with a light fraction of quartz while the dark fraction or band consists of biotite, plagioclase and quartz minerals.

Climate: The annual motion of the ITD is northwards between February and August and southwards between September and January. The north-south movement of the ITD influences weather pattern. Maximum rainfall is recorded in an area of considerable disturbance (air movement) 8 to 9^0 southwards of the ITD. However, when disturbance is limited or when the northward movement of the ITD is restricted drought is recorded. The level of disturbance and the northward movement of the ITD is influenced by the global pattern of pressure and winds as well as the interaction of the surface air and the upper air mass (the jet streams). When the ITD is southwards, the state is under the north easterlies and there is weather change. The weather changes arising from the movement of the ITD gives four seasons.

- hot and dry season (rani)

- warm and wet season (damina)
- warm and dry season (kaka)
- cool and dry season (bazara)

Soil fertility: The soils are deep, well drained except for hydromorphic soils, and poorly structured. The texture ranges from sandy loam in the south to loamy sand in the north. The climatically defined vegetation types in the state are the northern Guinea savanna and Sudan savanna. Northern Guinea Savanna is an open woodland or bush land with grasses shorter than in the southern guinea where grasses are 1.5 to 3m tall. The Sudan Savanna has scattered trees in open grassland with grasses under 1.2m tall.

The vegetation has been largely cleared for cultivation to form cultivated parkland. Parkland has scattered protected trees at some distance apart in open cultivated land. Small trees and shrubs are more common on fallow land where regeneration may take place. About 75% of the land is cultivated parkland with average tree densities of less than 25 per hectare.
Within the two broad types of vegetation identified, there are pockets of other structural types. Thicket vegetation is found along large river channels and floodplains and it is described as impenetrable shrubby vegetation. Surviving savanna woodland is found as forest/game reserve such as the falgore reserve (370km^2). Here the trees and limited number of shrubs form a light canopy. Where the woodland reserve is degraded due to uncontrolled exploitation it changes into scrub vegetation or bush which is made of shrubs and herb and it is not closed. Gazetted grazing reserves may be grassland where trees and shrubs do not exist. The grazing reserve is degraded, through uncontrolled exploitation, when woody vegetation encroaches.

4.5.2 Agriculture

Agriculture is the largest sector in Kano state in term of provision of employment and income to its populace. Over 70% of the working populations are directly or indirectly engaged in agricultural activities which include clearing of Lands, Wet season farming, irrigation Farming, storage and distribution of farm produce and annual husbandry.

The state has the following as the main crops being produced: groundnut, Guinea corn, Maze, Sugarcane, Gum Arabic, Rice, honey, ginger, pepper, coloring leaves, sugarcane herbs and different kinds of vegetables. The Livestock comprise Cattle, Sheep, Goats, and Donkeys Camels and Horses are reared in the state.

About 90% of the Land in Kano state is arable. There are very few areas covered with rocks, thick forests or water that cannot be used for faming. Kano state has the largest irrigation projects in Nigeria. The irrigation infrastructure includes the following:

Kano River irrigation project phase 1 which arrears 22,000 hectares.

- Water River irrigation project
- Gwarzo Road Dams project
- Kafichiri Dam irrigation Project
- Thomas River project
- Gari River irrigation project

4.5.3 Population

According to the 2006 national Population and housing Census conducted throughout the country, Kano was rated as the Most Populated State in the federation with a population of 9,401,288 persons (4,947,952 males and 4,453,336 females).

4.5.4 Environmental Issues

In Kano, the major environmental problems are soil degradation, rapid deforestation, urban air and water pollution, gully erosion, Slop wash, desertification, loss of arable land and rapid urbanization.

4.6 Description of Jigawa State

The state was created on Tuesday August 27, 1991, Excised from Kano State, it covers a total land area of about 22,410sq Km. It is bordered on the West by Kano State, on the East by Bauchi and Yobe States and on the North by Katsina States and the Republic of Niger.

4.6.1 Physical Environment

Geology: The topography of the state is generally flat with the northern, central, and eastern parts covered with undulating sand dunes running in the Southwest to Northeast direction. The area around the state capital Dutse is very rocky with some low hills. The southern and western parts of the state around Birnin Kudu and Kazaure have the highest elevations with hills as high as 600 millimetres above sea level. The state is bisected by the Hadejia River which traverses the state from the west to the east through Hadejia-Nguru wetlands and empties into the Lake Chad.

Climate*:* The state lies between latitudes 11oN and 13oN and longitudes 8oE and 10o35'E with a tropical climate while the temperature varies at different times. High temperatures are normally recorded between the months of April and September. The daily minimum and maximum temperatures are 15 degrees and 35 degrees Celsius. The rainy season lasts from May to September with average rainfall of between 600 millimeters to 1000 millimeters. The southern part of the state has a higher rainfall percentage than the northern part.

Soil and Vegetation: The state is situated within the Sudan savannah vegetation zone, but there are traces of Guinea savannah in the southern part of the state. Its total forest covers about 5% due to rainfall characteristics and deforestation due primarily to use of wood for cooking. The name Jigawa is a Hausa word used to describe a vast loamy but non-marshy soil.

4.6.2 Population

According to the 2006 census, the State has a total population of 4,348,649 million inhabitants. The population growth of the state is estimated at 3.5 % with about 48 % of the population falling under the age of fifteen. Out of the estimation about 2.9 million are considered to be productive adults. Eighty per cent (80%) of the population is found in the rural areas and is made up of mostly Hausa, Fulani and Manga (a Kanuri dialect).

4.6.3 Agriculture

A rural and agrarian State where majority of its people earn their living through farming that relies heavily on rainfall using traditional implements, despite the high potential for commercial

production. Agriculture is the main stay of the State's economy as it provides livelihood for close to 90% of the population.
The State is blessed with large expanse of agricultural land, rivers and floods plain suitable for crops, livestock and fish production. Out of the 2.24 million hectares total land area about 1.6mhectres are estimated to be cultivable during the rainfall season, while about 30,8000hectres of the landmass is cultivable during the dry season through irrigation. Based on this, 80% of the State's landmass is considered arable which makes it one of the most agriculturally endowed State in the Country. This arable land comprises of:-

Upland soils: These are characterized by low organic and nutrient contents. It is largely used for rain season farming with potentials for irrigation farming including development of orchards.

Fadama soils: They are of higher organic nutrient contents regularly replenished by seasonal flooding. The fadama flood plains – about 150,000 hectares are rich in both surface and sub-surface water which makes it amenable to both rain fed and irrigated farming.

4.6.4 Environmental Issues

The major ecological problems in Jigawa state are drought, desertification and the menace of soil and wind erosion. As the state is located in a relatively dry part of the country, the sparse vegetation renders the bare surface deposits very susceptible to erosion.
Gullies are rampant, resulting in soil removal from farm lands and the collapse of roads, bridges and other structures. Gullying is particularly a problem in Dutse LGA, where more than sixteen gully sites have been identified. These include villages like Zai, Limawa, Butela, Katangare, Galamawa, lyaka, etc.

The other ecological hazard, desertification, is more pronounced in the northern fringes of the state. Most of the dunes have however been stabilized and the state government has been embark ing on a comprehensive programme to tackle the problems posed by gully erosion and desertification. Such programmes include massive afforestation, channelization and well planned land use schemes.

4.7 Description of Sokoto State

Sokoto State is located in the extreme northwest of Nigeria, near to the confluence of the Sokoto River and the Rima River. As of 2005 it has an estimated population of more than 4.2 million. Sokoto City is the modern-day capital of Sokoto State (and its predecessor, the Northwestern State). The name Sokoto (which is the modern/anglicised version of the local name, Sakkwato) is of Arabic origin, representing suk, 'market'. It is also known as Sakkwato, Birnin Shaihu da Bello or "Sokoto, Capital of Shaihu and Bello").

Being the seat of the former Sokoto Caliphate, the city is predominantly Muslim and an important seat of Islamic learning in Nigeria. The Sultan who heads the caliphate is effectively the spiritual leader of Nigerian Muslims.

4.7.1 Main Cities and Town

Yabo, Guddu, Ilela, Binji, Gwada Bawa, Bogings, Sokoto, Tambulwal, Wurno

4.7.2 Physical Environment

Geology and Relief: Sokoto State is located within the Illumeden basin, which is surrounded to the east and south by the precambrian basement complex. Within the State, there is no outcrop of basement complex. Rather, it is covered by a series of sedimentary rocks, which have been deposited over the basement complex. These sediments were laid down under varied environmental situations ranging from continental to marine events. The sedimentary rocks in Sokoto State have been classified under four major categories.

The first category is the Gundumi formation, which is the oldest sedi mentary rock in the state directly overlying the basement complex. It is made up of sandstones and clays, all of continental origin. The sandstone portion of the formation contains a lot of water and is currently being harnessed through boreholes. The second category is the Rima group of three distinct marine sediments, namely, the Taloka, Dukamaje and Wumo formations.

The Taloka, which is the oldest formation in the Rima group, consists of multiple layers of sandstones and shales. The sandstones in this formation contain a lot of water. The Dukamaje formation is shaly and nonaquiferous. The Wumo formation consists of one layer of sandstone. The third category of sedimentary rocks in Sokoto State is referred to as the Sokoto group which is of marine origin. It consists of two main formations the Dange and Kalambaina formations.

The Dange formation consists of clays and shales, while the Kalambaina for mation, which overlies the former, is made up of limestones. This group is also aquiferous. The fourth category of sedimentary rocks in the State is the Gwandu formation which occurs in the north western and southern parts of the state. This formation consists of clays and sandstones with a high potential for groundwater.

The basement complex on top of which the sedimentary rocks are overlain occurs in Sokoto State to a depth of 500m. It consists of the oldest granites, gneisses, migmatites, schists and other metavolcanics which are crystalline and imperme able. The relief of Sokoto State is generally a low land with an average height of 300m above sea level referred to as the Sokoto plains.

Drainage: Sokoto State is drained by the Rima River and its tributaries, most of which rise in the southeastern part of the state and in the neigh bouring Kaduna State. While the Bunsuru and Gangere Rivers flow in a northerly direction, joining the Rima near Sabon Birni, the Sokoto, Zarnfara and Ka tributaries, on the other hand, flow west wards to join the Rima. In their upper reaches, all the tributaries flow over basement complex rocks. Their valleys are rather narrow and restricted until the rivers enter the area of young sedimentary rocks, where they flow through broad valleys.

Climate: The climate of Sokoto State is tropical continental and is dominated by two opposing air masses tropical maritime and tropical continental. The tropical maritime is moist and blows from the Atlantic, while the tropical continental air mass, which is dry, blows from the Sahara Desert.

Much of the rain in Sokoto State falls between June and September in the north and from April to October in other parts. The annual rainfall is between 500mm in the north and 1300mm to the south.

Moreover, the state is characterised by two extreme temperatures relative to its tropical position viz. the hot and cold seasons. The highest temperature during the hot season is experienced in the months of March/April. Between November and February, there is the prevalence of harmattan, characterised by very cold temperatures and dust laden winds and often accompanied by thick fog of alarming intensity.

Vegetation: The whole state falls within the Sudan Savannah. The vegetation is characterised by thorny species with a scatter of acacia specie. The river courses are lined with dum palms, which are interspersed with a herbaceous cover of annual grasses.

Soils: Sandy topsoil with clayey subsoil is common, except along the flood plains of the river valleys where alluvial soils predominate. To the north of the state, especially along the border with Niger Republic, the undulating plains are covered by aeolian deposits of variable depth. These support light sandy soils. However, due to its geographical location, the state suffers from the scourge of desertification and occasional drought.

4.7.3 Education

Sokoto State is a veritable centre of Islamic learning and jurisprudence. However, realizing that both Islamic and western education is crucial ingredients for socioeconomic development, successive governments in the state strive for the attainment of high standard in both systems of education. Education therefore ranks high on the priority scale of the state. The state is serviced by a university, the Usman Dan Fodio University which assists in the training of high level manpower both for the state and the country as a whole.

4.7.4 Land Mass, Location and Population

Sokoto State covers an area of 28,232.37 square kilometres. The state is located between latitudes 40 to 60 north and longitudes 110 to 130 east has a population of 3,702,676 (2006 census figures). It accounts for 2.3 percent of Nigeria's total population.

4.7.5 Agricultural Resources, Minerals and Industries

Agriculture is the mainstay of Sokoto's economy. The riverine floodplains produce cash crops, including peanuts (groundnuts), cotton and rice. Sorghum, millet, cowpeas and cassava are grown in the upland areas. Much of the land in the state is used for grazing cattle. Cattle hides, goatskins, sheepskins and finished leather products are significant exports, as are cattle, goats and fowl. The state possesses limestone and kaolin deposits and Sokoto City, the state capital, is home to a cement factory, tanneries and a modern abattoir.

4.7.6 Transport Network

Sokoto lacks a public transport system. Transport within the city (when not by foot) is mainly by mopeds which operate as one-person taxis. Buses and taxis are infrequent and are generally used only for transport between cities.

4.7.7 Environmental Issues

As in most part of Northern Nigeria, the major environmental problems are soil degradation, rapid deforestation, urban air and water pollution, desertification, loss of arable land and rapid urbanization.

5.0 ENVIRONMENTAL AND SOCIAL IMPACT INDENTIFICATION

The positive and negative environmental and social impacts associated with the implementation of NIPEP, methods for identifying environmental and social impacts and subsequent processes to be carried out in the implementation of the EA after identification of negative impacts is examined. In order to determine the impacts of sub-projects, robust screening measures were put in place as follows:

5.1 Screening Process

The objective of screening is to determine the appropriate level of environmental and social impact assessment and management for a proposed subproject. Environmental and Social screening process distinguishes sub-projects and activities that will require thorough environmental review to prevent/mitigate negative environmental impacts or those which will provide opportunities to enhance positive impacts. Thus, one of the objectives of the screening process is to rapidly identify these subprojects, which have little or no environmental or social issues so that they can move to implementation in accordance with pre-approved standards or codes of practices for environmental and social management.

In other words, based on environmental screening, sub-projects with no noticeable impacts are cleared from an environmental perspective; subprojects with some impacts proceeds to another level of conducting an environmental assessment, which will be evaluated to clear the subproject.

5.2 Environmental and Social Screening Criteria

The screening exercise will be carried out prior to initiation of the project preparation activities. The screening exercise will be used as a tool to identify the severity of environmental and social impacts and integrate relevant mitigation measures into the project preparation accordingly.

The screening also shall provide information on the following:

- Categories of sub-projects and inclusion in the project; and
- Categories of sub-projects to be excluded in sensitive areas through exclusion criteria.

The categorization is done through the use of an Environmental and Social Screening Checklist (ESSC) of the proposed sub-projects to determine if they fall under any EA Category A, B or C.

5.3 Types of environmental and social impacts considered under the NIPEP

The activities that trigger the Environmental Policy (OP/BP/4.01) are related to component one in which school grants will be provided to all public basic education schools in the selected states to improve the quality and management of education services. The school grants may entail minor rehabilitation of existing buildings or construction of new buildings on existing sites- work that will be guided by applicable local and national laws and regulations. Table 3 describes the potential environmental and social impacts.

The impact of each activity is assessed qualitatively through the relevant environmental and social media (See Table 4) which are:

- Environmental media - Air, Water, Soil and Vegetation
- Social media - Community Structure, Livelihood, Community Infrastructure, Population/Demographics, Public Health, and Land Use

In analyzing the impacts, three criteria were used:

- The Severity of the impact on the existing environment (High, Medium, or Low)
- The Likelihood of the impact occurring (High, Medium, or Low)
- The Effect of the impact, whether beneficial (+) or adverse (-)

5.4 Environmental and Social Impacts

It is expected that minor civil works may be carried out under the project in the form of minor repairs/rehabilitation within existing school facilities where no land acquisition is required and no encroachments are likely. The project will not finance any activities that result in land acquisition leading to involuntary resettlement and/or restrictions of access to resources or livelihoods. State Project Technical Committees of the participating states will be responsible for ensuring attention to social issues and compliance with the ESMF on safeguards; with active involvement of LGEA and the SBMCs. There are no indigenous people in the project areas.

Table 3: Potential environmental and social impacts

POTENTIAL BENEFICIAL IMPACTS	
	ENVIRONMENTAL
Aesthetics and air quality	▪ Cleaner air and aesthetics in the project area of influence
Occupational Health and Safety	▪ Minimization in occupational health hazards
Performance and Governance	▪ Improved environmental performance and governance
ESMP process	▪ Increased efficiency in the ESMP process
	SOCIAL
Improved access and quality of basic education in selected States, with particular attention to girls' participation.	▪ Primary school net enrollment rate (NER), disaggregated by gender ▪ schools investing in pre-primary education with NIPEP school grants funding ▪ early grade teachers trained with NIPEP funds ▪ Girls receiving NIPEP scholarship ▪ NIPEP-supported female teachers receiving NCE scholarship, persisting in NCE course ▪ School Based Management Committees trained ▪ State Annual Education Sector review ▪ State EMIS in place producing timely data ▪ States implementing pilot learning assessments
POTENTIAL ADVERSE IMPACTS	
	ENVIRONMENTAL
	Rehabilitation/Construction phase
Air quality	▪ Emission of dust and particulate matter leading to the reduction of air quality ▪ Air pollution from burning of renovation waste e.g. wood, scrap materials, paper ▪ Emission of pollutants from light machinery
Water quality	▪ Wastewater spills or run-off but with little or no adverse effect on the immediate environment ▪ Potential pollution of nearby surface water or ground water though runoff of pollutants e.g. lubricating oil, paint etc from workshop areas etc
Soil quality	▪ Point source contamination around workshop areas ▪ Deterioration of soil characteristics due to increased contamination from cement, paints, lubricants, fuels and detergents
Noise Pollution	▪ Loud noise resulting from the use of equipment during renovation and rehabilitation works.

Flora and Fauna	▪ Contamination of biota ▪ Vegetation clearing resulting in loss of valuable habitat, species diversity and population levels.
Solid Waste	▪ Solid waste generated from demolition and rehabilitation activities containing potentially hazardous materials (e.g asbestos) ▪ Debris during renovation works piling
	Operation phase
Air quality	▪ Air pollution from burning of waste generated from project operations e.g. scrap materials, paper
Waste water	▪ Waste water run-off from improper waste management ▪ Lack of water for sanitation or toilet facilities
Water and soil quality	▪ Pollution from on-site sewage systems;
Solid Waste	▪ Illegal dumping of solid waste in drains
	SOCIAL AND HEALTH IMPACTS
	Rehabilitation/Construction phase
Noise	▪ Employees and communities exposed to high noise level
Health and Safety	▪ Exposure to health and safety risks for the site workers and local residents
Public Health	▪ Contamination risk by HIV from the labour force ▪ Transmission of diseases ▪ Allergy resulting from chemical inhalation e.g. from paints, lubricants, fuels et ▪ Air pollution from public latrines
Disruptions of utility services	▪ .Temporary disruptions of utility services such as electricity and water
Traffic	▪ Increased human traffic
	Operation phase
Health and Safety	▪ Risk of fire after completion ▪ Occupational accident during rehabilitation period
Public Health	▪ Improper use of sanitary facilities which could attract pests and diseases

Table 4: Environmental & Social Impact Prediction and Analysis of NIPEP

Activities	Environmental Media	Environmental Hazards/Issues	Severity	Likelihood	Effect		Social Media	Social Hazards/Issues	Severity	Likelihood	Effect
rehabilitation of existing buildings (repairs: roof, lights, furniture, painting, etc)	Air	Dust/PMs	N	L			Community Structure	None			
	Surface/Ground water	None					Livelihood	Possible employment for community members	L	M	+
	Soil	Wastewater (e.g. paint)	N	L	-		Community Infrastructure	Provision of conducive working facilities	H	H	+
	Vegetation	Wastewater (e.g. paint)	N	L	-		Public Health	None			
							Land Use	None			
							Population/ Demographics	None			
construction of new buildings on existing sites	Air	None	N	L			Community Structure	None			
	Surface/Ground water	None					Livelihood	None			
	Soil	None	N	L	-		Community Infrastructure	Better equipped offices	M	M	+
	Vegetation	None	N	L	-		Public Health	None			
							Land Use	None			
							Population/ Demographics	None			
Green & Clean work	Air	Cleaner Air	N	L	-		Community Structure	None	NA	NA	NA
	Surface/Ground water	None	NA	NA	NA		Livelihood	Improved condition			
	Soil	None	NA	NA	NA		Community Infrastructure	Enhanced security in working premises.	H	H	+
	Vegetation	None	N	L	-		Public Health	None	L	H	-
							Land Use	None	L	L	-
							Population/ Demographics	None	NA	NA	NA
Landscaping (tree planting, grasses, etc)	Air	None	N	N			Community Structure	None			
	Surface/Ground water	None	N	N			Livelihood	None			

	Soil	None	N	N			Community Infrastructure	None			
	Vegetation	None	N	N			Public Health	None			
							Land Use	None			
							Population/ Demographics	None			
Access and quality of basic education in selected States, with particular attention to girls' participation.	Air	None					Community Structure	None			
	Surface/Ground water	None					Livelihood	Capacity building on public finance reforms	M	M	+
	Soil	None					Community Infrastructure	Improved public finance reforms	M	M	+
	Vegetation	None					Public Health	Increased awareness on health issues	M	M	+
							Land Use	None			
							Population/ Demographic	None			

Note: NA implies "not applicable"

5.5 Mitigation Measures

The objective of the ESMF is to provide a framework for preventing and mitigating the potential negative impacts associated with NIPEP. This includes measures that can reduce these negative environmental and social impacts associated with sub-project activities e.g. rehabilitation or construction works etc.

The potential environmental and social impacts of the projects and their mitigation measures are indicated in the Table 5 below.

The table indicates the areas to which the potential impact and its associated measure apply. In addition, mitigation measures are identified as either social or physical measures. Social mitigation includes the measures used to mitigate effects such as noise, and other effects to the human environment. Physical mitigation includes measures that address impacts to the physical environment, such as biological communities, vegetation, air quality, and others.

Table 5: Potential environmental and social impacts and recommended mitigation measures

Potential Adverse Impacts		Recommended Mitigation Measures
ENVIRONMENTAL		
Rehabilitation/Construction phase		
Air quality	▪ Emission of dust and particulate matter leading to the reduction of air quality; ▪ Air pollution from burning of renovation waste e.g. wood, scrap materials, paper.	▪ Introduction of dust reduction measures at rehabilitation sites(sprinkle water to reduce dust) ▪ Avoid rehabilitation activities during bad weather ▪ Adopt proper waste management strategy ▪ Prohibit waste combustion on site ▪ Service equipment regularly ▪ Workers should use PPEs (nose masks)
Water quality	▪ Potential pollution of nearby surface water or ground water though runoff of pollutants e.g. lubricating oil, paint etc from workshop areas etc ▪ Wastewater spills or run-off but with little or no adverse effect on the immediate environment.	▪ Appropriate containment measures for all operational areas and proper disposal of used lubrication oil (dedicated containers). ▪ Site storage facilities far from water bodies. ▪ Regular collection of work sites wastes for proper disposal ▪ Liquid waste discharged at designated outfalls after effluent treatment to protect water resources ▪ Regular emptying of on-site latrines and toilets ▪ Prohibit use of defunct equipment
Soil quality	▪ Point source contamination around workshop areas ▪ Contamination from waste materials e.g. cement, paints, lubricants, fuels and detergents	▪ Appropriate containment measures for all operational areas and proper disposal of used lubricants (dedicated containers, bund walls). ▪ Restrict site activities to relevant areas only
Noise Pollution	▪ Loud noise resulting from the use of equipment during renovation and rehabilitation works.	▪ Installation of sound insulation such as silencers, mufflers, etc ▪ Schedule work periods to avoid working hours ▪ Use appropriate well serviced equipment to reduce noise output
Flora and Fauna	▪ Contamination of biota; ▪ Vegetation clearing resulting in loss of valuable habitat, species diversity and population levels	▪ No siting and excavations in sensitive habitat. ▪ Restrict site activities to relevant areas only
Solid Waste	▪ Solid waste generated from demolition and rehabilitation activities containing potentially hazardous materials (e.g asbestos)	▪ Quick sorting, collection and disposal of waste removed from the sites in accordance with applicable regulations. ▪ Employ services of registered waste management company ▪ Convert some debris to fuel wood, and dispose of the rest properly ▪ Prohibit illegal dumping of solid wastes
Operation phase		
Air quality	▪ Air pollution from burning of waste generated from project operations e.g. scrap materials, paper etc	▪ Prohibit waste combustion. ▪ Provide air/ventilation vents for better air
Waste water	▪ Waste water run-off from improper waste management	▪ Adopt proper waste management strategy

Water and soil quality	▪ Pollution from on-site sewage systems;	▪ Regular emptying of on-site latrines and toilets
Solid Waste	▪ Illegal dumping of solid waste in drains	▪ Adopt proper waste management strategy
SOCIAL AND HEALTH IMPACTS		
Rehabilitation/Construction phase		
Noise	▪ Disturbance to the local communities from noise and vibration of civil works	▪ Schedule work periods to avoid working hours ▪ Use appropriate well serviced equipment to reduce noise output
Health and Safety	▪ Exposure to health and safety risks for the site workers and local residents	▪ Ensure that workers wear necessary PPEs ▪ Provide first aid on site ▪ Provide firefighting equipment and prepare and comply with basic EHS requirements
Public Health	▪ Contamination risk by HIV from the labour force; ▪ Transmission of diseases; ▪ Allergy resulting from chemical inhalation e.g. from paints, lubricants, fuels etc.	▪ Provide air/ventilation vents for better air ▪ Provide portable water for flashing of toilets after use ▪ Provide soap for washing of hands ▪ Collect, transport and dispose debris properly ▪ Ensure that latrines have close fitting lids
Disruptions of utility services	▪ Temporary disruptions of utility services such as electricity and water	▪ Schedule work periods to avoid working hours
Traffic	▪ Increased human traffic	▪ Schedule work periods to avoid working hours
Operation phase		
Health and Safety	▪ Risk of fire after completion	▪ Ensure that necessary PPE's, and fire extinguishers are in place.
Public Health	▪ Improper use of sanitary facilities which could attract pests and diseases	▪ Ensure that latrines have close fitting lids

6.0 Environmental and Social Management Plan (ESMP)

An Environmental and Social Management Plan (ESMP) defines project-specific environmental and social mitigation measures, monitoring programmes, and responsibilities based on the analysis of potential environmental and social impacts of the project (See Table 6). This generic ESMP is intended to ensure efficient environmental management of these activities. It includes the following sections:

- the potential environmental and social impacts (see Chapter five),
- the proposed mitigation measures, (see Chapter five),
- implementation arrangement,
- responsibilities for implementing mitigation and monitoring measures;
- capacity building needs; and
- implementation cost estimate.

Table 6: Generic Environmental and Social Management Plan (ESMP)

Proposed Activity- minor rehabilitation of existing buildings or construction of new buildings on existing sites						
Phase	**Impact**	**Mitigation**	**Responsibility**	**Frequency**	**Costs (₦)**	**Performance Indicator**
Pre-construction phase	**Environmental Impacts** *Air Quality* *Noise and Vibration* *Water Quality* *Soil Quality*	▪ Assessment of all possible environmental impacts and threats as a basis for defining environmental sustainability, ▪ Establish measures and procedures for enforcing environmental sound management ▪ Setting up monitoring mechanisms and schedule to ensure adherence to measures proffered. ▪ Conduct ESMP. Baseline elemental Studies (water, air, soil quality). ▪ Standard Operating Procedures (SOP)	SPCU ,LGEA ,SBMCs SPCU , LGEA ,SBMCs SPCU, LGEA ,SBMCs		500,000	Have studies been carried out and plans prepared? Have environmental monitoring mechanisms been established? Have environmental, social, health and broader impacts been identified and mitigation measures designed. Does the planning framework follow best practice approaches? Are the environmental and social screening checklist utilized?

	Social Impacts *Stakeholders perception*	▪ Establishing measures and procedures for enforcing social protection and social accountability ▪ Setting up monitoring mechanisms and schedule to ensure adherence to measures proffered. ▪ Establishment of community-based Grievance-Redress systems and Planning Frameworks.	SPCU , LGEA ,SBMCs SPCU , LGEA ,SBMCs SPCU , LGEA ,SBMCs		150,000	Have studies been carried out and plans prepared? Have environmental and social monitoring mechanisms been established? Is system for monitoring in regulatory requirements? Have Community-based Grievance Redress Mechanisms been established and accessible to all stakeholders including members of vulnerable groups?
	Health Impacts *Communicable diseases* *Non-communicable diseases* *Injury* *Malnutrition*	▪ Conduct Health Impact Assessment (HIA) and subsequent Health Action Plan (HAP)/Health Management Plan (HMP) as part of the ESMP	SPCU , LGEA ,SBMCs		100,000	Has HIA been conducted, and impacts identified (health, social, environmental) as part of the ESMP?
Construction phase	**Physical Impacts** *Air Quality* *Noise and Vibration* *Water Quality* *Soil Quality* *Solid waste*	▪ Good practice in the utilization of physical engineering techniques ▪ Impacts Identification and ESMP implementation. ▪ Standard Operating Procedures (SOP) ▪ Environmental management of	SPCU , LGEA ,SBMCs Contractor Project Engineer		750,000	Are the environmental and social screening checklist utilized? Have standard operating procedures for best environmental practices been established? Are engineering designs considerations and options

		construction/rehabilitation works; ▪ Adopt proper waste Mangement strategy and recycling options; ▪ Institute a Noise Hazard Communication Program (HAZCOM) for workers and project affected communities, ▪ Establishment of safe-work procedures for operations and activities ▪				Are there Material Safety Data Sheets (MSDS) Is a waste management plan developed? Does the contractor have a HAZCOM program? Does the contractor have a safe-works procedure? Are training requirements updated and schedule developed?
	Biological Impact • *Flora and Fauna*	▪ Routine (baseline-checks) biodiversity studies/Baseline ecological assessment	SPCU , LGEA ,SBMCs Contractor		50,000	ESMP Reports, Feasibility Study Reports
	Socio-economic Impacts *Transportation & Traffic impact* *Accidents* *Employment* *Social stress & utility disruption* *Risk of social conflict* *Vices* *Limited understanding of WB safeguards*	▪ Institute traffic management plan. Reduce road congestion in project areas and access routes. ▪ Application of local workforce as priority; ▪ Monitoring vandalism ▪ Trainings to enable community motorists to be responsive to changes as per civil works. ▪	SPCU , LGEA ,SBMCs		200,000	Has a traffic management plan been made? Are government related agencies (Federal Road Safety Corps and Department of Road Transport Services) parts of implementation of the traffic management plan?
	Public Health Impacts • *HIV/AIDS and STDs* • *Pathogenic disease and disease outbreak*	▪ Conduct trainings on Occupational diseases and awareness campaigns on Sexually Transmitted	SPCU , LGEA ,SBMCs		75,000	Have appropriate capacity in HIA And Community Health Mangement needs been built ?

	• *Water-Borne Diseases Malaria* • *Occupational Health & Safety* • *Psychosocial disorder* • *Social well-being*	Infections and other infectious Diseases. ▪ Conduct health screening ▪ Conduct Occupational Health Risk Assessment for contractors, personnel				Have subsequent health screenings been conducted? Has an Occupational Health Risk Assessment Been Conducted?
Operation and maintenance phase	**Physical Impact** *Air Quality;* *Noise and Vibration;* *Water Quality;* *Morbidity and mortalities;*	▪ Monitoring and Evaluation/Verification processes. ▪ Implementation of ESMP	SPCU , LGEA ,SBMCs		250,000 TBD	Are environmental and social monitoring mechanisms being implemented? ESMP document
	Social Impact *Traffic and Transportation* *Limited understanding of WB safeguards*				150,000	Is the traffic management plan being implemented? Who is responsible and why? Is off-site management and environmental protection followed? who is responsible and why? Is the ESMP being implemented? Is compliance status (specific regulations that apply) effective?
TOTAL					**2,225,000**	

6.1 Monitoring Plan

The monitoring plan establishes appropriate criteria to validate the predicted impacts and ensure that any unforeseen impacts are detected and the mitigation adjusted where needed at an early stage. The plan will ensure that mitigating measures are implemented during renovation, upgrading and maintenance (See Table 7). Specific objectives of the monitoring plan are to:

- check the effectiveness of recommended mitigation measures;
- demonstrate that sub-project activities are carried out in accordance with the prescribed mitigation measures and existing regulatory procedures; and
- provide early warning signals whenever an impact indicator approaches a critical level.

6.1.1 Monitoring Procedure

The Environmental and Social consultant will prepare a long-term monitoring plan that will encompass clear and definitive parameters to be monitored for each sub-project. The plan will take into consideration the scope of development, the environmental and social sensitivity and the financial and technical means available for monitoring. It will also identify and describe the indicators to be used, the frequency of monitoring and the standard (baseline) against which the indicators will be measured for compliance with the ESMP.

A number of indicators would be used to determine the status of the affected environment:

- Has the pre-project human and natural environmental state been maintained or improved?
- Has the effectiveness of the ESMF technical assistance, review, approval and monitoring process been adequate to pre-empt and correct negative impacts inherent in sub- projects?

Environmental Indicators: vegetation loss; land degradation; regulatory compliance.

Social indicators: population incomes; traffic, changes public procurement and budget performance etc

Table 7: Monitoring and Evaluation Framework

Project Phase	**Proposed activity**	**Monitoring indicators**	**Implementation schedule**	**Responsibility**	**Frequency**	**Cost (₦)**
Pre-construction Phase	minor rehabilitation of existing buildings or construction of new buildings on existing sites	Have environmental accountability trainings been conducted? Have environmental and social studies been carried out and plans prepared? Have environmental and social monitoring mechanisms been established?	Before commencement of civil works	SPCU, LGEA ,SBMCs		156,250
Construction Phase	minor rehabilitation of existing buildings or construction of new buildings on existing sites	Have Standard Operating Procedures for best environmental practices been established? Does the contractor have a safe-works procedure?	During implementation of civil works	SPCU, LGEA ,SBMCs		300,000
Operations and maintenance Phase	minor rehabilitation of existing buildings or construction of new buildings on existing sites	Are environmental and social monitoring mechanisms being implemented? Are the recommendations in the ESMP implemented? Success in mitigation measures. Complaints from communities	During operations and maintenance to project closure	SPCU, LGEA ,SBMCs		100,000
Total						**556,250**

6.2 Capacity Building for ESMP Implementation

In order to ensure proper implementation of environmental and social screening and mitigation measures, as well as effective community development, NIPEP will undertake an intensive programme of environmental training and institutional capacity building spread out over the life cycle of the project.

6.2.1 Environmental Training and Sensitization

Training and sensitization will be required at the levels of the SPCUs, SBMCs and LGEAs. The specialist at the State and the NIPEP environment/social specialist will be responsible for providing the required technical training on environmental and social issues to these groups. For each group, training will be provided to bring them to a different level of expertise in different areas, and would include:

- In-depth training to a level that allows trainees to go on to train others, including technical procedures where relevant;
- Sensitization, in which the trainees become familiar with the issues to a sufficient extent that it allows them to demand precise requirement for further technical assistance; and
- Awareness-raising in which the participants acknowledge the significance or relevance of the issues, but are not required to have technical or in-depth knowledge of the issues

The objectives of the training/capacity building efforts under the NIPEP will be to:

- Support participating MDAs to mainstream environmental and social issues in their sub-projects.
- Ensure that LGAs have the capacity to assist communities in preparing sub-project proposals, to appraise, approve and supervise the implementation of sub-projects; and
- Strengthen the capacity of local NGOs and other services providers to provide technical support to communities in environmental and social aspects of the sub-projects.

The target audience for training, sensitization and capacity building, will inter-alia include the following:

Project Coordinators, SSC Team, SPCU, LGAs Staff involved in environmental and social concerns, Environment consultant (s) at the SPCU, NGO's/CBOs in the planning and finance sectors, State Environmental Protection Agencies/Authorities, Local Service Providers. The training will follow the programme in table 8 below:

Table 8: Institutional Capacity Strengthening Program

Target Audience	Description	Application	Duration	Cost (₦)
Project coordinators/teams SPCUs , LGEA ,SBMCs	General environmental awareness seminar that will include ecological and social science principles, legal responsibilities, consequences of non-sustainable development, costs of poor environmental decisions, and introduction to the EA process.	Personnel require appreciation of WB's, Federal/State environmental policies, as well as, an appreciation for the need to support environmentally sustainable development.	1 day	156,000

Environmental specialist/consultant, officials of SEPAs and LGA environmental and social specialists	An in-depth comprehensive course on environmental management including legal requirements, Impact determination (methods) and mitigation analysis, public involvement methods, ESMP preparation, monitoring techniques, TORs, and other. Course will include field visits and classroom exercises.	The target audience will be responsible for EA review at the State level and for preparing TORs for ESMP consultants and final approval of ESMPs. Target audience will also be responsible for conducting environmental audits on selected sub-projects and for periodic monitoring of sub-project implementation to ensure compliance.	1 day	250,000
CBOs/NGOs, local government staff	General environmental awareness seminar that will include ecological and social science principles, legal responsibilities, consequences of non-sustainable development, costs of poor environmental decisions, and introduction to the ESMP process.	Local Government level staff requires an appreciation for the WB's and Nigerian environmental requirements, as well as, an appreciation for the need to support sustainable development.	1day	150,250
				556,250

6.3 Arrangements for Project Coordinationand Implementation at the state level

The Project will be implemented over a period of three years. Given the decentralized nature of the Project, the institutional arrangements have been designed to:

- Reflect a realistic partnership between Federal, State, LGEA and IDPs to support States' education plans. Previous interventions in Nigeria neglected Federal coordination, facilitation and investment to ensure that political commitment remained at highest levels and that activities would align with national reforms and national scale-up;
- Ensure that existing administrative structures and funds flow are used (through those agencies with greatest capacity) to improve implementation and prevent bottlenecks;
- Offer a fine balance between effective overall coordination and support at the national level and the management and implementation responsibilities of individual project components and activities at the state level;
- Empower the existing MDAs to oversee the execution of project activities, working in partnership with non-state actors instead of creating parallel structures outside of existing government structures, and establish support structures to provide technical support, operational assistance, and proper coordination only as necessary;
- Ensure that the implementing and coordinating units are properly equipped with the technical qualification and the logistical capacity to fully respond to the requirements of effective implementation, monitoring and evaluation by the states and the concerned federal agencies;
- Create synergy among states by sharing knowledge and providing opportunity for mutual support;
- Create opportunities for the public sector to work with non-state providers of services; and
- Facilitate interaction between the Nigerian authorities, agencies and the Bank; especially the monitoring of progress for achieving the Project Development Objective, and the conducting of mid-terms reviews and ex-post evaluation by the Bank Project team

The Project sets up four levels of project coordination/management and implementation arrangements: federal, state, local, and school.

6.4 Roles and Responsibilities for Environmental & Social Safeguards Implementation

The successful implementation of the ESMF depends on the commitment of the inter-related institutions, and the capacity within the institutions to apply or use the ESMF effectively, as well as the appropriate and functional institutional arrangements, among others.

Therefore, details of institutional arrangements, the roles and responsibilities of the institutions that would be involved in the implementation of the ESMF are highlighted below. For the purpose of this ESMF, the institutions identified include;

6.4.1 Federal Level Institutions

The institutions at the federal level are responsible for the establishment of national policy goals and objectives and the appropriate provision of technical and financial assistance to State and local governments.

Federal Ministry of Environment (FMEnv)

For this ESMF specifically, the Federal Ministry of Environment shall play the role of lead environmental regulator, overseeing compliance requirements, granting consent and also monitoring or providing supervisory oversight for NIPEP projects. It shall also receive comments from stakeholders, public hearing of project proposals, and convening technical decision-making panel as well as provide approval and needed clearance for EA/ESMP or other environmental clearance.

Federal Ministry of Environment (FMEnv) is mandated by the Federal Republic of Nigeria to ensure environmental protection and natural resources conservation for a sustainable development in the country. They promote cooperation in environmental science and conservation technology with similar bodies in other countries and with international bodies connected with the protection of the environment and the conservation of natural resources. The Ministry also cooperates with Federal and State Ministries, Local Government, statutory bodies and research agencies on matters and facilities relating to the protection of the environment and the conservation of natural resources.

Federal Ministry of Education (FME)

The FME will be responsible for coordinating project activities at federal level, including reviewing technical assistance activities to help resolve emerging implementation issues.

Universal Basic Education Commission (UBEC)

The UBEC will provide technical assistance to support the states at federal level.

Federal Project Support Unit in FME

The FPSU will coordinate the overall project activities at the federal level. The coordination and facilitation of sub project activities in the participating states which may include minor repairs/rehabilitation within existing school facilities.

6.4.2 State Level Institutions

The State level institutions include the State Environmental Protections Agencies (SEPAs), State Ministry of Education (SMOE), State Project Technical Committee (SPTC) State Project Steering Committee (SPSC), State Project Financial Management Unit (SPFMU), at the Accountant-General's Office). Details of some relevant agencies include:

State Environmental Protections Agencies/Authorities (SEPAs)

Most states have set up Environmental Protection agencies as the regulatory body to protect and manage the environmental issues in their domain. The functions of the SEPAs include:

- Enforcement of all environmental legislations in the states
- Minimization of impacts of physical development on the ecosystem
- Preservation, conservation and restoration to pre-impact status of all ecological process essential
- For the preservation of biological diversity.
- Protection of air, water, land, forest and wildlife within the state.
- Pollution control and environmental health in the state.

State Project Technical Committee (SPTC)

The SPTC will support the SPSC on technical matters and be chaired by a State Project Coordinator (the Director for Policy, Research and Statistics of SUBEB). This committee will liaise with various implementing partners, closely track project progress and achievement, and compliance with fiduciary safeguards (financial management, procurement, social and environment).

It will also procure all service providers and process payments for NIPEP activates financed by the World Bank. The SPTC is also expected to work closely with the two designated committees operating at the State level.

State Project Coordinating Unit

The SPCU will be the operational unit of the supervising ministry for the project in the state and will report to the supervising ministry of the project and the SPSC. It will be headed and managed by a full-time, qualified and experienced Project Coordinator (PC). The PC will be selected by a competitive process under procedures acceptable to IDA and consistent with the guidelines for employment of government official and civil servants as stated in the Guidelines on the Selection and Employment of Consultants. The SPCU will be responsible for the day-to-day management of operations and ensure compliance with procedures and relations with the PFMU, the SCC, NPCU and IDA

The SPCU at this stage will recruit an Environmental and Social safeguards consultant to be responsible for safeguard issues as required.

An Environmental and Social safeguards consultant, seconded from either SMOEnv or SEPA's to the SPTCs will be responsible for the implementation and monitoring of the ESMF.

The SPCUs will achieve the following objectives:

- propose management rules and specific measures that are compatible with sustainable development while implementing the project,
- promote awareness of environmental protection, and
- Propose concrete means of applying the ESMP.

The Environmental and Social safeguards consultant will develop a monitoring plan to ensure ESMP implementation occurs in a structured manner. On behalf of the SPCU the Environmental and Social safeguards consultant will implement the monitoring plan and submit periodic environmental monitoring reports to SMOEnv and SEPA's. Each report will indicate that members of the SPCUs should be contacted for clarification of issues.

6.4.3 Local Government Level Institutions

Local Government Education Authorities (LGEA) will be assisted by building their capacity focused on expected requirements. Key activities of LGAs will include: (i) support to SBMCs in terms of establishment and training, collate data on service delivery indicators, involve communities in primary education management and oversight; (ii) build capacity of Parent Teacher Associations and other community-based organizations and foster them where they do not exist; (iii) make information available on LGEA budgets and expenditures; and (iv) support the development of LGEA Management Information System including providing training and means of transport for supervisors, dissemination of information to schools, monitoring of schools activities, etc.

The LGEA has to be fully briefed and enlightened in the process and steps to be taken in the ESMF/ESMP and the overall project execution. The Council should in turn engage and should be encouraged to carry out a comprehensive and practical awareness campaign for the proposed project, amongst the various relevant grass roots interest groups.

6.4.4 The World Bank

The World Bank has the overall responsibility to ensure that its safeguards polices are complied with. In addition, the WB is responsible for the final review and clearance of the ESMPs or ESIAs; as well as review and approval of TORs.

Table 9: Institutional Framework for Environmental and Social Management Plan

Institution	Tasks/Activities
Federal Level Institutions	
Federal Ministry of Education (FME)	The FME will be responsible for coordinating project activities at federal level, including reviewing technical assistance activities to help resolve emerging implementation issues.
National Project Implementing Unit- UBEC	The UBEC will provide technical assistance to support the states at federal level.
National Project Support Unit in FME	Coordinating the overall project activities at the Federal Level in the participating states which may include minor repairs/rehabilitation within existing school facilities..
Federal Ministry of Environment (FMEnv)	Role of lead environmental regulator, overseeing compliance requirements, granting consent and also monitoring or providing supervisory oversight for NIPEP activities.
State Level Institutions	
State Project Coordinating Unit (SPCU)	responsible for the day-to-day management of operations and ensure compliance with procedures and relations with the PFMU, the SCC, NPCU and IDA

State Ministry of Environment, EPA's/ Waste Management Authorities	Enforcement of all environmental legislations in the participating states
Local Level Institutions	
Local Government Education Authorities (LGEA)	support to School Based Management Committees (SBMCs) in terms of establishment and training, collate data on service delivery indicators, involve communities in primary education management and oversight
Project Committees	
National Project Steering Committee (NPSC)	responsible for overall coordination, knowledge sharing and monitoring of project implementation
State Project Steering Committee (SPSC)	Involved in the day to day management of the project but will provide a more strategic and policy guidance to the state project team.
State Project Technical Committee (SPTC)	support the SPSC on technical matters and be chaired by a State Project Coordinator (the Director for Policy, Research and Statistics of SUBEB) The designated Environmental and social safeguards consultant in the State Project Coordinating Unit will be responsible for the implementation of the ESMF and the recommendations contained in the safeguard instrument if required.
School Level	
Head Teachers/Principals	Responsible for project implementation assisted by functional SBMCs, which will support the schools in developing education improvement plans, and manage activities under such plans, as approved by the SMOEs
World Bank	
World Bank	Review, approve and clearance of ESMF/ESMPs; Monitoring Federal/state committees

6.5 Estimated Budget for Implementing the ESMF

The quantities, specifications and estimated costs of design measures to avoid or mitigate negative impacts of each project site will be assessed by the civil design contractor and the environmental specialist in all the SPCUs and incorporated into their bidding documents. The contractor will execute all required works and will be reimbursed through pay items in the bill of quantities, which will be financed by the project.

Table 10 below shows a budget breakdown and responsibility of the cost for implementing the Environmental and Social Management Framework (ESMF). The total cost for implementing the ESMF is estimated at **Three Million Seven Hundred and Ninety Three Thousand Six Hundred and Twenty Five Naira only (₦ 3,793,625).**

Table 10: Summary of budget breakdown and responsibility of the cost for implementing the ESMF Instruments

Item	Responsibility	Cost Breakdown	Cost Estimate in Nigerian Naira (₦)	Cost Estimate In US Dollars (US$)
Mitigation	SPCUs and State's EPA/ LGEA and the SBMCs		2,225,000	13906.02
Management	SPCUs /SEPAs/ LGEA and the SBMCs	5% of Mitigation Cost	111,250	695.31
Capacity Building	FPMU/SPCUs/ Consultants/SEPAs/Relevant	25% of Mitigation Cost	556,250	3476.56

	MDAs/ LGEA and the SBMCs			
Monitoring	SPCUs /State's EPA/ LGEA and the SBMCs	25% of Mitigation Cost	556,250	3476.56
Sub- Total			3,448,750	21554.68
Contingency		10% of Sub- Total	344,875	2155.46
Total			3,793,625	23710.15

6.6 Disclosure

Copies of this ESMF will be made available to the public by the FPSU. The FPSU will disclose the ESMF as required by the Nigeria EIA public notice and review procedures as well as the World Bank Disclosure Policy at the World Bank Infoshop.

7. STAKEHOLDER CONSULTATION

The FPSU and SPCUs have the responsibility to effectively engage stakeholders to successfully implement the project and achieve the stated objectives for the benefit of all. The public consultation will aim to assist the government in learning about the interests of, establishing a systematic dialogue with, and earning the trust of the surrounding residents and other stakeholders.

7.1 Objectives

This plan provides a framework for achieving effective stakeholder participation and promoting greater awareness and understanding of issues so that the project is carried out effectively within budget and on-time to the satisfaction of all concerned. To ensure effective implementation of this plan, the FPSU and SPCUs shall be committed to the following principles:

- promoting openness and communication;
- ensuring effective stakeholder participation in the development of the project;
- increasing public knowledge and understanding of the project implementation process;
- using all strategies and techniques which provide appropriate, timely and adequate opportunities for all stakeholders to participate; and
- evaluating the effectiveness of the engagement plan in accordance with the expected outcomes.

7.2 Stakeholders

- National Project Steering Committee
- Federal Ministry of Education
- Federal Ministry of Finance
- Universal Basic Education Commission (UBEC)
- National Teachers Institute (NTI),
- Kaduna, Sokoto, Jigawa, Katsina and Kano States Ministry of Education
- Kaduna, Sokoto, Jigawa, Katsina and Kano State Universal Basic Education Board (SUBEB)
- Civil Society Action Coalition on Education for All (CSACEFA)
- State level CSOs/CBOs

Educational Institutions

- Primary, ECCD, Junior Secondary Schools (Public)
- School based management committees (SBMC)

Others

- National NGOs/ State level NGOs/Intergovernmental Organizations
- Scientific Experts/Researchers
- Parents Teachers Associations (PTAs)
- Students/Parents
- Organized Private Sector

7.3 Consultation Strategies

A comprehensive public awareness program could include but not limited to the following:

- Meetings and Focus Group Discussions (FGD) with teachers, students, parents etc;
- Develop and distribute a project newsletter;

- Organize seminars and workshops;
- Develop and maintain a project web site;
- Develop radio and television adverts; and
- Prepare project press releases and posters

Concerns/comments from all stakeholders will be compiled by the project social development specialist for periodic feedback to the FPSU and SPCUs. This will ensure that concerns are adequately documented and taken into consideration in project design and mitigation measures. Table 11 below summarizes the consultation carried out with stakeholders.

Table 11: Summary of consultation

The meeting started with self-introduction while Aderogba Flora gave an overview of the NIPEP. The consultant explained the rationale for the ESMF. The stakeholders present were also given opportunity of expression and contribution. Through preliminary description of sub-projects/programs, the Consultant facilitated the discussion of sub-project potential environmental and social positive and negative impacts of envisaged rehabilitation or renovation civil works in existing school facilities, mitigation measures etc. The meetings were held on 15th January 2015 and 16th January 2015.		
Audience	**Issues/Expectations Raised by the Consulted**	**How they were/are addressed by the Consultant or Project**
Federal Project Support Unit (FPSU) (Federal Ministry of Education & UBEC)	▪ The fear of the spread of Insecurity and Insurgency in the North East may affect monitoring activities and implementation programs. ▪ The project expects the communities to be a key stakeholder to achieve sustainability. ▪ The National Project Coordinators mentioned that the project aims at enrolling more girls in school, and improving the professional development of female teachers. ▪ The fear of parents sending girls to a male teacher dominated school is reduced. ▪ If the SBMC is made more active and vibrant, the administration of the school will improve which is a way of fulfilling the PDO which contributes to access, equity and quality in basic education delivery. ▪	▪ Project officers noted that Project activities/execution that would involve rehabilitation or renovation works would have no discernable environmental and social impact therefore, there are no likely challenges concerning environmental management of project operations. ▪ The participation of the World Bank will foster due diligence, community inclusion and participation in the entire implementation process;
SPCU Kano	▪ 84 percent of the project will be for school grants ▪ Structures are in place and will be upgraded. Environmental issues are not envisaged and will be very minimal. ▪ Most activities are in procurement and financial management and these are where there are challenges in terms of capacity. ▪ Depending on the school improvement plan a portion of the fund will be used to finance some minor repairs/renovations. ▪ NIPEP will build upon the State Education Sector Project which was between 2007 and 2011. ▪ The State is optimistic about the project.	• Government is responsible for solid waste management. • The Kano State Ministry of Environment is mandated for all matters concerning the environment of the State. • There should be a participatory approach involving stakeholders for project sustainability; • All stakeholders should have a common understanding about the issues of the environment. • Information on progress with implementing mitigation and monitoring activities should be shared with the affected public.
SPCU Sokoto	▪ The project expects to renovate and carry out repairs. ▪ In accordance with the sector plan for the state, there is inadequate accommodation for the students which may lead to the expansion or construction of new schools.	• Government is responsible for solid waste management. • The Sokoto State Ministry of Environment is mandated for all matters concerning the environment of the State. • There should be a participatory approach

	▪ The PC raised concerns about capacity development for relevant stakeholders ▪ The PC called for cooperation amongst all levels of stakeholders for the interventions to be adequately addressed in the project.	involving stakeholders for project sustainability; • All stakeholders should have a common understanding about the issues of the environment. • Information on progress with implementing mitigation and monitoring activities should be shared with the affected public.
SPCU Jigawa	▪ Infrastructure is not included in the project but there maybe the upgrading of basic infrastructure to make schools more habitable/accommodating ▪ These upgrading works would be based on the community's interest by those involved in monitoring the schools and through the school development plan. For example such items as water and sanitation needs or rehabilitation of schools could be highlighted. ▪ The PC raised concerns over access and equity where there are about 2000 primary schools in the state with an enrollment percentage of 50 in which most are of the male gender. ▪ Other concerns include: poverty alleviation at the grass root level which needs to be tackled and will boost enrollment in which the school grants will cater for. ▪ Demand or remittance of money hampers the development of the provision of instruction materials and school uniforms to students ▪ Materials may be provided but lack of quality teachers in terms of delivery and performance	• Government is responsible for solid waste management • The Jigawa State Ministry of Environment is mandated for all matters concerning the environment of the State. • There should be a participatory approach involving stakeholders for project sustainability; • All stakeholders should have a common understanding about the issues of the environment. • Information on progress with implementing mitigation and monitoring activities should be shared with the affected public.
SPCU Kaduna	▪ Replacement of windows, locks, roofing sheets and flooring of classrooms are some of the renovation works that may take place. ▪ The project does not envisage any major environmental or social impacts ▪ The state expects an increase in community participation, ownership of the process and be actively involved in planning which will help in generating revenue. ▪ The PC raised poverty as a challenge as sensitization is needed for the success of the project. ▪ Attending meetings by communities' i.e the SBMCs may be a challenge.	• Government is responsible for solid waste management. • The Kaduna State Ministry of Environment is mandated for all matters concerning the environment of the State. • There should be a participatory approach involving stakeholders for project sustainability; • All stakeholders should have a common understanding about the issues of the environment. • Information on progress with implementing mitigation and monitoring activities should be shared with the affected public.
SPCU Katsina	▪ In most cases, there will be no major construction. There will be rehabilitation of existing structures and procurement of furniture. ▪ These civil works will include toilets and drilling of borehole to provide water.	• As far as acceptability is concerned, strengthening the SBMCs has helped their focus on girl education; • Government is responsible for solid waste collection and disposal; • The Katsina State Ministry of Environment is mandated for all matters concerning the environment of the State. • There should be a participatory approach involving stakeholders for project sustainability; • All stakeholders should have a common understanding about the issues of the environment. • Information on progress with implementing mitigation and monitoring activities should be shared with the affected public.

Picture: Participants at the Stakeholders consultation held at the FME.

From right to left: Aderogba Flora, PM NIPEP FME; Imam Shaaba Aliyu, M& E UBEC; Olatunji-David Folake, M&E FME; Achede Joseph, T.O FME.

Annex 1: TERMS OF REFERENCE

NIGERIA PARTNERSHIP FOR EDUCATION PROJECT (NIPEP)
ENVIRONMENTAL AND SOCIAL MANAGEMENT FRAMEWORK (ESMF)

Introduction

The Federal Government of Nigeria has initiated the preparation of the Nigeria Partnership For Education Project (NIPEP) and will be supported with financing from the World Bank to the tune of $100 million Global Partnership for Education Fund Grant to support the education program of participating States. The proposed project development objective is: is to improve access and quality of basic education in selected States, with particular attention to girls' participation. The GPE grant builds on ongoing government expenditures and commitments, IDP activities and experience and provides a targeted program of support reflecting several critical areas needed to improve education service delivery as well as a means for coordinating interventions among government and development partners.

Project Components

The project will have three main components: 1) promoting school effectiveness and improved learning outcomes; 2) increasing access to basic education for out-of-school children with a focus on girls; and 3) strengthening planning and management systems including learning assessment and capacity development.

Component 1: Promoting School Effectiveness and Improved Learning Outcomes(estimated total cost: US$45.96 million). This component is designed to provide school grants for student and school materials and costs of teacher development in primary and pre-primary schools. The main objective of this component is to improve the effectiveness of schools in enabling pupils to enroll and stay in school, by promoting school-level resourcing and greater accountability for results, providing increased resources for primary and pre-primary education and providing increased resources for initiatives that target improved teaching and learning outcomes in reading, literacy and numeracy especially in the early primary grades. This component will have 3 sub-components:

Sub-component 1a- School Improvement Grants to Primary Schools (estimated total cost US$ 23.51 million). This sub-component will provide funds to support a decentralized mechanism for funding non-salary expenditures related to improving school effectiveness, learning and teaching by providing all eligible primary schools including integrated Islamiyya schools in the 5 NIPEP states with a School Improvement Grant (SIG). The grant will be channelled to school accounts and will fund materials for students that are intended to aid access and retention of pupils in school, e.g. school uniforms, book bags, student learning materials, classroom materials, etc.

Sub-component 1b- School Improvement Grants to Pre-Primary Schools (estimated total cost US$7.65 million). This sub-component will provide specific funding support to benefit teaching and learning initiatives, materials and resources for pre-primary education in the form of a grant to schools that already have established pre-primary classrooms, including integrated Islamiyya schools. These pre-primary SIGs will also be channelled to school accounts to be spent only on pre-primary education.

Sub-component 1c- Support to Teacher Professional Development (estimated total cost US$14.8 million). This sub-component will provide funds to support the costs of training and materials in state-led initiatives to develop the skills of primary teachers, mentor teachers and head teachers in core areas of reading, literacy and mathematics – initiatives which already have IDP technical support and which have government backing, including from federal intervention funds (UBEC Teacher Professional Development funds) and states' own funds. These funds will be channelled through the SUBEBs and LGEAs where appropriate.

The costs of each sub-component include the direct costs of the benefit (e.g. the grant, the scholarship, the training,) plus the operating costs and contingencies (price and physical). These costs include administration and management costs as well as monitoring and supervision visits. These costs also include the costs of implementing the communication strategy for the interventions. The details of these costs will be included in the states' NIPEP Annual Work Program (AWP), along with the costs for the funds for schools and teacher professional development. The total amount estimated for this under Component 1 is up to $4.2 million.

Component 2: Increasing Access to Basic Education for Out-of-School Children with a Focus on Girls (estimated total cost: US$43.0 million). The objective of this component is to support the inclusion of girls in basic education and promote gender equality.This component will have 3 sub-components:

Sub-component 2a- Girls' Access to Primary Education (estimated total cost US$32.2 million). This sub-component will focus on demand-side activities to encourage girls to attend school. It will provide cash as scholarship to primary caregivers to encourage increased enrolment of girls in primary schools.

Sub-component 2b- Scholarships for Female Teachers (estimated total cost US$3.9 million). This sub-component is designed to promote gender equality and support the increase of the supply of qualified female teachers. It will fund female teachers to upgrade their qualifications to the NCE.

Sub-component 2c[4]- Community Mobilization and SBMC Training (estimated total cost US$6.9 million). This sub-component will provide capacity-building and operational support to LGEA and school-level stakeholders (gender advisors, Social Mobilisation Officers (SMOs), SSOs, SBMCs, school staff) on issues affecting girls' retention and ensure SIG-supported activities are designed with gender sensitivity. In addition, systematic sensitization, outreach and community mapping will be conducted to encourage families to send their girls to school.

Each sub-component includes some costs to operate the activities, e.g., to cover the administration and management costs as well as monitoring and supervision costs. The details of these costs will be included in the states' NIPEPC, along with the costs for the scholarships and the support to community mobilisation. As with Component 1, the budget for this will also cover the costs of communications within the program. In the case of the intervention to increase girls' access to basic education, it is expected that the communication campaign will require significant resources to ensure it reaches the most remote and poorest communities to raise awareness and encourage them to send their girls to school and keep them there. The total amount estimated for this under component 2 is up to $3.9 million.

[4]An example module in the ESSPIN supported Jigawa state SBMC Training Manual is "Preparing SBMCs for Managing Money and Community Relations"

Component 3: Strengthening Planning and Management Systems including Learning Assessment and Capacity Development (estimated total cost: US$11.04 million).[5]The objective of this component is to: (a) provide capacity building, operating costs, and technical assistance to the Federal Ministry of Education, UBEC, the Nigeria Education Research and Development Council (NERDC), State Ministry of Education, State Universal Basic Education Board and LGEAs; (b) support robust monitoring and evaluation activities such as the States' AESPR and the States' EMIS; and, (c) regularize annual measurement of student learning and achievement by supporting the EGRA endline survey, the National Learning Assessment process, and undertaking two impact evaluations of NIPEP interventions. This component will have 3 sub-components:

Sub-Component 3a- Management and Implementation Support. This component will provide resources to each State and the Federal coordinating bodies to fund key operational costs for managing, monitoring and supervising the NIPEP activities, including enhanced activities at LGEA level through all the LGAs in each participating State. This includes: (i) coordination activities and monitoring visits to the states from the federal level team; (ii) implementation support and capacity buildingto ensure adequate quality of implementation as well as the sustainability of the interventions beyond the life of the project; (iii) grants to LGAs for selected operational activities; and, (iv) provide support for independent third party monitoring to validate and support analysis of project performance and implementation.

Sub-component 3b- State Education M&E. This sub-component will support the improvement of existing M&E systems at the state level, namely (i) the states' Annual Education Performance Review (AESPR) and the (ii) states' Education Management Information System (EMIS).

Sub-component 3c- Learning Assessments and Impact Evaluation.This sub-component will support existing processes and provide technical assistance to build evidence on education outcomes and impact of interventions, namely (i) the production of the EGRA endline in 2017 (baseline done in 2014); (ii) the National Learning Assessments; and, (iii) Impact Evaluations (IEs).

Environmental Assessment Requirements

Since the potential project impacts will be site-specific typical of category B projects, at this instance, the appropriate instrument would be the Environmental and Social Management Framework (ESMF). While there is no construction involved in the project, an ESMF detailing the processes and procedures will be prepared and disclosed in the event of renovations and/or rehabilitations of existing structures will need to be done under the project.

The activities that trigger the Environmental Policy (OP/BP/4.01) are related to component one.

In addition, to ensure proper assessment and mitigation of the potential adverse environmental and social impacts of activities selected under the grants, an Environmental and Social Management Framework (ESMF) will guide the State UBEC agencies.

The ESMF should identify any regulations and guidelines, which will govern the conduct of the framework or specify the content of its report. They may include the following:

- World Bank safeguards policies OP 4.01 (Environmental Assessment),

[5]NIPEP states education sector plans highlight some of the management and quality assurance challenges and improvements in progress such as functional reviews to determine deficiencies, organisation restructuring, strategic planning, capacity building initiatives, e.g. of EMIS staff, QA officers, School Improvement Teams (Master Trainers for Teacher Development) and School Support Officers at local level.

- National laws and/or regulations on environmental reviews and impact assessments in the various sectors in which the project of the project;
- Selected States regulations; and
- Environmental assessment regulations of any other financing organizations involved in the project

Scope of Services

The ESMF shall clarify environmental mitigation principles, organizational arrangements and design criteria to be applied to the project. The expected output is a report that provides basic information about the scope of adverse environmental and social impacts to be induced by project operations; mitigation and monitoring actions; to be taken and cost implications.

The Consultant will prepare an ESMF applicable to the project over its time frame. It is understood that the ESMF should cover the various activities of the project.

Methodology

In preparing the ESMF, the Consultant will:

- Review relevant Nigerian law and procedures;
- Review ESMFs to meet World Bank EA guidelines and relevant Bank safeguards policies and procedures including not limited to:
    - OP/BP 4.01 – Environmental Assessment
- Review ESMFs prepared for other World Bank projects in other parts of the world (e.g. Lagos Eko Secondary Education Project; State Education Program Investment Project (SIPEP)

The following tasks describe the most important tasks under this study.

(a) Environmental Screening and scoping

The initial stage of the Consultants' intervention will be the scoping of the project's field of influence, activities and impacts that will have to be studied in the Framework. The consultant will have to propose options for the creation of an environmental screening, evaluating, and supervising mechanism within the project management unit, which ensures that funded projects/sub-projects are environmentally sound and sustainable and that any environmental consequences are recognized early in the project's cycle. This study is expected to develop an environmental screening and reporting section using a simple environmental criteria checklist format.

(*b) Analysis of Environmental and Social Impact Issues*

Identify specific types of sub-projects and associated environmental impacts that might require separate environmental assessment in relation to location, project size, and other site specific factors.

(c) Baseline Data

The Consultant will describe and give an overview of the current environmental situation of the participating states. The following elements will be surveyed:

(i) Physical environment: geology; topography; soils; climate and meteorology; ambient air quality; surface and ground water hydrology
(ii) Biological environment: flora; fauna; rare or endangered species; sensitive habitats, including parks or preserves, significant natural sites, etc
(iii) Socio-economic environment: land use, land tenure and land titling and human settlements.
This will necessitate the hiring and training of assistants for data collection and entry.

(d) Policy and Regulatory Framework

The Consultant will analyze the existing environmental policies and legislation, including directives for environmental impact assessment, and assess needs for strengthening. The Consultant will also analyze sub-sector specific policies, laws and regulations that have environmental implications. The sectoral investment planning process, in terms of objectives, methodology and procedures for review and approval of plans and projects, should be carefully reviewed. The Framework should assess whether environmental and social issues are adequately covered by current procedures.

(e) Institutional Framework

Strengthening of institutions and building of capacity to mitigate and monitor the environmental and social impacts of the project and its sub-projects activities will be essential. The framework will address institutional tasks and cover the project process from initiation and reviews to monitoring during project implementation.

(f) Analysis of Environmental and Social Impact Issues for the Education Sector

This section will identify and assess the major environmental and social impacts of education sector in the selected states.

(g) Analysis of Alternatives

The ESMF should consider alternatives associated with the sector policy and minor construction or rehabilitation of infrastructure.

(h) Development of Management Plan to Mitigate Negative Impacts

The ESMF should recommend feasible and cost-effective measures to prevent or reduce significant impacts to acceptable levels. Estimate the impacts and costs of those measures, and of the institutional and training requirements to implement them. Prepare a management plan including proposed work programs, budget estimates, schedules, staffing and training requirements, and other necessary support services to implement the mitigating measures. Develop an interactive/participatory environmental and social monitoring plan to ensure that the environmental and social impacts will be effectively mitigated. Institutional responsibility for mitigation and monitoring should be clearly specified and articulated.

(i) Public Consultation

Public consultation is an integral part of the EA process. Since the ESMF is conducted before most of the sub-project decisions are made, the most feasible form of consultation may be local NGOs, scientific experts, relevant government agencies and the private sector. As part of this assignment, the consultant will develop a program for the disclosure of the ESMF to facilitate the work of the client on this matter. The responsibility for both the disclosure and dissemination however lies with the client.

Outline of Report

The ESMF report must be concise and should include only significant environmental impacts. The report should essentially focus on findings, conclusions and recommendations for future actions, in light of the collected data or other references utilized in the course of the study. Detailed or interpreted data are not acceptable in the main text. The outline of the report should include the following:

- An executive summary;
- An introduction describing the ESMF purpose, objectives, principles and methodology;
- A description of the Projects, with an emphasis on component(s) that will finance physical works and Projects target areas;
- Projects coordination and implementation arrangements, with details of institutional arrangements for managing the subproject cycle; and annual reporting and performance review requirements;
- Policy, legal and administrative framework;
- Description of the potential environmental and social impacts;
- Analysis of alternatives;
- Environmental and social management plan;
- Monitoring plan;
- Description of capacity building, training and technical assistance required to implement the ESMF;
- An ESMF implementation budget;
- Technical annexes to support ESMF implementation;
- Inter-agency and public/private sector/NGO involvement;
- List of references

Expertise Required

The service of a consultant is needed for the preparation of the ESMF. The consultant will have experience of at least 4 years; experience in the preparation of ESMF and/or other EAs instruments recognized by the World Bank. Strong country knowledge of Bank safeguard policies will be an asset.

Duration of task

It is expected that this consultancy services shall be for a period of 5 days between December 15 2014 to June 30 2014 within which the consultant shall accomplish all the tasks including submission of final report to the client

Reporting requirements

The Consultant will liaise with the various relevant state ministries during the course of the project in the State. The following reports shall be submitted to the Federal Ministry of Education (FME) at the time and in a manner stipulated below:

Inception report in five (5) hard copies and one (1) electronic copy.

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Draft Final report in five (5) hard copies and one (1) electronic copy (CD). The client allows for review of the draft and compile the comments; and

Final report in ten (10) hard copies and one (1) electronic copy (CD) with comments incorporated.

Annex 2: Summary of World Bank Environmental and Social Safeguard Policies

- ***Environmental Assessment (OP 4.01).*** Outlines Bank policy and procedure for the environmental assessment of Bank lending operations. The Bank undertakes environmental screening of each proposed project to determine the appropriate extent and type of EA process. This environmental process will apply to all sub-projects to be funded by NEPEP.
- ***Natural Habitats (OP 4.04).*** The conservation of natural habitats, like other measures that protect and enhance the environment, is essential for long-term sustainable development. The Bank does not support projects involving the significant conversion of natural habitats unless there are no feasible alternatives for the project and its siting, and comprehensive analysis demonstrates that overall benefits from the project substantially outweigh the environmental costs. If the environmental assessment indicates that a project would significantly convert or degrade natural habitats, the project includes mitigation measures acceptable to the Bank. Such mitigation measures include, as appropriate, minimizing habitat loss (e.g. strategic habitat retention and post-development restoration) and establishing and maintaining an ecologically similar protected area. The Bank accepts other forms of mitigation measures only when they are technically justified. Should the sub-project-specific ESMPs indicate that natural habitats might be affected negatively by the proposed sub-project activities with suitable mitigation measures, such sub-projects will not be funded under NIPEP
- ***Pest Management (OP 4.09).*** The policy supports safe, affective, and environmentally sound pest management. It promotes the use of biological and environmental control methods. An assessment is made of the capacity of the country's regulatory framework and institutions to promote and support safe, effective, and environmentally sound pest management. This policy does not apply to the NIPEP
- ***Involuntary Resettlement (OP 4.12).*** This policy covers direct economic and social impacts that both result from Bank-assisted investment projects, and are caused by (a) the involuntary taking of land resulting in (i) relocation or loss of shelter; (ii) loss of assets or access to assets, or (iii) loss of income sources or means of livelihood, whether or not the affected persons must move to another location; or (b) the involuntary restriction of access to legally designated parks and protected areas resulting in adverse impacts on the livelihoods of the displaced persons. This policy does not apply to the NIPEP
- ***Indigenous Peoples (OD 4.20).*** This directive provides guidance to ensure that indigenous peoples benefit from development projects, and to avoid or mitigate adverse effects of Bank-financed development projects on indigenous peoples. Measures to address issues pertaining to indigenous peoples must be based on the informed participation of the indigenous people themselves. Sub-projects that would have negative impacts on indigenous people will not be funded under NIPEP
- ***Forests (OP 4.36).*** This policy applies to the following types of Bank-financed investment projects: (a) projects that have or may have impacts on the health and quality of forests; (b) projects that affect the rights and welfare of people and their level of dependence upon or interaction with forests; and (c) projects that aim to bring about changes in the management, protection, or utilization of natural forests or plantations, whether they are publicly, privately, or communally owned. The Bank does not finance projects that, in its opinion, would involve significant conversion or degradation of critical forest areas or related critical habitats. If a project involves the significant conversion or degradation of natural forests or related natural habitats that the Bank determines are not critical, and the Bank determines that there are no feasible alternatives to the project and its siting, and comprehensive analysis demonstrates that overall benefits from the project substantially outweigh the environmental costs, the Bank may finance the project provided that it incorporates appropriate mitigation measures. Sub-projects that are likely to have negative impacts on forests will not be funded under NIPEP.

- ***Cultural Property (OPN 11.03).*** The term "cultural property" includes sites having archaeological (prehistoric), paleontological, historical, religious, and unique natural values. The Bank's general policy regarding cultural property is to assist in their preservation, and to seek to avoid their elimination. Specifically, the Bank (i) normally declines to finance projects that will significantly damage non-replicable cultural property, and will assist only those projects that are sited or designed so as to prevent such damage; and (ii) will assist in the protection and enhancement of cultural properties encountered in Bank-financed projects, rather than leaving that protection to chance. The management of cultural property of a country is the responsibility of the government. The government's attention should be drawn specifically to what is known about the cultural property aspects of the proposed project site and appropriate agencies, NGOs, or university departments should be consulted; if there are any questions concerning cultural property in the area, a brief reconnaissance survey should be undertaken in the field by a specialist. NIPEP will not fund sub-projects that will have negative impacts on cultural property.
- ***Safety of Dams (OP 4.37).*** For the life of any dam, the owner is responsible for ensuring that appropriate measures are taken and sufficient resources provided for the safety to the dam, irrespective of its funding sources or construction status. The Bank distinguishes between small and large dams. Small dams are normally less than 15 m in height; this category includes, for example, farm ponds, local silt retention dams, and low embankment tanks. For small dams, generic dam safety measures designed by qualified engineers are usually adequate. This policy does not apply to NIPEP since the policy is not triggered under the project.
- ***Projects on International Waterways (O 7.50).*** The Bank recognizes that the cooperation and good will of riparians is essential for the efficient utilization and protection of international waterways and attaches great importance to riparian's making appropriate agreements or arrangement for the entire waterway or any part thereof. Projects that trigger this policy include hydroelectric, irrigation, flood control, navigation, drainage, water and sewerage, industrial, and similar projects that involve the use or potential pollution of international waterways. This policy will not apply to NIPEP.
- ***Disputed Areas (OP/BP/GP 7.60)***. Project in disputed areas may occur the Bank and its member countries as well as between the borrower and one or more neighbouring countries. Any dispute over an area in which a proposed project is located requires formal procedures at the earliest possible stage. The Bank attempts to acquire assurance that it may proceed with a project in a disputed area if the governments concerned agree that, pending the settlement of the dispute, the project proposed can go forward without prejudice to the claims of the country having a dispute. This policy is not expected to be triggered by sub-projects. This policy is not triggered by sub-projects to be funded by NIPEP.

Annex 3: Environmental and Social Checklist for Screening Report

Local Government:	**Ward:**	**Date:**
School Name:	**Address:**	

Issue	Degree*	Comment
Land Resources		
Worksite/Campsite Areas		
Excavation Areas		
Disposal Areas		
Others		
Water Resources & Hydrology		
Sources of Water for Construction		
Drainage Issues		
Others		
Biological Resources		
Special Trees/Vegetation around		
Protected Areas directly affected		
Others		
Air Quality & Noise		
Special issues (e.g. quiet zone for hospital)		
Residential Areas		
Socio-Economic & Cultural		
Involuntary Resettlement**		
Graveyards and Sacred Areas affected		
Cultural Resources		
Population affected/provided access		
Others		

*Degree: N = Negligible or Not Applicable
L = Low
M = Moderate
H = High

**If yes, indicate # of persons likely to be affected and nature of the effect

Annex 4: Standard Format for Environmental and Social Management Plan (ESMP)

EXECUTIVE SUMMARY

1 PROJECT DESCRIPTION

- 1.1. Overview of the Local Government where the school are located
- 1.2. List of Selected Schools
- 1.3. Environmental Screening Category

2 POLICY AND ADMINISTRATIVE AND LEGAL FRAMEWORK

3 SCHOOL -SPECIFIC ESMPs (FOR EACH SCHOOL):

- 3.1. Location
- 3.2. Proposed Works
- 3.3. Estimated Cost
- 3.4. Baseline Data
  - 3.4.1. Land Resources
  - 3.4.2. Hydrology and Water Resources
  - 3.4.3. Air and Noise
  - 3.4.4. Biological Resources
  - 3.4.5. Socio-Economic and Cultural
- 3.5. Potential Impacts
  - 3.5.1. Land Resources
    - 3.5.1.1. Construction Phase
    - 3.5.1.2. Post Construction Phase
  - 3.5.2. Hydrology and Water Resources
    - 3.5.2.1. Construction Phase
    - 3.5.2.2. Post Construction Phase
  - 3.5.3. Air Quality and Noise
    - 3.5.3.1. Construction Phase
    - 3.5.3.2. Post Construction Phase
  - 3.5.4. Biological Resources
    - 3.5.4.1. Construction Phase
    - 3.5.4.2. Post Construction Phase
  - 3.5.5. Socio-Economic and Cultural
    - 3.5.5.1. Construction Phase
    - 3.5.5.2. Post Construction Phase
- 3.6. Analysis of Alternatives
- 3.7. Mitigation Measures
  - 3.7.1. Construction Phase
  - 3.7.2. Post Construction Phase
- 3.8. Monitoring and Supervision Arrangements
- 3.9. Summary ESMP Table

4 ATTACHMENTS

- 4.1. Photos
- 4.2. Summary of Consultations and Disclosure
- 4.3. Other

Annex 5: Procedures for determining sub-projects requiring an ESIA

Step 1: Screening

To determine the depth of ESIA required, potential impacts in the following areas need to be considered:

- Social issues
- Health issues
- Protected areas
- Cultural heritage
- Existing natural resources such as forests, soils, wetlands, water resources
- Wildlife or endangered species habitats

Step 2: Scoping

To identify the relevant environmental and social issues, this step determines:

- Level of detail required for the ESIA
- Extent of the area to be covered in light of the potential impact zones
- Timeframe for the ESIA based on the potential impact zones
- Sequencing and scheduling of the various ESIA tasks
- Preliminary budgets

Step 3: Preparation of Terms of Reference for Sub-project ESIAs

Based on the screening and scoping results. ESIA terms of reference will be prepared. A local consultant will conduct the ESIA and the report should have the following format:

- Description of the study area
- Description of the sub-project
- Legislative and regulatory considerations
- Determination of the potential impacts of the proposed sub-projects
- Environmental Management Plan
- Public consultations process
- Development of mitigation measures and a monitoring plan, including cost estimates to the SPCU

Appendix 6: List of stakeholders met/contacted

ENVIRONMENTAL AND SOCIAL MANAGEMENT FRAMEWORK (ESMF)
STAKEHOLDER CONSULTATION

NO	NAME	DESIGNATION	ORGANIZATION	PHONE	EMAIL
1.	Adengba Flora	PM, NIAEP	FME	08037138757	flobimsep@gmail.com
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3	Iman Shaaba Aliyu	M&E	UBEC	08062687713	shaabaali@yahoo.com
4	Achede Joseph	T.O	FME	08035468208	achedeom@yahoo.com.

ENVIRONMENTAL AND SOCIAL MANAGEMENT FRAMEWORK (ESMF)
STAKEHOLDER CONSULTATION

NO	NAME	DESIGNATION	ORGANIZATION	PHONE	EMAIL
1.	Mal. Shehu Raubilu	PC, Kaduna State	SMOE, Kaduna	08037723018	shehuraubilu@yahoo.com
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3.	Mal. Sagir Moh'd Ibrahim	PC, Katsina State	SMOE, Katsina	08035904425 08095620958	sagir_ib07@yahoo.com
4	Mal. Tijjani Aminu	PC, Jigawa State	SMOE, Jigawa	08036269708 08098189966	tad6490@gmail.com
5.	Mal. Attahiru	PC, Sokoto State	SMOE, Sokoto	08035378704	attahiru05@yahoo.com