

**INTEGRATED SAFEGUARDS DATA SHEET
APPRAISAL STAGE**

Report No.: ISDSA5658

Date ISDS Prepared/Updated: 19-Feb-2015

Date ISDS Approved/Disclosed: 23-Mar-2015

I. BASIC INFORMATION

1. Basic Project Data

Country:	Nigeria	Project ID:	P143842
Project Name:	Nigeria Partnership for Education Project (P143842)		
Task Team Leader(s):	Olatunde Adetoyese Adekola		
Estimated Appraisal Date:	17-Mar-2015	Estimated Board Date:	30-Apr-2015
Managing Unit:	GEDDR	Lending Instrument:	Specific Investment Loan
Sector(s):	Primary education (78%), Public administration- Education (11%), Sub-national government administration (11%)		
Theme(s):	Education for all (75%), Gender (25%)		
Is this project processed under OP 8.50 (Emergency Recovery) or OP 8.00 (Rapid Response to Crises and Emergencies)?			No
Financing (In USD Million)			
Total Project Cost:	100.00	Total Bank Financing:	0.00
Financing Gap:	0.00		
Financing Source			Amount
Borrower			0.00
Education for All Supervising Entity			100.00
Total			100.00
Environmental Category:	B - Partial Assessment		
Is this a Repeater project?	No		

2. Project Development Objective(s)

The PDO is to improve access and quality of basic education in selected States, with particular attention to girls' participation.

3. Project Description

1. 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) - by funding school grants for student and school materials and costs of teacher development - in primary and pre-primary schools.

2. 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. Under this component, NIPEP will:

3. School Improvement Grants to Primary Schools to 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 channeled 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.

4. School Improvement Grants to Pre-Primary Schools. This subcomponent 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 channeled to school accounts to be spent only on pre-primary education

5. Support to Teacher Professional Development. This subcomponent 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 channeled through the SUBEBs and LGEAs where appropriate.

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

6. The objective of this component is to support the inclusion of girls in basic education and promote gender equality.

7. Girls' Access to Primary Education. 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.

8. Scholarships for Female Teachers. 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.

9. Community Mobilization and SBMC Training. 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.

Component 3: Strengthening Planning and Management Systems including learning assessment and capacity development (estimated total cost: US\$11.04 million)

10. 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.

11. 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.

12. 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).

13. 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).

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

The project will focus on the states of - Kaduna, Kano, Katsina, Sokoto and Jigawa.

5. Environmental and Social Safeguards Specialists

Alexandra C. Bezeredi (OPSOR)

Joseph Ese Akpokodje (GENDR)

6. Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	While there is no construction involved in the project, there is the need to prepare an Environmental and Social Management Framework (ESMF) which will provide

		details on the processes and procedures for environmental safeguards and proper review procedures for any minor works or rehabilitation. 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.
Natural Habitats OP/BP 4.04	No	The Project does not involve or have impacts on natural habitats.
Forests OP/BP 4.36	No	The project does not involve forests or forestry.
Pest Management OP 4.09	No	The project does not involve pest management.
Physical Cultural Resources OP/BP 4.11	No	The Project will not affect physical cultural resources.
Indigenous Peoples OP/BP 4.10	No	There are no indigenous people in the project area.
Involuntary Resettlement OP/BP 4.12	No	The Project does not involve land acquisition leading to involuntary resettlement and/or restrictions of access of resources and livelihoods.
Safety of Dams OP/BP 4.37	No	The project does not involve dams.
Projects on International Waterways OP/BP 7.50	No	N/A
Projects in Disputed Areas OP/BP 7.60	No	N/A

II. Key Safeguard Policy Issues and Their Management

A. Summary of Key Safeguard Issues

1. Describe any safeguard issues and impacts associated with the proposed project. Identify and describe any potential large scale, significant and/or irreversible impacts:
2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area:
3. Describe any project alternatives (if relevant) considered to help avoid or minimize adverse impacts.
4. Describe measures taken by the borrower to address safeguard policy issues. Provide an assessment of borrower capacity to plan and implement the measures described.
5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people.

B. Disclosure Requirements

Environmental Assessment/Audit/Management Plan/Other	
Date of receipt by the Bank	03-Feb-2015
Date of submission to InfoShop	06-Feb-2015
For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors	////
"In country" Disclosure	
<i>Comments:</i>	
If the project triggers the Pest Management and/or Physical Cultural Resources policies, the respective issues are to be addressed and disclosed as part of the Environmental Assessment/Audit/or EMP.	
If in-country disclosure of any of the above documents is not expected, please explain why:	

C. Compliance Monitoring Indicators at the Corporate Level

OP/BP/GP 4.01 - Environment Assessment	
Does the project require a stand-alone EA (including EMP) report?	Yes [] No [] NA []
The World Bank Policy on Disclosure of Information	
Have relevant safeguard policies documents been sent to the World Bank's Infoshop?	Yes [] No [] NA []
Have relevant documents been disclosed in-country in a public place in a form and language that are understandable and accessible to project-affected groups and local NGOs?	Yes [] No [] NA []
All Safeguard Policies	
Have satisfactory calendar, budget and clear institutional responsibilities been prepared for the implementation of measures related to safeguard policies?	Yes [] No [] NA []
Have costs related to safeguard policy measures been included in the project cost?	Yes [] No [] NA []
Does the Monitoring and Evaluation system of the project include the monitoring of safeguard impacts and measures related to safeguard policies?	Yes [] No [] NA []
Have satisfactory implementation arrangements been agreed with the borrower and the same been adequately reflected in the project legal documents?	Yes [] No [] NA []

III. APPROVALS

Task Team Leader(s):	Name: Olatunde Adetoyese Adekola	
Approved By		
Practice Manager/ Manager:	Name: Meskerem Mulatu (PMGR)	Date: 23-Mar-2015