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Report No: PAD5132

INTERNATIONAL DEVELOPMENT ASSOCIATION

PROJECT PAPER

ON A

PROPOSED ADDITIONAL CREDIT

IN THE AMOUNT OF SDR 521.3 MILLION
(US$700.0 MILLION EQUIVALENT)

TO THE

FEDERAL REPUBLIC OF NIGERIA

FOR THE

ADOLESCENT GIRLS INITIATIVE FOR LEARNING AND EMPOWERMENT PROJECT

August 30, 2023

Education Global Practice
Western and Central Africa Region

CURRENCY EQUIVALENTS

(Exchange Rate Effective July 31. 2023)

Currency Unit =	Naira
Naira 745.5 =	US$1
SDR 0.74463491 =	US$1

FISCAL YEAR
January 1–December 31

Regional Vice President:	Ousmane Diagana
Country Director:	Shubham Chaudhuri
Regional Director:	Dena Ringold
Practice Manager:	Scherezad Joya Monami Latif
Task Team Leader:	Aisha Garba Mohammed

ABBREVIATIONS AND ACRONYMS

AF	Additional Financing
AFR	Adolescent Fertility Rate
AGILE	Adolescent Girls Initiative for Learning and Empowerment
AM	Accountability Mechanism
ANRiN	Accelerating Nutrition Results in Nigeria
ASA	Advisory Services and Analytics
ASC	Annual School Census
BESDA	Better Education Service Delivery for All
BoQ	Bill of Quantities
CBA	Cost-Benefit Analysis
CBN	Central Bank of Nigeria
CCT	Conditional Cash Transfer
CDD	Community-driven Development
CIC	Commitment, Integrity, and Capacity
CoC	Code of Conduct
COVID-19	Coronavirus Disease 2019
CPMC	Community Project Management Committee
CSO	Civil Society Organization
DA	Designated Account
E&S	Environmental and Social
EMIS	Education Management Information System
ESCP	Environmental and Social Commitment Plan
ESF	Environmental and Social Framework
ESMF	Environmental and Social Management Framework
ESMP	Environmental and Social Management Plan
ESS	Environmental and Social Standard
FCT	Federal Capital Territory
FM	Financial Management
FME	Federal Ministry of Education
FMFBNP	Federal Ministry of Finance, Budget and National Planning
FMH	Federal Ministry of Health
FMHDMSD	Federal Ministry of Humanitarian, Disaster Management and Social Development
FMWA	Federal Ministry of Women Affairs
FMYSD	Federal Ministry of Youth and Sports Development
FPFMD	Federal Project Financial Management Department
FPM	Financial Procedures Manual

FX	Foreign Exchange
GBV	Gender-based Violence
GDP	Gross Domestic Product
GHG	Greenhouse Gases
GHS	General Household Survey
GP	Global Practice
GRM	Grievance Redress Mechanism
GRS	Grievance Redress Service
GSP	Girls Scholarship Program
ICT	Information and Communications Technology
IE	Inclusive Education
IFR	Interim Financial Report
IMPACT	Improved Child Survival Program for Human Capital MPA
IPF	Investment Project Financing
IRI	Intermediate Results Indicator
IRR	Internal Rate of Return
ISR	Implementation Status and Results Report
IT	Information Technology
JSS	Junior Secondary School
LGA	Local Government Area
LGEA	Local Government Education Authority
LMP	Labour Management Procedure
MDA	Ministries, Departments and Agencies
MHM	Menstrual Hygiene Management
MICS	Multiple Indicator Cluster Survey
MTR	Mid-term Review
NAFEX	Nigerian Autonomous Foreign Exchange Rate Fixing
NDC	Nationally Determined Contribution
NFW	Nigeria for Women
NGO	Nongovernmental Organization
NPA	National Personnel Audit
NPCU	National Project Coordination Unit
NPSC	National Project Steering Committee
NPV	Net Present Value
NSSEC	Nigeria Secondary School Education Commission
OOS	Out of School
OOSC	Out-of-School Children
PAD	Project Appraisal Document
PDO	Project Development Objective

PIM	Project Implementation Manual
PPR	Procurement Post-review
PTA	Parent-teacher Association
RPF	Resettlement Policy Framework
RTL	Religious and Traditional Leader
SBMC	School-Based Management Committee
SEA/SH	Sexual Exploitation and Abuse/Sexual Harassment
SEP	Stakeholders Engagement Plan
SIG	School Improvement Grant
SIP	School Improvement Plan
SME	State Ministry of Education
SMP	Security Management Plan
SMWA	State Ministry of Women Affairs
SMYD	State Ministry of Youth and Development
SPFMU	State Project Financial Management Unit
SPIU	State Project Implementation Unit
SPSC	State Project Steering Committee
SRA	Security Risk Assessment
SSEB	State Secondary Education Board
SSI	Social Sustainability and Inclusion
STEP	Systemic Tracking of Exchanges in Procurement
SUBEB	State Universal Basic Education Board
TA	Technical Assistance
TLM	Teaching and Learning Material
ToR	Terms of Reference
TPM	Third-Party Monitoring
UBE	Universal Basic Education
UBEC	Universal Basic Education Commission
UNICEF	United Nations Children's Fund
WASH	Water, Sanitation and Hygiene
WGQ	Washington Group Questions

Nigeria

Additional Financing for Adolescent Girls Initiative for Learning and Empowerment

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BASIC INFORMATION – PARENT (Adolescent Girls Initiative for Learning and Empowerment - P170664)

Country	Product Line	Team Leader(s)		
Nigeria	IBRD/IDA	Aisha Garba Mohammed		
Project ID	Financing Instrument	Resp CC	Req CC	Practice Area (Lead)
P170664	Investment Project Financing	HAWE3 (9541)	AWCW2 (6548)	Education

Implementing Agency: Federal Ministry of Education

Is this a regionally tagged project?
No

Bank/IFC Collaboration

No

Approval Date	Closing Date	Expected Guarantee Expiration Date	Environmental and Social Risk Classification
28-Jul-2020	31-Jul-2025		Moderate

Financing & Implementation Modalities

[ ] Multiphase Programmatic Approach [MPA]	[ ] Contingent Emergency Response Component (CERC)
[ ] Series of Projects (SOP)	[✓] Fragile State(s)
[ ] Performance-Based Conditions (PBCs)	[ ] Small State(s)
[ ] Financial Intermediaries (FI)	[ ] Fragile within a Non-fragile Country
[ ] Project-Based Guarantee	[ ] Conflict
[ ] Deferred Drawdown	[ ] Responding to Natural or Man-made disaster
[ ] Alternate Procurement Arrangements (APA)	[ ] Hands-on Expanded Implementation Support (HEIS)

Development Objective(s)

To improve secondary education opportunities among girls in targeted areas in participating states.

Ratings (from Parent ISR)

	Implementation				
	20-Dec-2020	26-Apr-2021	08-Oct-2021	30-Jun-2022	30-Mar-2023
Progress towards achievement of PDO	S	S	S	MS	MS
Overall Implementation Progress (IP)	S	S	S	MS	MS
Overall ESS Performance	S	S	S	MS	MS
Overall Risk	M	M	M	M	M
Financial Management	MS	MS	MS	MS	MS
Project Management	MS	MS	MS	MS	S
Procurement	MS	MS	MS	MS	MS
Monitoring and Evaluation	MS	MS	MS	MS	MS

BASIC INFORMATION – ADDITIONAL FINANCING (Additional Financing for Adolescent Girls Initiative for Learning and Empowerment - P179281)

Project ID	Project Name	Additional Financing Type	Urgent Need or Capacity Constraints
P179281	Additional Financing for Adolescent Girls Initiative for Learning and Empowerment	Restructuring, Scale Up	No

Financing instrument	Product line	Approval Date
Investment Project Financing	IBRD/IDA	21-Sep-2023
Projected Date of Full Disbursement	Bank/IFC Collaboration	
30-Nov-2028	No	
Is this a regionally tagged project?		
No		

Financing & Implementation Modalities

[ ] Series of Projects (SOP)	[✓] Fragile State(s)
[ ] Performance-Based Conditions (PBCs)	[ ] Small State(s)
[ ] Financial Intermediaries (FI)	[ ] Fragile within a Non-fragile Country
[ ] Project-Based Guarantee	[ ] Conflict
[ ] Deferred Drawdown	[ ] Responding to Natural or Man-made disaster
[ ] Alternate Procurement Arrangements (APA)	[ ] Hands-on Expanded Implementation Support (HEIS)
[ ] Contingent Emergency Response Component (CERC)	

Disbursement Summary (from Parent ISR)

Source of Funds	Net Commitments	Total Disbursed	Remaining Balance	Disbursed
IBRD				%
IDA	500.00	159.62	324.70	33 %
Grants				%

PROJECT FINANCING DATA – ADDITIONAL FINANCING (Additional Financing for Adolescent Girls Initiative for Learning and Empowerment - P179281)

FINANCING DATA (US$, Millions)

SUMMARY (Total Financing)

	Current Financing	Proposed Additional Financing	Total Proposed Financing
Total Project Cost	500.00	700.00	1,200.00
Total Financing	500.00	700.00	1,200.00
of which IBRD/IDA	500.00	700.00	1,200.00
Financing Gap	0.00	0.00	0.00

DETAILS - Additional Financing

World Bank Group Financing

International Development Association (IDA)	700.00
IDA Credit	700.00

IDA Resources (in US$, Millions)

	Credit Amount	Grant Amount	SML Amount	Guarantee Amount	Total Amount
Nigeria	700.00	0.00	0.00	0.00	700.00
National Performance-Based Allocations (PBA)	700.00	0.00	0.00	0.00	700.00
Total	**700.00**	**0.00**	**0.00**	**0.00**	**700.00**

COMPLIANCE

Policy

Does the project depart from the CPF in content or in other significant respects?

[ ] Yes [✓] No

Does the project require any other Policy waiver(s)?

[ ] Yes [✓] No

Environmental and Social Standards Relevance Given its Context at the Time of Appraisal

E & S Standards	Relevance
Assessment and Management of Environmental and Social Risks and Impacts	Relevant
Stakeholder Engagement and Information Disclosure	Relevant
Labor and Working Conditions	Relevant
Resource Efficiency and Pollution Prevention and Management	Relevant
Community Health and Safety	Relevant
Land Acquisition, Restrictions on Land Use and Involuntary Resettlement	Relevant
Biodiversity Conservation and Sustainable Management of Living Natural Resources	Relevant
Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities	Not Currently Relevant
Cultural Heritage	Relevant
Financial Intermediaries	Not Currently Relevant

NOTE: For further information regarding the World Bank's due diligence assessment of the Project's potential environmental and social risks and impacts, please refer to the Project's Appraisal Environmental and Social Review Summary (ESRS).

INSTITUTIONAL DATA

Practice Area (Lead)

Education

Contributing Practice Areas

Health, Nutrition & Population
Social Sustainability and Inclusion
Social Protection & Jobs
Water

Climate Change and Disaster Screening

This operation has been screened for short and long-term climate change and disaster risks

PROJECT TEAM

Bank Staff

Name	Role	Specialization	Unit
Aisha Garba Mohammed	Team Leader (ADM Responsible)	Senior Education Specialist	HAWE3
Barbara Ziolkowska	Procurement Specialist (ADM Responsible)	Procurement Specialist	EAWP2
Akinkunmi Oladipupo Onimole	Procurement Specialist	Procurement Specialist	EAWP2
Eucharia Nonye Osakwe	Financial Management Specialist (ADM Responsible)	FM Specialist	EAWG2
Cindy Ijeoma Ikeaka	Social Specialist (ADM Responsible)	Social Development Specialist	SAWS1
Gladys Omone Fayomi	Environmental Specialist (ADM Responsible)	Environmental Specialist	SAWE4
Abdulgafar Olukayode Tijani	Procurement Team	Procurement Specialist	EAWP2
Abdulmalik Ibrahim	Team Member	Infrastructure	HAWE3
Akeem Adeleye Bello	Procurement Team	Procurement Specialist	EAWP2
Chiamaka Precious Momah-Haruna	Team Member	Gender Specialist	HAWH3
Christina Sherry Ma	Team Member	Operations	EAPOS
Dilip Parajuli	Team Member	Senior Economist	HAWE3
Dorcas Kadangs	Team Member	Education Consultant	HAWH3
Elaine Yi Zhong Ding	Team Member	Education Specialist	HEDGE
Elif Yonca Yukseker	Team Member	Analyst	HAWE3
Ese Joan Adeluyi	Team Member	Digital Development	HAWE3
Fanen Ade	Team Member	Social Protection Specialist	HAWS3
Fatima Adenike Jagun	Team Member	Health Specialist	AWCW2
George Ferreira Da Silva	Team Member	Finance Officer	WFACS
Jose Ramon R. Pascual IV	Counsel	Legal	LEGAM
Joyce Chukwuma-Nwachukwu	Procurement Team	ACS	AWCW2
Laura S. McDonald	Team Member	Operations officer	HAWE3

Mahesh Dahal	Team Member	Education Economist	HAWE3
Mansir Nasir	Team Member	Communications specialist	ECRAW
Maria Rebeca Barron Rodriguez	Team Member	Education Specialist	HEDGE
Mugambi Mugisha Mwendia	Team Member	Finance Analyst	WFACS
Ngozi Ijeoma Udolisa	Team Member	Senior Operations Specialist	AWCW2
Olatunde Adetoyese Adekola	Team Member	Senior Education Specialist	HAWE3
Omer Nasir Elseed	Team Member	Infrastructure	HAEE1
Scherezad Joya Monami Latif	Program Manager	Practice Manager	HAWE3
Tekabe Ayalew Belay	Team Member	Program Leader	HAWDR
Tolulope Oluseun Idowu	Team Member	ACS	AWCW2
Ubah Thomas Ubah	Team Member	Social Protection Specialist	HAWS3
Wuraola Olubusola Mosuro	Team Member	Education Consultant	HAWE3

Extended Team

Name	Title	Organization	Location

I. BACKGROUND AND RATIONALE FOR ADDITIONAL FINANCING

A. Introduction

1. **This Project Paper seeks the approval of the Board of Executive Directors for an Additional Financing (AF) from International Development Association [IDA] credit resources in the amount of SDR 521.3 million (US$700 million equivalent) to the Federal Republic of Nigeria to the Adolescent Girls Initiative for Learning and Empowerment (AGILE) Project (parent project, P170664).** The proposed AF will: (a) scale up project activities from the current seven states to eleven additional states conditional on their fulfillment of eligibility criteria; and (b) increase the targeted beneficiaries to include out-of-school (OOS) girls, those who are married, and/or those who have disabilities. This Project Paper also includes a restructuring to: (a) reflect changes related to increasing the reach of the project and other modifications informed by lessons learned during project implementation;[1] and (b) extend the project closing date to July 31, 2028, to allow completion of all planned activities under the parent project, given the initial delays in project effectiveness and disbursement.

B. Country and Sector Context

2. **Nigeria is the most populous country and the largest economy in the region – with over 200 million people[2] and an estimated gross domestic product (GDP) of US$430 billion in 2021**. The country is a multi-ethnic and diverse federation of 36 autonomous states and the Federal Capital Territory (FCT), with an abundance of resources. The country has a large domestic market, entrepreneurs who are driving growth through digital technologies, and state governors with a high degree of autonomy, conditions which offer opportunities for dynamic and progressive leaders to move ahead independently.

3. **Since 2015, Nigeria has struggled to efficiently use the economic windfalls from natural resources and build institutions capable of fostering structural transformation and job creation.** Nigeria's GDP grew an average of 7 percent annually from 2001 to 2014 and GDP per capita almost quadrupled from 2001 to 2010, reaching US$2,280. However, growth declined to an average of 1.1 percent between 2015 and 2021, due to (a) a decline in oil prices; (b) increased insecurity; (c) heightened unpredictability of economic policies; and (d) the effects of the COVID-19 pandemic. This, combined with the high population growth rate, widened the gap in real GDP per capita between Nigeria and its peers, and the number of poor Nigerians rose from 68 million in 2015 to 80 million in 2020.[3]

4. **While the economy partially recovered from a recession in 2021-2022, socioeconomic outcomes have continued to deteriorate.** High inflation since 2020 has pushed around 15 million Nigerians into poverty.[4] The economic outlook remains uncertain given the impact of Russia's invasion of Ukraine on the global economy and continued insecurity in some parts of the country. Notwithstanding, Nigeria has recently adopted major exchange rate policy reforms, addressing the previous overvaluation of the official exchange rate (FX). In June 2023, the Central Bank of Nigeria (CBN) unified the multiple exchange rates by collapsing the FX windows into the Investors and Exporters window, announced that market-reflective pricing on the basis of genuine willing-

[1] The restructuring would refine project design based on pressing needs, shifting priorities, and lessons learned to date.
[2] Half of the population is women and 70 percent is younger than age 30 (World Bank. 2022. Nigeria Country Economic Memorandum.
[3] World Bank. 2022. Nigeria CEM.
[4] From 80 million in 2020 to 94 million in 2023. World Bank. 2022. Seizing the Opportunity: Nigeria Development Update June 2023.

buyer willing-seller transactions would be restored[5]. Almost immediately, this caused the official and parallel market rates to converge, and the Nigerian Autonomous Foreign Exchange Rate Fixing (NAFEX) rate adjusted up from Naira 472 per US dollar to Naira 768 per US dollar (as of July 20, 2023), a depreciation of 39 percent.

5. **Investing in human capital will be key for Nigeria's development and shared economic prosperity, and for reaping the demographic dividend.** There are significant gender gaps in labor participation (55 percent of women work compared to 69 percent of men), agriculture productivity (a 30-percentage point gap), and wage earnings (22 percent lower for women). [6] Closing the gender gaps in economic empowerment—such as through investment in young women's education and skills acquisition—could yield additional gains of US$9.3 to US$22.9 billion (2 to 6 percent of GDP). Nigeria's low Human Capital Index (HCI) score (0.36) implies that a child born in Nigeria can be expected to achieve only 36 percent of the productivity level that he or she could have achieved with full access to health care and education opportunities. Nigeria's GDP could also be 2.9 times higher (equivalent to 2.1 percentage-points of extra annual growth over 50 years) if full access to education and health care were achieved[7].

6. **Adolescent girls face poorer labor market prospects, fewer education opportunities, and higher health risks which are associated with high incidences of early marriage and early childbearing.** Nigeria's adolescent fertility rate (AFR) of 103 (per 1,000 women ages 15–19) is very high relative to its income level. The AFR is substantially higher in the Northern states and among the poor – 126 in North East and North West regions compared to 49 in the South, and 149 among the poorest-quintile households compared to just 20 for the wealthiest-quintile households. Adolescent girls are a crucial demographic group that holds the key to accelerating Nigeria's demographic transition – investing in girls' human capital will not only bring greater economic dividends but also benefits such as delayed marriage, reduced fertility, reduced maternal and child mortality, and better educational opportunities for their children. Nigeria's working-age population will soon be one of the youngest and largest globally, which underscores the importance of investing in adolescent girls.

7. **Nigeria's vulnerability to climate shocks has increased due to political and geographic factors and the recent spike in insecurity.** Climate-related shocks disproportionally affect poor populations, resulting in increased food insecurity and poorer education and health outcomes. The Niger Delta and coastal areas suffer from inland flooding and storm surges, and many states suffer from aridity, droughts, and land degradation. It is estimated that climate inaction could cost Nigeria between 6 and 30 percent of GDP by 2050, equivalent to a loss of US$100–460 billion.[8]

8. **Education access and completion rates are poor and characterized by significant disparities across gender, income groups, and regions.** Progress has been made on increasing access to basic education with enrollment increasing from 34.7 million in 2018 to 39.8 million in 2022. However, Nigeria has 14.6 million children of basic education age OOS, more than any other country.[9] According to the 2021 Multiple Indicator Cluster Survey (MICS), 29 percent of children ages 12–17[10] were OOS, with significant regional variation. In

[5] In recent years, the CBN maintained more than 10 FX windows, with different price discovery mechanisms, and managed the official NAFEX. This severely limited FX supply at the official rate, pushed economic agents into a parallel market to meet their FX requirements, and generated arbitrage and rent-seeking opportunities.
[6] World Bank. 2022. Closing Gaps, Increasing Opportunities.
[7] This estimate is based on data and methodology from the World Bank Group. *The human capital project*-World Bank, 2018
[8] World Bank, Climate Risk Country Profile. 2020. Country Partnership Framework for the Federal Republic of Nigeria for the Period FY21–FY25.: World Bank. http://hdl.handle.net/10986/35098.
[9] Basic education is 9 years, it includes primary (6 years) and lower secondary school (3 years).
[10] Junior secondary and senior secondary age group.

the North West and North East regions combined, 46 percent of children ages 12–17 are OOS (table 1). These regions lag significantly behind the south in terms of junior and senior secondary completion rates, particularly among girls. There are also significant disparities by income: for example, the senior secondary completion rate is 16 percent among the poorest quintile compared to 90 percent among the wealthiest. The dropout rate is overall very high -- for every 100 girls who enroll in Grade 1 (P1), 54 reach Grade 6 (P6), 33 reach Grade 7 (JSS1), while 22 percent complete senior secondary school (SS3).

9. **Learning levels are low and unequal with significant disparities – by gender, poverty status and region**. Overall, 37 percent of children ages 10–14 in Nigeria demonstrate minimum proficiency in foundational reading skills.[11] Foundational learning is achieved for only 8 percent (9 percent for boys and 7 percent for girls) of children from the poorest wealth quintile, and 16.3 percent (16.6 percent for boys and 16.1 percent for girls) from the North East and the North West regions. In comparison, these figures are 77 percent for boys and 83 percent for girls from the richest wealth quintile households and 58 percent for boys and 69 percent for girls from the South. Further, illiteracy rates among adolescent girls are high in the North (65 percent) compared to the South (9 percent). Fertility rates are also high—as mentioned above -- particularly in the north, among adolescent girls in the poorest quintile and those with no secondary education (table 1).

Table 1. Key education indicators by gender, geopolitical zones, and wealth quintiles in Nigeria

	Number of OOSC ages 10–20		OOSC Rate (12–17 years)	Enrollment rate (JSS and SSS 12–17 years)		JSS completion rate		SSS completion rate		Foundational Learning (can read 90 percent words in a text) (10–14 years)		AFR (15–19 years)
	Male	Female	Both	Male	Female	Male	Female	Male	Female	Male	Female	Female
North East + North West	5,081,633	5,396,746	46	56	52	51	44	40	30	17	16	126
North Central	1,158,697	1,230,540	23	77	76	73	67	61	48	33	33	101
South	2,026,464	2,058,547	13	87	87	86	89	74	75	58	69	49
Poorest	—	—	63	39	35	29	24	19	13	9	7	149
Richest	—	—	13	88	87	94	94	89	89	77	83	20
Nigeria	**8,266,794**	**8,685,833**	**29**	**72**	**70**	**69**	**67**	**56**	**50**	**35**	**39**	**103**

Source: Estimates on OOS, enrollment, completion and foundational learning rates based on MICS 2021. Population estimates for 10–20-year-olds obtained from Nigeria Living Standards Survey (NLSS) 2018/19. AFR from Nigeria Malaria Indicator Survey (MIS) 2021. JSS completion rate computed for age group 17 to 19 years and SSS completion rate computed for age group 20 to 22 years.

Underlying reasons for poor education outcomes

10. A variety of supply- and demand-side constraints and systemic factors impede girls from accessing and completing secondary education.

11. ***Supply-side constraints include a severe shortage of school infrastructure, poor quality of existing school infrastructure, lack of qualified teachers and limited access for children with disabilities.*** Nigeria has more than 131,000 primary schools but only about 38,000 junior secondary schools (JSSs) and 21,700 senior secondary schools (SSSs), which means 4 primary schools for every JSS and 6.1 primary schools for every SSS (National Personnel Audit [NPA], 2022).[12] These figures are worse in the Northern states. Per the NPA 2018,

[11] Minimum proficiency in foundational reading skills is defined as being able to read 90 percent of the words from a simple text.
[12] The National Personnel Audit (NPA) is akin to a census of all basic education institutions in the country (collecting information on school enrollment, number of teachers and other staff in education system, and facilities) conducted every five years by the Universal Basic Education Commission (UBEC).

more than 50 percent of JSS reported that their classrooms, water, sanitation and hygiene (WASH) facilities, furniture, perimeter fencing, and security measures were in poor condition. The pupil-to-toilet ratio of 280 to 1 is significantly higher than the recommended ratio of 40 to 1. The lack of separate, private, gender-segregated toilets with running water creates difficulties for girls in menstrual hygiene management (MHM) and increases the likelihood that they will stay home during menstruation. Further, school infrastructure in areas that are prone to climate shocks (for example, floods and extreme heat) do not have mitigation measures in place, thereby increasing the number of missed school days even when children are willing to come to school. Only 4 out of 10 teachers were deemed competent in subject and pedagogical knowledge to teach in the classroom[13], suggesting the need for improved teacher skills development. Finally, despite the policy on inclusive education (IE)[14], children with disabilities face severe limitations in accessing quality education, as a result of lack of trained teachers, accessible classrooms, assistive technologies, and specialized Teaching and Learning Materials (TLMs)[15].

12. **Demand-side constraints include high levels of violence in and around schools, cultural practices which discourage girls' enrollment and completion and financial constraints.** In 2021, over 1,000 people, including school children and teachers, were kidnapped in attacks in and around schools. Such violence, in addition to injury, trauma, and even death, can have a cascading effect—further heightening fears and decreasing the likelihood that children will attend school. An estimated 1 million children were affected by the increased insecurity in the 2020/2021 school year, many of whom may not have returned to school due to fear. Secondly, girls are at an increased risk of gender-based violence (GBV) from male teachers and peers, often when school infrastructure is poor with lack of toilets/doors and where schools do not provide safe spaces for reporting and seeking relevant services. A survey[16] found 1 in 4 secondary school girls were pressured by teachers for sex. Of those experiencing violence, only 1 in 5 told someone about it—and less than 1 percent sought services. Further, communities often undervalue education and/or are unable to afford the costs of schooling. A study from Northern Nigeria found that around one third of girls who dropped out of school (OOS) reported 'marriage' or 'plans to marry' as the primary reason for leaving school.[17] Girls end up providing care for younger siblings, thereby losing the opportunity to attend school. According to the 2018/19 NLSS, 36 percent of OOS girls ages 6–17 in the North East reported the monetary cost of schooling as the main constraint to attending school. The financial burden is even higher at the senior secondary level, and daughters going to school means losing a key income earner for poor households. As a result, adolescent girls with fewer schooling opportunities miss out on acquisition of foundational and socio-emotional skills, and knowledge on critical adolescent health issues.

13. **Nigeria's education system faces challenges related to coordination, financing, and data systems management.** While the State Ministry of Education (SME) is responsible for SSS and the State Universal Basic Education Board (SUBEB) for JSS, in practice, the management of JSSs is still with the SME or shared between

[13] Ibid (NPA, 2019).

[14] In Nigeria, inclusive education is defined as the process of addressing all barriers and providing access to quality education to meet the diverse needs of all learners in the same learning environment (United Nations Economic, Social and Cultural Organization [UNESCO]). Found at *https://unesdoc.unesco.org*. Nigeria's "special school" system where children with disabilities attend separate schools does not foster an integrated approach to IE, but instead adds to stigma.

[15] Save the Children, Inclusive Friends Association, Action Against Hunger. 2021. "Situation Analysis: The Inclusion of Persons with Disabilities in Social Protection in Nigeria."

[16] OHCHR (Office of the High Commissioner for Human Rights). (2015). "Background Paper on Attacks on Girls Seeking to Access Education." Geneva: United Nations. www.ohchr.org/Documents/HRBodies/CEDAW/Report_attacks_on_girls_Feb20 15.pdf.

[17] Mercy Corps. 2013. "Adolescent Girls in Northern Nigeria: Financial Inclusion and Entrepreneurship Opportunities Profile." See also Girls Not Brides. https://www.girlsnotbrides.org/child-marriage/nigeria/.

the SUBEB and the SME. The roles and responsibilities are not clearly delineated, driving limited coordination and inefficiencies in secondary education management. The Nigeria Secondary School Education Commission (NSSEC)—which became operational in 2021 to address critical areas such as the infrastructural deficit, human capacity development, and instructional materials in SSS—does not receive adequate resources to carry out its mandate. In general, public funding to education in Nigeria, compared globally, is inadequate, inequitable, and inefficient. The sector receives only 1.6 percent of GDP compared to 4 percent on average for countries in Sub-Saharan African countries. About 80 percent of the total education budget is allocated to primary (45 percent) and secondary levels (35 percent for JSS and SSS), with the remaining 20 percent going to post-secondary education and other education areas. At the primary and secondary levels, 85 percent of allocated resources goes to recurrent expenditures, of which 95 percent is for teachers' salaries. Nigeria's secondary schools need substantial capital investments; however, states do not have the necessary resources. Moreover, execution of the limited capital budget at the state level is quite low, compounding the situation.

C. Parent Project Status and Performance

14. **Progress toward achieving the Project Development Objective (PDO) and overall implementation progress is rated Moderately Satisfactory.** The project is largely on track to achieve its PDO. Three of the PDO-level indicators' intermediate targets have been met – (a) the number of students benefiting from direct interventions to enhance learning has reached 3,356,800, of which 1,614,545 are girls; (b) the number of girls currently enrolled in JSS and SSS in participating states has increased from 925,785 to 1,614,545; and (c) the share of girls transitioning to secondary school in participating states has increased from 43 percent to 46 percent. The project is also on track to achieve the targets of its intermediate results indicators (IRIs). To date, 4,700 JSSs and SSSs have received school improvement grants (SIGs); 5,257 classrooms have been renovated with these grants; and the Girls Scholarship Program (GSP) has provided scholarships to more than 150,000 eligible girls. Total disbursement as of August 23, 2023, was US$159.62 million (or 33 percent).

15. **Component 1: Creating safe and accessible learning spaces.** The project has prepared building designs, technical specifications, and bills of quantities (BoQs) for all infrastructure and awarding of construction contracts has begun for 241 JSSs and 121 SSSs. States have also initiated the recruitment of about 2,000 secondary school teachers – to be financed by the states' own funding - for the new schools. Further, SIGs have been provided to 4,700 schools, out of which 3,750 received small grants ranging from Naira equivalent of US$8,000 to US$12,000 per school and 950 schools received large grants in the amount of Naira equivalent of US$60,000 each. The grants were used in renovating 5,257 classrooms, rehabilitating/constructing 6,500 WASH/toilet facilities, and purchasing of 90,000 furniture items, solar panels, and 84,000 TLMs. The SIGs have been implemented by school-based management committees (SBMCs) trained on SIG management including environmental and social (E&S) safeguards.[18]

16. **Component 2: Fostering an enabling environment for girls**. National-level activities including multimedia communication campaigns, state-level social mobilization through civil society organizations (CSOs) and local media companies, and sensitization/advocacy with religious and traditional leaders (RTLs) have been carried out. At the community level, RTLs have helped lay the ground for social norms campaigns and to create buy-in and behavior change for the entire project, and in the process have reached more than 15,000 community members, households, and parents. The project has also mobilized experienced NGOs/firms to implement safe space, health and gender-specific life skills training and is using existing curriculum and materials

[18] These trainings have been provided through the World Bank-funded Sustainable Urban and Rural Water Supply Sanitation and Hygiene (SURWAS P170734) Program and the Nigeria Electrification Project (NEP) (P161885), respectively.

developed by other projects[19]. It is expected that by December 2023, 25,000 girls in 600 schools will be empowered with life skills. Through technical partners, the project has provided digital skills training to more than 60,000 students. The computer devices/equipment and curriculum have been aligned with the Global United Nations Educational, Scientific and Cultural Organization (UNESCO) digital skills framework. The GSP has used the state social registry and the poverty maps to identify disadvantaged local government agencies and their secondary schools to provide scholarships to eligible girls from poor communities. More than 150,000 girls have received the incentives to transition to JSS and SSS and maintain attendance at secondary school. A common GSP Management Information Dashboard has also been developed and targeting tools have been harmonized into Open Data Kit (ODK) templates and tools to collect cohort registration/enrollment data.

17. **Component 3: Project management and system strengthening.** The component supports both federal and participating state governments for effective project coordination, procurement, financial management (FM), E&S safeguards management and compliance, M&E, and project communications., and finances investment and non-salary operating costs associated with the National Project Coordination Unit (NPCU) and the State Project Implementation Units (SPIUs). So far, the project has deployed an M&E firm, established a national M&E system, mobilized a third-party monitoring (TPM) agency for independent verification of results, and provided capacity-building for the Federal Ministries of Health and Women Affairs, Federal Ministry of Finance, Budget and National Planning (FMFBNP) and other relevant ministries and agencies including State ministries' quality assurance departments, teacher service boards, federal unity colleges, and the Federal Ministry of Education (FME). The states have received support to strengthen their Education Management Information System (EMIS) units, and to develop teacher recruitment and school expansion strategies. The project has also financed the NPCU's and SPIUs' operating costs (for example, office equipment, software, furniture, vehicles and reasonable operating costs related to project implementation, including technical areas such as construction and administration of various training packages and scholarship program, and fiduciary aspects).

18. **The project has no unresolved fiduciary or E&S issues, and there are no overdue audits or unaudited quarterly interim financial reports (IFRs).** The procurement and E&S ratings are Moderately Satisfactory, whereas FM was rated Moderately Unsatisfactory based on internal control issues. An action plan has been developed to address these shortcomings and to return the rating to Satisfactory status.

D. Rationale for the Proposed AF and Restructuring of Parent Project

19. **The proposed AF is in response to the Government's request to scale up the development impact of AGILE with expansion from the current 7 states to 11 additional states where adolescent girls have the lowest education and health outcomes.** The proposed AF provides the opportunity for this multi-sectoral project to have a transformative impact on adolescent girls in 18 states in Nigeria. The AF will scale up several initiatives and increase access to secondary education opportunities. At the time of the original financing, the IDA allocation (US$500 million) was not sufficient to meet the demands from the states and, therefore, only seven states were selected. The project was designed as a platform approach to enable states to join the project later subject to availability of additional World Bank financing and interested states meeting the selection criteria (see annex 4). The rationale for selection of the 11 additional states is primarily based on

[19] Drawing on approaches and materials from for other health- and gender-specific projects, including the information, education, and communication (IEC) materials developed under the Accelerating Nutrition Results in Nigeria (ANRIN) project (P162069) and the Improved Child Survival Program for Human Capital MPA (IMPACT) (P167156).

technical needs – whereas shown in table 2, across all indicators needs are greater among the 11 AGILE AF states and the 7 parent AGILE Project states, compared to the non-AGILE states.

20. **The proposed AF is aligned with the government priorities on increasing equitable access to quality education and supporting girls and women's empowerment nationwide** as laid out in the National Development Plan (NDP) (2021–2025), Human Capital Development Vision, revised National Gender Policy (NGP 2022) and the National Policy on Gender in Education (NPGE 2022).[20] Further, a high-level gender advisory committee has been established to mainstream efforts to promote gender equity and equality, including targeted support to girls with disabilities, those who are married, and/or those girls who have children. Other initiatives include the Discrimination Against Persons with Disabilities (Prohibition) Act, the Safe Schools Declaration (2015), the National Policy on Violence-Free Schools for Children in Nigeria, and the Minimum Standards for Safe Schools and the National Policy on Safety and Security in Schools in 2021.[21] Further, the AF is also aligned with Nigeria's Nationally Determined Contribution (NDC), as part of the Paris Agreement to reducing greenhouse gas (GHG) emissions.

Table 2. Education outcomes for adolescent girls across AGILE, AGILE-AF, and non-AGILE states, 2021

Group of States	Number OOS children ages 10–20	OOS Rate among 10–20-year-olds	JS Completion Rate	SS Completion Rate	AFR
AGILE-AF (11 states)	3,825,697	55	45	30	117
AGILE Parent (7)	2,700,388	45	54	39	113
Other states (19 non-AGILE states)	2,712,427	23	86	70	49
All of Nigeria	9,238,512	38	67	50	103

Source: Staff estimates using MICS 2021
Notes: Junior secondary completion rate computed for age group 17–19 years, senior secondary completion rate computed for age group 20–22 years; and AFR is age-specific (15–19 years) and is computed for every 1,000 adolescent women.

21. **The AF is also aligned with the Country Partnership Framework (CPF) (FY21–FY25) for Nigeria** (Report No. 153873-NG) and contributes to the achievement of core objectives of increasing access to quality basic education; increasing access to basic water and sanitation services; empowering women and girls by increasing their human capital and economic opportunities; and the complementary priority 3 of promoting youth employment and skills. Further, the AF is consistent with the World Bank goal of ending extreme and boosting shared prosperity in a sustainable manner and is aligned with other World Bank-supported operations in Nigeria[22] (see annex 7). Further, it is aligned with the World Bank Gender Equality, Poverty Reduction and Inclusive Growth Strategy (2016–2023).[23] Finally, it is aligned with the Western and Central Africa Education Strategy (Report No. 172861, 2022) and the World Bank's Western and Central Africa Region Priorities 2021–2025 (Report No. 159265, 2021), which focus on the importance of increasing girls' access to education as well as those aims/efforts laid out in the Africa Human Capital Plan (2019).[24]

[20] A response to the National Gender Policy (NGP) 2006, which made education one of its strong pillars.
[21] The National Policy on Safety and Security, among other initiatives, sets standards for implementation of school safety plans and provides prevention and response mechanisms at the national, state, local government, and school levels. It also provides guidance for preventing and mitigating hazards in formal education settings, and a coordinated action plan to keep learning environments safe and on alert for security threats.
[22] Including BESDA Project (P160430), NFW Project (P161364), the ANRIN Project, the IMPACT Program, the Innovation Development and Effectiveness in the Acquisition of Skills (IDEAS) Project (P166239).
[23] World Bank. 2017. "Gender Equality, Poverty Reduction, and Inclusive Growth: 2016-2023 Gender Strategy—2017 Update to the Board (English)." Washington, DC: World Bank Group. http://documents.worldbank.org/curated/en/d
[24] https://www.worldbank.org/en/publication/worldbank-africa-human-capital-plan.

22. **The project will support Nigeria in achieving its NDC by contributing to efforts for climate change mitigation and adaptation and is, therefore, consistent with Nigeria's strategy on climate change.** The 2021 NDC outlines priority actions to reduce GHG emissions and address climate change by promoting renewable energy. These actions include, among others, increasing access to electricity in rural areas to reduce the use of fossil fuels and promoting energy-efficient building design and construction (including schools). The NDC focuses on cross-cutting priorities, including ensuring gender inclusion in view of special vulnerabilities of girls to climate change, and a focus on empowering youth to engage in climate action through education, training, and awareness. The AF is directly aligned with these goals and will therefore contribute to three of the country's five priority adaptation areas: infrastructure, energy, and disaster risk management. The project aligns with the National Adaptation Plan Framework (2020), aimed at fortifying resilience against the impacts of climate change and ensuring the integration of climate adaptation into development planning. Furthermore, the project is consistent with the Long-Term Strategy for climate change and its National Climate Change Policy- which will be achieved by the implementation of climate-resilient infrastructure, harnessing renewable energy resources for sustainable development and climate education and awareness.

II. DESCRIPTION OF ADDITIONAL FINANCING

A. Proposed Changes

23. The main proposed changes introduced under the AF and restructuring of the parent project are: (a) an increase in the geographic scope to reach 11 additional states and expansion of beneficiaries; (b) modifications to activities and implementation arrangements; (c) modification to disbursement arrangements; (d) changes to the parent project to reflect these changes, and an extension of its closing date to provide adequate time to complete project activities in light of initial delays; and (e) modifications to the Results Framework (RF) to reflect the above-mentioned changes. The PDO will remain the same with adjustments to the RF to better capture project achievements and to reflect the proposed AF/restructuring.

Project Beneficiaries, Activities, and Costs per Component

24. **Project Beneficiaries: With the expansion under the proposed AF, the number of direct student beneficiaries will reach 15.2 million (8.5 million in AF states and 6.7 million in original states) (of which 8.6 million will be girls).** Beneficiaries have been expanded to include OOS girls[25] ages 10–20 and girls with disabilities. In addition to students, direct beneficiaries will also include teachers, administrators, families, communities, and staff in existing and newly constructed schools—an estimated total of 25 million people[26] living in the 18 participating states. In addition to school-based interventions for girls and boys in participating states, OOS girls lacking the qualifications to enroll in secondary school will be provided with second chance education opportunities. Moreover, given the girls' high vulnerability to climate change, the project aims to support a climate-resilient education through concrete measures described below and detailed in annex 5.

[25] This group includes OOS girls who are not enrolled in school, married, or have dropped out at any stage before completing their education (target age 10–20).

[26] The project, through social and behavioral change campaign and specific interventions, is assumed to engage and benefit all members of communities in at least 50 percent of the LGAs in the participating states. This is a lower-bound estimate as change in social norms will continue to benefit girls, their families, and communities in the long run.

25. **Participating States: Under the AF, the project will be expanded to 11 additional states and any other state that has the technical needs but is also committed to putting in place relevant policies and an implementation environment which will ensure achievement of intended results.** The selection of states to benefit from the proposed AF is based on well-defined and relevant criteria that consider each state's needs related to promoting girls' education and empowerment, policy commitment to these areas, and capacity to implement the project and enact needed reforms. All 11 states have submitted evidence of meeting eligibility criteria to the Federal Government (see annex 4 for details on selection criteria for participating states).

26. **Drawing on lessons learned, the AF provides an opportunity to both increase the parent project reach and scope and ensure more effective project implementation moving forward.** The AF—by expanding the directly targeted beneficiaries to include OOS girls and girls with disabilities—will allow a larger number of more vulnerable girls to benefit from this investment across 18 states characterized by high poverty rates and low secondary completion rates among girls. Lessons learned and their integration into the AF are included in the project description below and described in detail in annex 2.

Component 1: Creating safe and accessible learning spaces (Original Financing: US$315.0 million equivalent; AF: US$442.3 million equivalent; Total: US$757.3 million equivalent)

27. This component aims to address supply-side constraints, with an additional emphasis on supporting schools to increase security measures, accessible infrastructure, energy efficiency measures, and waste management. The component allows additional flexibility to address pressing needs, while also increasing the financing amount per school under the AF (see table 3).

Subcomponent 1.1 Creating new safe learning spaces in secondary schools (Original financing: US$180.0 million equivalent; AF: US$224.8 million equivalent; Total: US$404.8 million equivalent)

28. **The proposed AF will finance the construction of 478 new climate-resilient secondary schools (239 JSSs and 239 SSSs) in 11 AF states.** As under the parent project, a JSS will have a minimum of nine classrooms and an SSS a minimum of 12 classrooms. All new school packages[27] will include classrooms with adequate lighting and good ventilation, storage, solar, and furniture; gender-separate toilets and WASH facilities; and security measures (for example, fences and perimeter walls). To avert climate-induced damages, this activity will be geared toward building climate-resilient secondary schools. It will do so by (a) adopting designs that prioritize the buildings' resilience to withstand extreme weather events (for example, elevation of constructions based on site-specific flood risks, emergency evacuation plans in case of extreme events, rainwater harvesting for flood control and water conservation), and (b) incorporating energy-efficient devices such as solar panels, low-energy light bulbs, and low-carbon building materials (see annex 5). Selection will prioritize the co-location of new JSSs in an existing primary school and a new SSS in an existing JSS—to ensure efficiencies and spillover benefits through facility-sharing.

[27] The project is not providing accommodation/housing in view of serious concerns on safety and security of students and staff. A number of student kidnappings have taken place in boarding schools at night. Therefore, the project will build more secondary schools closer to communities to reduce travel time/distance for girls and boys. In addition, construction of a new boarding facility costs considerably higher (US$626,421) than the unit cost for new construction of new JSS/SSS.

29. One of the main changes reflected in the AF and parent project[28] is the revision of construction unit costs from US$180,000 to US$263,344 (per JSS) and from US$300,000 to US$676,874[29] (per SSS) (see table 3), to reflect inflation-induced increases in labor and material costs[30] (see annex 8). The 70–30 split (ratio) for the number of JSS to SSS will not be used due to the greater need for SSSs in the states. In parent project states, there were four SSSs for every six JSSs and in the eleven AF states, there are three SSSs for every seven JSSs[31].

30. **Implementation of SSS and JSS construction under the AF will follow the existing arrangements and procedures, while incorporating lessons learned**. JSS construction will continue to use a community-led construction modality. Under the parent project, Community Project Management Committees (CPMCs) were to be established and were expected to play this role. However, a lesson learned during project implementation was that in most communities supported by the project, an SBMC (that comprised school management/staff, parents, and community members) already existed and thus an CPMC did not need to be created. And since CPMCs do not exist in any of the AF participating states, moving forward, the SBMCs will play the assigned role. Another lesson learned was the need to provide additional support to SBMCs that lacked capacity to manage civil works. In such instances, the respective SPIU will be responsible for managing the construction, and the SBMC will work closely with the SPIU to ensure community ownership and monitor the construction process. SSS construction will be managed by the SPIUs by engaging relevant experts and ensuring compliance with Environmental and Social Standards (ESS) requirements (including Environmental and Social Management Plans [ESMPs]).[32] Each state's project steering committee (SPSC) will validate and endorse the list of schools to benefit from new construction under the proposed AF. Training will be provided to SBMCs as under the parent project (with the construction manual updated for AF states).[33] A third-party construction supervision firm will be used in all the states to supervise construction for quality assurance checks and compliance with the standards.

31. **Teacher recruitment and deployment to new schools will use the same mechanisms as the parent project.** Participating states will be responsible for the recruitment, deployment, and financing of approximately 6,336 secondary school teachers (at least 50 percent of whom should be female), estimated to be needed for newly constructed JSSs and SSSs. Each participating state will be provided with TA (Component 3) for an FME-endorsed detailed and costed action plan for the recruitment, deployment, and training of the new secondary school teachers.

[28] Under the parent project, at appraisal, it was estimated that 440 JSSs and 220 SSSs would be constructed, at an estimated unit cost of US$180,000 per JSS and US$300,000 per SSS. This estimate has been revised to 241 JSSs and 121 SSSs to account for the increase in the cost of construction; see annex 8).

[29] The construction cost was under-estimated at appraisal of the parent project. Additional reasons for cost increase include high rate of inflation in Nigeria in the recent years, and the fast depreciation of local currency against the US dollar, which affects the cost of imported construction materials. Accuracy of a cost estimate is best tested when bids are received where the contractors quote considering various market forces at play.

[30] These costs are consistent with cost estimates in South Africa and similar countries where a 3-block classroom costs approximately Naira 52.6 million (US$126,800) compared to Naira 34.1 million (US$82,100) in Nigeria.

[31] In addition, the project will allow flexibility for construction of select schools that will be based on state specific challenges and context.

[32] The E&S officers of the SPIU will review environmental and social impact assessments (ESIAs). Similar to the parent project, ESMPs prepared by specialized consultants will ensure all E&S issues are adequately addressed and in compliance with World Bank's ESS.

[33] Specifically, in terms of construction, officers from SUBEB and the Departments of Physical Planning of the SME/SSEB responsible for school construction in the states will serve as technical focal points to the SBMC.

Subcomponent 1.2: Improving existing infrastructure in secondary schools (Original financing: US$135.0 million equivalent; AF: US$217.5 million equivalent; Revised total: US$352.5 million equivalent)

32. **This subcomponent has been modified to support major renovation of dilapidated schools, additional security upgrades in and around schools, and increased renovation costs due to rising inflation in the country.** These changes are made in light of increased insecurity and to add flexibility for schools to use resources to address urgent needs. During implementation, many schools required urgent repairs to basic infrastructure—making support with SIG resources critical. The size of the grants will be based on school enrollment and level of dilapidation. Small SIGs (US$15,000) will be provided to about 4,218 schools with enrollment of 200 students or fewer, while SIGs (US$30,000) will be provided to about 1,373 schools with enrollment between 200 and 500 students. Large SIGs (US$90,000–US$150,000) will be provided to about 1,025 large schools (with more than 500 students) that need major renovations and require substantial security upgrades.[34] Only the SIGs applications aimed at climate resilience, adaptation, and mitigation will be financed. The types of activities expected to be funded include: structural strengthening measures and use of sustainable building materials that withstand extreme weather events; systems that improve resilience to drought and flood risks (rainwater harvesting); emergency evacuation plans in case of extreme events;[35] energy efficient devices such as solar panels, low-energy light bulbs, and low-carbon building materials; and support for climate training and eco-clubs (see annex 5).

33. The SIG procedures and management will remain unchanged managed by schools through their SBMCs that receive required capacity building. SIGs will be provided based on an SBMC-developed School Improvement Plan (SIP)[36] approved by the SPIU. As it was noted that SBMCs were inadequate for addressing the extent of repairs/renovations needed, the SPIU will support the management of major renovation works (based on the SIP developed by the SBMC) working closely with SBMCs. Further, SBMCs in the AF states will receive the same trainings provided under the parent project.

34. **Modifications to Subcomponents 1.1 and 1.2 are made based on lessons learned and inflation-induced cost increases.** The estimated amounts were initially underestimated and are now largely insufficient because of rising inflation (prices of labor and materials have more than doubled) and the Naira/US dollar exchange rate. Further, under Subcomponent 1.2, in addition to the above, the level and type of needs were much greater/different than originally envisaged. Field-level observations to date have determined that more than 50 percent of secondary schools are dilapidated and require substantial upgrades in the quantity and quality of WASH/toilet facilities, furniture, TLMs, and security measures in and around schools. Taking these lessons into consideration, both small and large SIG amounts have been increased to facilitate substantial upgrades (table 3). As a lesson learned, it is important to provide sufficient funding and flexibility in the SIGs so that schools can use these resources to address more pressing/urgent needs.

[34] Under large renovations, schools' specific challenges will be assessed and flexibility will be allowed in terms of locations, number and financing to address these challenges to increase girls' enrollment.

[35] Small SIGs will finance: the provision of security measures; improvements to WASH facilities to support schools in meeting the national guidelines of a student-to-toilet ratio of 40; solar; the provision of school furniture and TLMs; improvements in school amenities such as information and communication technology (ICT) labs; and the adoption of an environmentally friendly design and 'whole school approach' for violence prevention and response. Large SIGs will finance the above items plus major renovation and infrastructure expansion as required.

[36] Required elements of the SIP and key measures will also remain unchanged—including a focus on the whole-school approach, a focus on violence prevention, promoting of safety and inclusion, environmental health and safety, and establishing of a confidential reporting mechanism and counseling for students who feel unsafe or who have experienced violence, including GBV.

Table 3: Revised costs and rationale for these changes under the AF

SC	Type	Under original financing	Under proposed AF	Rationale
1.1	Construction unit costs	US$180,000 per JSS US$300,000 per SSS	**US$263,344 per JSS** **US$676,874 per SSS**	Inflation induced price increases and underestimation of original costs. Revised costs are in line with regional comparators
	Construction (%JSS: %SSS)	70%:30%	**50%:50%**	AF states' current ratio of JSS:SSS is 7:3; need more SSSs to address imbalance
1.2	Renovations: large SIG grants	US$60,000 per school	**US$90,000–US$150,000 per school**	Major renovation for dilapidated schools. Inflation induced cost increases
	Renovations: small SIG grants	US$8,000–US$12,000–US$16,000 per school	**US$15,000 for small schools** **US$30,000 per medium school**	Inflation-induced cost increases Needs underestimated at appraisal of parent project

Component 2: Fostering an enabling environment for girls (Original financing: US$140.0 million equivalent; AF: US$233.5 million equivalent; Revised total: US$373.5 million equivalent)

35. This component aims to galvanize support for girls' education and empowerment by: (i) supporting information, awareness, and communication activities to shift social norms and community's perceptions of the role of girls and the value of girls' education; (ii) providing girls with relevant life skills, digital literacy and second chance opportunities; and (iii) providing financial assistance to increase access to education.

Subcomponent 2.1: Promoting positive change through communication campaigns, engagement with traditional rulers, and advocacy (Original financing: US$25.0 million equivalent; AF: US$22.0 million equivalent; Revised total: US$47.0 million equivalent)

36. **This subcomponent will continue to galvanize support for girls' education and empowerment through communication campaigns, community mobilization, and engagement with traditional rulers.** The AF will encourage states to further expand messaging to include information on climate change and potential mitigation and adaptation measures, other relevant health issues, and vulnerability.

Subcomponent 2.2: Empowering girls with critical life skills, second chance education, and knowledge for navigating adulthood and digital literacy (Original financing: US$35.0 million equivalent; AF: US$104.4 million equivalent; Revised total: US$139.4 million equivalent)

Subcomponent 2.2.a Life skills training (Original financing: US$15.0 million equivalent; AF: US$21.0 million equivalent; Revised total: US$36.0 million equivalent)

37. **This subcomponent has not changed; it will continue to support the provision of life skills training.** The focus of the life skills training is unchanged and will continue to be provided by trained female counselors on reproductive and health information including basic health promotion, disease prevention, nutrition, MHM, and GBV awareness/prevention, and other areas. In addition, skills training will also be provided on: (a) climate change; (b) agriculture, food security, and nutrition; and (c) establishing eco-clubs. Life skills training will be offered in formal schools and expanded to non-formal centers. Efforts will continue to promote engagement of stakeholders to ensure buy-in and foster parents' commitment to supporting girls to participate in safe space sessions. The safe space manual will be adapted to meet the needs of OOS adolescent girls who may be married/pregnant/young mothers to include information on child-spacing methods and access to reproductive health/nutrition services. As in the parent project, efforts will continue to be made to work with boys' clubs. The livelihood skills and reproductive health trainings will be provided using the existing national curriculum for second chance education and the manual developed for life skills training under the parent

project. The project will support the training of additional facilitators in the mass literacy centers to train the girls on these skills and provide relevant resources, tools, and equipment as necessary.

Subcomponent 2.2.b Digital literacy training and remote learning platform (Original financing: US$20.0 million equivalent; AF: US$38.0 million equivalent; Revised total: US$58.0 million equivalent)

38. **This subcomponent will continue to support digital skills acquisition among secondary school students in select schools in the participating states.** As in the parent project, states will implement the digital skills training, in alignment with the UNESCO Digital Literacy Framework and the Nigerian education curricula. Prior to implementation, the states will carry out a gap assessment to enable them to adopt a common framework, in alignment with the country's digital literacy policy and related recommendations.[37,38] The project will also encourage the states to: (a) purchase climate-resilient hardware; (b) expand digital content to include multimodal remote learning to complement classroom-based digital skills training (including accessing and interpreting climate data); (c) use digital teacher guides;[39] (d) expand curricula for advanced digital skills training to include climate resilience, science, technology, engineering and math (STEM), entrepreneurship, and innovation; and (e) procure and maintain digital devices in a cost-efficient and sustainable manner. Further, strengthening partnerships with third parties will be encouraged as it can promote greater effectiveness and build the larger digital skills ecosystem. The project will foster collaboration with the FME and UNESCO to drive the development and expansion of digital remote learning platforms, which include education content, teacher training, and digital content creation in participating states.[40]

Subcomponent 2.2.c Second chance opportunities (Total under AF: US$45.4 million equivalent)

39. **This subcomponent is new and will support OOS girls in the same Local Government Areas (LGA) identified as economically poor.** It will support second chance education for OOS girls at selected non-formal centers across all participating 18 states. The sub-component will support climate-resilient education through training on climate change issues, eco-clubs' formation, and other important areas (such as literacy and vocational skills) (annex 5). Community-based sensitization will be undertaken to encourage re-enrollment of OOS girls to formal schooling as potential beneficiaries under the sub-component. As part of second chance education, life skills training (with the curriculum used under Subcomponent 2.2a) will be provided to targeted girls in non-formal centers. The project will build on already existing mechanisms at the state-level and non-formal centers to upgrade the skillsets of existing facilitators and provide the necessary materials and equipment. Training in these centers will be provided by the facilitators to the beneficiaries using the existing non-formal curriculum. The curriculum is a comprehensive package that includes literacy/numeracy subjects and vocational skills. Implementation will be done by each SPIU through existing facilitators, supported by service delivery providers with technical oversight by the Agency for Mass Literacy (non-formal center agency) within each SME. Further details on the implementation of this activity will be included in the revised Project Implementation Manual (PIM).

[37] Federal Ministry of Communications and Digital Economy National Digital Economy Policy and Strategy (2020–2030), November 2019, Found at: *https://www.ncc.gov.ng/docman-main/industry-statistics/policies-reports/883-national-digital-economy-policy-and-strategy/file*.

[38] National Technology Development Agency, 2021, National Digital Literacy Framework (NDLF), Draft Document, https://nitda.gov.ng/wp-content/uploads/2022/01/NDLF-Draft-Document-V_-Dec-2021.docx.

[39] Capitalizing on lessons from the Edo Basic Education Sector and Skills Transformation (EdoBESST) Operation (P169921)).

[40] For instance, the Kaduna State AGILE, in collaboration with SHECODE AFRICA had established tech clubs supporting application development, web design, graphic design, and IT productivity tools.

Subcomponent 2.3: Providing financial incentives to the poorest households (Original financing: US$80.0 million equivalent; AF: US$107.1 million equivalent; Revised total: US$187.1 million equivalent)

40. **This subcomponent will continue to support the GSP which benefits girls enrolled in public secondary schools in targeted LGAs (in P6, JSS or OOS) identified as economically poor in the recently updated poverty maps[41].** The list of the girls identified will then be checked against the households listed in the Social Registry of the poor and vulnerable. The sub-component will focus on raising awareness and providing financial incentives to the poorest households with the goal of supporting climate-resilient education (such as clean cookstoves and other support for climate-smart livelihoods—see annex 5). The implementation arrangements—beneficiary identification, registration, validation, bank account opening, disbursements, and reconciliation—will remain largely the same and will build on the experience to date and lessons learned under the parent project. For example, states will be encouraged to use an electronic payment system (like an e-wallet) and tracking system and will be encouraged to begin the transfer process earlier[42]. The amount per beneficiary will remain the same as the parent project and continuing benefits will depend on passing the minimum attendance and transition requirements.[43] On average, each beneficiary is expected to receive Naira 28,000 over the project period, which is 1.5 times the estimated average annual out-of-pocket expenditure for students attending public secondary schools in Nigeria.[44]

Component 3: Project management and system strengthening (Original financing: US$35.0 million equivalent; AF: US$24.2 million equivalent; Revised total: US$59.2 million equivalent)

Subcomponent 3.1 System strengthening for sustainability and technical assistance (Original financing: US$15.0 million equivalent; AF: US$11.0 million equivalent; Revised total: US$26.0 million equivalent)

41. **There are no modifications to the design of this subcomponent.** The project will continue to strengthen the institutional capacity of federal and state government for policy and strategy development on climate-resilient education and empowerment for girls, data collection and analytics to track the potential impacts of climate stressors on girls' education and other areas as described in the Project Appraisal Document (PAD). Under the parent project, limitations in capacity have been observed among some state governments. Based on these lessons learned and experience, moving forward the project will provide technical assistance (TA) support: (a) to build technical, implementation, management, and M&E capacities; (b) to states to collect, analyze and report data on all secondary schools; and (c) to strengthen the process and management of teacher recruitment, deployment, and professional development, including improvement in teaching methodologies; training on climate change, impacts, mitigation and adaptation measures; codes of conduct (CoCs); support to prevent/respond to GBV as well as counseling, mentoring, and gender-sensitive pedagogic approaches; and disability-inclusive approaches. In particular, the project will support strengthening of the states' EMISs to collect, analyze, and utilize data for policy formulation and resource allocation and management using digital technology. SIGs will be used to provide tablets to schools to facilitate digital data

[41] Priority for accessing GSP will be given to eligible poor and vulnerable households captured in the Social Registry (SR), (established by the National Social Safety Net Program [NASSP], P176935) etc. In addition, other households in the same LGAs not captured in the SR but residing in wards and communities with a high level of poverty and other forms of vulnerability including a low level of school transition rate for girls will be supported (see PAD for details).

[42] Using these measures, it is expected that some of the delays encountered under the parent project due to commercial banks' requirement that beneficiaries provide a bank verification number (BVN) can be avoided.

[43] Moving forward GSP will also be provided in Ekiti state using a flexible targeting criteria option.

[44] Estimated average out-of-pocket expenditure for students attending public secondary schools is about Naira 19,000 based on estimates from NLSS 2018/19.

collection and reporting. Support will also be provided in areas such as establishing a state-level student learning assessment system.

Subcomponent 3.2 Project management, monitoring and evaluation (Original financing: US$20.0 million equivalent; AF: US$13.2 million equivalent; Revised total: US$33.2 million equivalent)

42. **There are no modifications to the design of this subcomponent.** As under the parent project, the AF will continue to support both federal and participating state governments for effective project coordination, procurement, FM, ESS, M&E, and project communications, finance the investment and non-salary operating costs associated with both the NPCU and the SPIUs, including office equipment, software, furniture, vehicles, auditing services and trainings. The project staff will be complemented by individual consultants and/or firms with specialization(s) on construction, fiduciary, safeguards, and M&E, among others.

43. **Theory of Change.** The Theory of Change (see figure 1) has been adjusted to reflect an increased focus on medium and long-term impacts and additional challenges, and adjustments to the activities, outputs, and IRIs. The problem statement for the theory of change is *low attainment of and barriers of access to secondary education for adolescent girls in Nigeria*.

Figure 1. Theory of Change

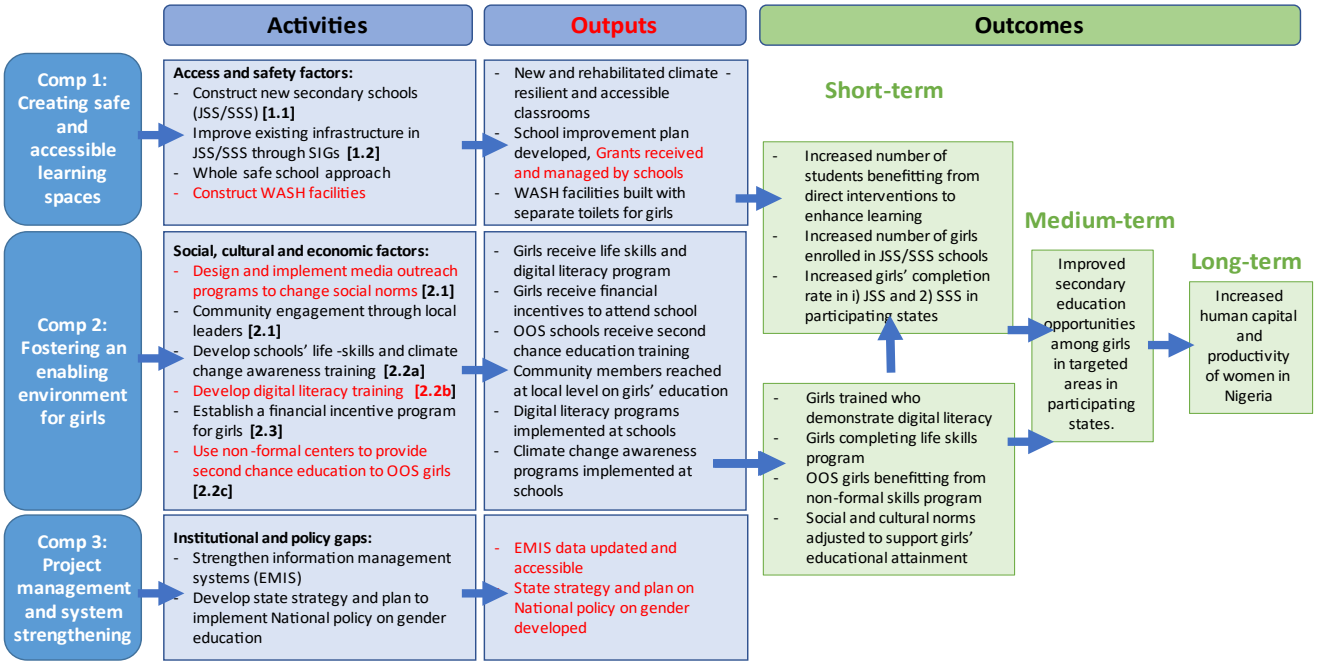


Table 4: Revised estimated costs by component/subcomponent (US$ million)

Component/Subcomponent	Current	Proposed AF	Proposed cost (cumulative)
Component 1: Creating safe and accessible learning spaces	**315.00**	**442.28**	**757.28**
1.1 Creating new safe learning spaces in secondary schools	180.00	224.81	404.81
1.2 Improving existing infrastructure in secondary schools	135.00	217.47	352.47
Component 2: Fostering an enabling environment for girls	**140.00**	**233.51**	**373.51**

2.1 Promoting social and behavioral change through communications campaigns, engagement with traditional rulers, and advocacy	25.00	22.00	47.00
2.2 Empowering girls with critical life skills and knowledge for navigating adulthood and digital literacy	35.00	104.37	139.37
2.3 Providing financial incentives to the poorest households	80.00	107.14	187.13
Component 3: Project management and system strengthening	**35.00**	**24.30**	**59.30**
3.1 System strengthening for sustainability and technical assistance	15.00	11.00	26.00
3.2 Project management, monitoring and evaluation	20.00	13.30	33.30
Component 4: Contingency Emergency Response Component	**0.00**	**0.00**	**0.00**
Unallocated	**10.00**		**10.00**
TOTAL	**500.00**	**700.00**	**1,200.00**

44. **Project Costs. The financing envelope of the project over the entire life of the project is US$1.2 billion.**[45] The allocation of US$700 million equivalent is notionally divided across the 11 new states (and any other state that meets the selection criteria to participate in the project). The indicative allocation is based on the state size and technical needs while actual allocation will be based on performance on implementation and results. The utilization of the unallocated funds will be determined during the mid-term review (MTR)[46]. The government contribution will include operational and salary expenditures for schools directly supported by project financing and hiring of new teachers (for example, salaries) for new schools constructed.

Table 5: Proposed notional allocations under proposed AF to each state by subcomponent (US$ million)

	Component 1		Component 2					Component 3		
State	**A1.1: New construction**	**A1.2: SIGs**	**A2.1: Social norms**	**A2.2a: Life skills**	**A2.2b: Digital Skills**	**A2.2c: second chance prog**	**A2.3: GSP**	**A3.1: Syst. Strengthen.**	**A3.2: Proj. mgmt.**	**Total**
Adamawa	30.1	24.0	2.0	2.2	3.3	3.0	12.5	1.0	1.2	80
Bauchi	19.8	23.7	2.0	2.6	5.6	8.5	16.0	1.0	1.2	80
Gombe	12.2	15.5	2.0	1.7	3.0	3.7	9.4	1.0	1.2	50
Jigawa	19.7	27.2	2.0	3.0	5.4	7.1	7.8	1.0	1.2	74
Kogi	21.6	12.4	2.0	1.0	1.6	1.3	8.2	1.0	1.2	48
Kwara	12.2	22.9	2.0	2.6	2.7	1.8	3.6	1.0	1.2	50
Nasarawa	14.1	11.9	2.0	0.6	1.6	1.4	16.0	1.0	1.2	49
Niger	25.4	27.6	2.0	2.9	4.9	4.7	10.3	1.0	1.2	80
Sokoto	26.3	21.6	2.0	2.1	4.1	5.3	10.6	1.0	1.2	75
Yobe	23.5	14.0	2.0	0.8	2.5	3.5	5.7	1.0	1.2	54
Zamfara	19.7	16.7	2.0	1.6	3.2	5.2	7.0	1.0	1.2	60
Total	**224.8**	**217.5**	**22.0**	**21.0**	**38.0**	**45.4**	**107.1**	**11.0**	**13.2**	**700.0**
	32.1%	31.1%	3.1%	3.0%	5.4%	6.5%	15.3%	1.6%	1.9%	100.0%

Note: The notional allocations by state and by (sub)components are subject to further refinements.

B. Overall Implementation Arrangements

[45] Uncertainty regarding the macroeconomic outlook remains elevated, including with regards to the extent to which inflation, which is expected to increase temporarily following the elimination of the petrol subsidy, will increase project costs, and erode the real increase in resources in naira terms following the large adjustment of the official exchange rate. Consequently, at present the project calculations continue to be based on original assumptions. This will be revisited during project implementation and adjustments made as appropriate to account for the increase in the exchange rate, and other macroeconomic factors.

[46] The unallocated portion of the financing under the original project was to allow flexibility for the project to respond to the COVID-19 pandemic, to provide a reward for the best performing states as well as to permit additional state to join the original project".

45. **The AF will use largely the same implementation arrangements as the parent project.**[47] In each participating state, project implementation will continue to be carried out by state governments, working closely with LGAs and participating schools (see annex 1, and the PAD for more details). The modifications to implementation arrangements at local/community-levels based on lessons learned include: (a) for construction activities for JSS, an SBMC (not a CPMC) will be used; and (b) SPIUs will provide support in SIGs (large grants/JSS construction management) in instances where an SBMC has low management capacity. The project and AF are guided by recent fiduciary and safeguards assessments.

46. ***Federal level.*** The FMFBNP[48] remains the representative of the Recipient as it relates to the financial and legal obligations of the Government. The FME will continue to have project oversight and a coordinating and monitoring role. Financial arrangements at the federal level (and FM activities related to Subcomponent 2.1) will continue to be managed by the Federal Project Financial Management Department (FPFMD). The National Project Steering Committee (NPSC) and NPCU will continue their leadership roles under the project. The NPSC will continue to be chaired by the Minister of Education and will be comprised of FMFBNP, FMWA, FMYSD,[49] Federal Ministry of Health (FMH), Federal Ministry of Humanitarian, Disaster Management and Social Development (FMHDMSD), Commissioners of Education, and relevant nongovernmental organizations (NGOs) and CSOs from federal and all the participating states.[50]

47. ***State level.*** The SPSC will continue to be chaired by the State Commissioner of Education (or another relevant commissioner/official) and will be responsible for project oversight. Same as the parent project, SPIU will be established within each state's SME and will have the same responsibilities as PIUs in the parent project. representation. Moving forward, the SPIU procurement officer (for AF states), will come from the state procurement agency, where one exists, to be supported by procurement consultants. The AF will put structures in place to address general lack of capacity in the SPIUs, particularly in terms of procurement and other technical areas. For JSS construction, where the SBMC has limited capacity to manage the construction process, the SPIU will play this role.[51] While the SPIU will continue to ensure SBMCs are functional and provide capacity building on SIP development (and other areas, see PAD) it will also support/work with SBMCs to identify needs and plans for large grants. Further, the SPIU can provide support to manage large grants (Subcomponent 1.2) if the SBMC lacks capacity to manage major renovations.

48. ***LGA, community and school levels.*** The LGA, with oversight from the SPIU and in collaboration with SUBEBs, will assist in monitoring relevant activities. The Local Government Education Authority (LGEA) can support SBMC capacity building, conduct school inspection visits, and monitor school activities. Implementation arrangements will largely remain the same at these levels—except that moving forward an SBMC will play the role that was originally envisioned to be played by CPMC. SBMCs in AF participating states will receive training in construction and grants management. The SPIU can manage JSS construction/large grants if the SBMC has limited management capacity.

[47] Detailed implementation arrangements under the parent project can be found in annex 1 of the PAD. Any adjustments to the existing implementation arrangements are described in this section.
[48] The Federal of Ministry of Finance (FMF) is now called the Federal Ministry of Finance, Budget and National Planning (FMFBNP).
[49] The Federal Ministry of Youth (FMY) is now called the Federal Ministry of Youth and Sports Development (FMYSD).
[50] Those benefitting from the parent project and the proposed AF.
[51] The SPIU (parent and AF states) will be responsible for hiring consultants, preparing bidding documents, managing and supervising the construction process, making payments to consultants/firms based on Bill of Quantities, and ensuring that the applicable E&S instruments are implemented.

C. Results Monitoring and Evaluation (M&E)

49. **M&E will largely remain the responsibility of the SPIU and NPCU**, at the state and federal levels, respectively, and will build on the existing M&E arrangements as under the parent project. At the federal level, the project will draw on EMIS data managed by the Department of Planning and Research (DPR) (FME). A key lesson learned is that the states need to improve the secondary education EMIS. As such, the AF will incentivize each beneficiary state to establish a fully functional state-level EMIS that will benefit AGILE and the state's entire education sector. Furthermore, a TPM system will continue to be part of the project (see PAD for details on the use of TPM, information and communication technology (ICT). Overall, SPIUs will be primarily responsible for reporting project results across all components, including on PDO-level indicators and IRIs, using the reporting formats and tools developed under the project. The NPCU will be responsible for collating and consolidating across all beneficiary states and updating the RF at least twice a year or as required as per the RF arrangements. As in the parent project, NPA 2022 and MICS 2021 data are used to estimate enrollment at the SSS level and estimated enrollment for future cohorts. Moving forward, the project will support developing or revision of national- and state-level data to include data on secondary schools.

50. **Changes in Results Framework (RF).** The RF will be updated to reflect the scale-up and expanded scope of project activities. Four of the five PDO-level indicators will be retained with intermediate and end targets revised to reflect expanded scope and extension of the project life. The PDO-level indicator on *girls transitioning to secondary school in participating states* will be revised to capture *girls' completion rate at JSS and SSS levels* to align with Sustainable Development Goal (SDG) target 4.1 and focus on capturing progress at the outcome level. At the intermediate level, the definitions of some IRIs and the level for tracking (school-level versus student-level) will be revised and all IRI targets will be modified to reflect the increased scope of the project and the revised closing date of the parent project. Finally, additional IRIs are included to further reflect the increased reach of the project, including to additional vulnerable groups.

51. The PIM has been updated to reflect all necessary modifications and will be finalized before AF effectiveness.

III. KEY RISKS

52. **The overall risk is rated Substantial – owing to high macro-economic risks as well as political and governance, technical design, institutional capacity, E&S and fiduciary risks which are all Substantial.**

- **Political and governance risk rating is Substantial.** General elections and state-level elections have taken place; however, it may take some time for relevant Ministries, Departments and Agencies (MDA) leaders to be on board at the federal and state level, thus potentially slowing progress on project readiness (such as the approval of the project by the National Assembly, the signing of subsidiary credit agreements, SPIUs in place, funds availability in project accounts, and so on) and actual implementation. While the project has received significant support at the highest level from the outgoing government, the World Bank's continued engagement with the Nigeria Governors' Forum (NGF) and the incoming governments at the federal and state level is expected to mitigate any emerging political and governance risks.
- **Macro-economic risk rating is High.** The current macroeconomic environment in Nigeria is challenging which directly affects the subnational governments, especially given the predominant role that federal transfers of fiscal revenues play in the fiscal equation of each tier of government. Nigeria's

recovery from the recession and diversification away from oil remain slow, though efforts by the Federal Government to strengthen non-oil revenues are preventing worse outcomes. High inflation has not been adequately managed, pushing millions of more Nigerians into poverty. Higher external uncertainty from the prolonged Russia's invasion of Ukraine and monetary policy tightening across advanced economies as well as the recent sovereign rating downgrade for Nigeria by a major rating agency are contributing to reduced capital inflows and increased sovereign risk and cost of borrowing. Petrol subsidies and the significant gap between the official and parallel market exchange rates have been highly problematic. The incoming Government has removed the petrol subsidy and artificially managed the exchange rate. Both actions will likely result in substantive fiscal savings and encourage private investment, thus implicitly increasing the Naira value of the concessional dollar financing and increasing project development impact.

- **The risk related to technical design is Substantial.** The project's multisectoral nature means that project interventions need to be implemented with coordination across four ministries at the state level—education, health, women affairs, and the Governor's office. Lessons learned from the parent project suggest the following: (a) the construction of new schools requires strong coordination and agreement across a variety of stakeholders—including the communities, local government, SUBEBs, and construction designers and contractors; (b) SIGs require the availability and reporting of reliable data but also the capacity to prepare credible SIPs and manage large renovations; (c) life skills and digital skills training activities require partnership with strong technical health agencies, which may not always be available in the respective states; and (d) as is the case with other cash transfer programs, identification and disbursement risks are inherent in GSP. Mitigation measures will include, among others: mobilization of strong TA partners, establishment and maintenance of appropriate and effective school grant and cash transfer incentives management systems, strengthening of the role of communities in project monitoring, and ensuring the use of credible TPM mechanisms (already used under the parent project) to verify beneficiaries and delivery of interventions, as planned.
- **The risk rating related to institutional capacity for implementation and sustainability is Substantial.** The SPIUs in the AF states are likely to have low capacity for implementation and coordination across other entities. Implementation experience to date indicates that the SPIUs need intensive and continuous support in key technical areas. These risks related to implementation will be mitigated through appropriate and increased capacity-building of SPIUs and mobilization of TA as needed to support the states in project implementation and beneficiary schools.
- **The E&S risk rating is Substantial.** The key potential environmental risks identified relate to security issues, hygiene and management of waste, wastewater, sewage, noise, and dust during minor construction works and the safety of the students (for example, electrical, fire, safe materials, and no lead-based paint), community health and safety issues. The key social risks identified include: labor influx that may heighten the risks of sexual exploitation and abuse/sexual harassment (SEA/SH) associated with any construction workforce, teachers, fellow students, and community members; exclusion of persons with disabilities and other vulnerable groups from the benefits of the project; and conflicts at the intercommunity or intra-community level that may arise from the promotion of social norms given existing patriarchal norms and/or isolation or stigmatization of persons/communities (especially adolescent girls) by those who endorse the norms; grievance, risk of elite capture; and security risks. Risk mitigation measures are part of the Environmental and Social Framework (ESF) instruments.
- **The fiduciary risk is rated Substantial.** The fiduciary assessment in the 11 additional AF states has found that the project's fiduciary systems have the capabilities to provide reasonable assurance that the financing proceeds will be used for intended purposes with the objective of supporting the

achievement of the project objectives. Nevertheless, there are substantial FM risks given that the project activities are largely planned and implemented at the school and the community levels, where budget planning and FM capacity is expected to be quite low. Parent project experience points out that the SPIUs are still learning about how to prepare accurate IFRs, manage risks with high balances in the Naira account, and adequately document transactions and retire expenses. On procurement, the key risks are lack of experienced procurement government staff, lack of training and updating of skills and knowledge of World Bank procurement procedures, inadequate contract management skills, and inadequate working environment, including limited space for staff and for records keeping/filing. Fiduciary risk mitigation measures will include the following: (a) intensive training of relevant NPCU and SPIU staff on FM (budgeting, accounting, internal control, disbursements, funds flow, reporting and auditing) and on procurement (procurement regulations, Systemic Tracking of Exchanges in Procurement [STEP], procurement plans, contract management, community procurement, record-keeping, and so on); (b) hiring of additional financial and procurement officers and consultants; and (c) employing social accountability mechanisms where parents, schools, and community representatives are involved in school governance and ensuring transparency in the use of project funds.

IV. APPRAISAL SUMMARY

A. Economic and Financial Analysis

53. **The economic analysis estimates the net present value (NPV) of project costs and benefits, by quantifying the economic gains of AGILE Project interventions in terms of increased number of secondary education graduates and their future earnings.** The estimated present value of future earnings is US$6.76 billion—out of which US$5.02 billion is generated from education-level premiums for additional number of JSS and SSS graduates and US$1.74 billion is from the quality premium for all JSS and SSS graduates from project-supported schools. The present value of overall project costs is US$2.0 billion, out of which US$1.08 billion is from AGILE Project investment financing, US$0.33 billion is from recurrent costs borne by the states, and the remaining US$0.6 billion is incurred as direct household costs and opportunity costs for those students who chose to enroll in schools. Therefore, the NPV of the project is US$4.76 billion, and the estimated internal rate of return (IRR) is 20 percent. The estimated returns are lower-bound estimates as they do not fully account for gains from other positive externalities on reduced fertility, improved maternal health and children's health, and education outcomes when these girls will start their families. Results from the cost-benefit analysis (CBA) provide strong evidence that the project is economically justified (see annex 10).

54. **The fiscal analysis explores the affordability for the proposed AF states to invest borrowed funds in the project over its duration, as well as states' ability to put in additional recurrent resources to sustain key interventions supported by the project in the medium to long term**. While financial data disaggregated by levels of education are not readily available, budget data for the participating states for the 2021 fiscal year suggest that states allocate about US$515 million per year to education, implying an expected allocation of US$2.6 billion over the project timeline. The AGILE Project investments overall will represent about 27 percent of states' budgets during this period. Most project interventions are one-time investments (for example, construction of new schools). However, there will be recurrent operating costs and the salaries of teachers hired for the newly constructed schools. The analysis shows that when the new schools are fully functional, the recurrent costs represent about 6 percent of the combined budget of the states. However, if states wish to continue with some of the other interventions such as financial incentives to the girls, skills acquisition, and

school grants, they will need to be strategic in their reallocation of resources or mobilization of new sources of finance to sustain the interventions in the long term.

B. Technical

55. **The AF, like the parent project, is strategically relevant and technically sound.** It is well-aligned with the government strategy to invest in human capital development of youth and adolescent girls. Girls' education, especially at the secondary level, is consistently found to positively influence girls' lives and drive other positive development outcomes, including a reduction in child and maternal mortality rates, improvements in educational outcomes of offspring, and reducing poverty and promoting equitable growth. The project design is technically sound and informed by other settings and projects that have demonstrated the positive and significant impact of efforts to address demand- and supply-side barriers to girls' education simultaneously. Experience and research drawn from other multisectoral interventions have informed key elements of activities supported under the AGILE Project.

56. **The design has been improved based on lessons learned from project implementation to date.** The AF provides a unique and timely opportunity to improve the overall development effectiveness of the project while increasing its reach to additional states and beneficiaries. Specifically, the AF includes additional beneficiaries of financial incentives including OOS children, increases focus on security measures and on persons with disabilities, uses existing SBMC structures for efficiency and inclusion, provides more autonomy to beneficiary schools on addressing their specific needs on school improvement, supports second chance programs, and introduces a performance-based disbursement approach. It is expected that the AGILE Project—as it expands to reach half of the country's states—will serve as a platform for learning, including improving project design—with a view to scaling up these interventions throughout the entire country.

Paris Alignment -The Project is aligned with the goals of the Paris Agreement (PA).

57. The project aims to enhance climate change awareness including through school-based modules, extracurricular activities, climate-resilient infrastructure, and multimedia communication campaigns. It effectively reduces physical climate risks through adaptation measures, ensuring a low level of residual risk.

- **Assessment and reduction of adaptation risks.** The project has been screened for climate and disaster risks, and its location has been assessed as highly vulnerable to climate and geophysical hazards. The main climate and disaster risks identified are flooding and increasing maximum temperatures. To manage and mitigate these risks, the project will employ targeted adaptation measures, combining structural, nature-based, and soft solutions. Specifically, the focus will be on reducing climate and disaster risks that could affect school constructions, such as flooding and rising temperatures, through adoption of climate-resilient measures that prioritize their resilience to withstand extreme weather events, for example, elevation of new school constructions based on site specific flood risks; rainwater harvesting systems for water conservation, small drainage schemes for flood control and early warning systems to enhance preparedness and resilience against climate disasters.

- **Assessment and reduction of mitigation risks.** the project activities are not expected to pose material risk of having a negative impact on Nigeria's low-GHG-emissions development pathways. Activities related to curricula, communication, awareness, training, capacity building, and emergency preparedness are considered universally aligned. The project supports Nigeria's transition to low-

carbon development pathways by aligning all components with mitigation goals, including energy-efficient and renewable features in school construction, and aims to reduce energy consumption by at least 20 percent compared to current buildings. The proposed AF incorporates sustainable building practices in line with the Leadership in Energy and Environmental Design (LEED) certification program to reduce environmental impact. The project seeks certification under the Nigeria Energy Code (NEC) to implement energy efficiency measures, which provides a framework for implementing energy efficiency measures in new and existing buildings. While there is no specific national or local building code that has energy performance standards equivalent to the Level 1 EDGE Certification, developers and building owners who adopt energy-efficient design and construction practices in accordance with the NEC and other relevant guidelines can achieve comparable levels of energy performance to buildings that have achieved EDGE certification. The project also promotes the use of green cookstoves to improve energy use and environmental protection. Overall, the project aims to enhance resilience and sustainability in Nigeria's educational infrastructure (see annex 5 for details).

- **Solar Panels**. The use of solar panels is not at the core of this project. Nevertheless, to prevent and manage any child labor, forced labor, and/or other labor and working condition-related issues, the project has developed robust mitigation measures, including the use of the ESMP, LMP, CoC, GBV prevention and response plan, and SEP including the grievance redress mechanism (GRM), that will be used to protect project-affected persons, and these mitigation measures are also captured in the ESCP.

C. Fiduciary

58. **The project's FM function will continue to be provided by the FPFMD and the State Project Financial Management Units (SPFMU),** which will handle the fiduciary responsibilities of the AF at the federal and the state levels, respectively. The key issues noted within the SPFMUs and FPFMD are that of unretired advances and inadequate documentation for incurred eligible expenditures for World Bank-assisted projects in the Nigeria portfolio. These are mainly the result of inadequate capacity and understanding of World Bank FM requirements. To mitigate the associated risks, adequate procedures for the handling of advances against expenses including remedial actions in the event of default will be elaborated in the project's updated Financial Procedures Manual (FPM). An indicative checklist of appropriate supporting documents for incurred eligible expenditures will be developed and included in the project FPM; and capacity of the project staff on World Bank FM procedures will continue to be improved through periodic training and hands-on support. FM assessments were carried out for all 18 states, and they were found to be satisfactory. There was no serious deviation from the norm recorded in any of the states assessed (see annex 3 for details).

59. **FM performance rating was Moderately Unsatisfactory based on the most recent fiduciary review in February 2023 which found internal control issues, including unretired advances.** A review of FM performance showed that IFRs have been submitted up to June 2023, FM staff including internal auditors have received training, staff have been deployed, and the most recent internal audit report has been submitted. To address identified shortcomings, an FM action plan has been developed and agreed upon which aims to ensure the FM performance returns to Satisfactory rating. The World Bank fiduciary team will provide regular trainings and the PIUs (NPCU and the SPIUs) should assign qualified staff to handle contract management and administration and ensure contract terms are strictly adhered to. The FM arrangements designed under the parent project will remain unchanged under the AF, the overall project FM risk (residual) including the AF is Substantial.

60. **Same as the parent project, the World Bank will disburse funds in US dollars into designated accounts (DAs) opened by NPCU and SPIUs.** The FME will open one DA in US dollars and one Naira draw-down account with the CBN. The SPIUs of each participating state will each open one DA in US dollars and one in naira with reputable commercial banks acceptable to the World Bank and in consultation with the accountant general of the states.

61. **The project will allow retroactive financing, not to exceed SDR 104.26 million for project-related work undertaken by the Recipient during project preparation, in advance of effectiveness**. This will be eligible for financing subject to compliance with the World Bank's procurement procedures. This can cover eligible expenditures under Categories 1 and 2 (as indicated in the Financing Agreement) incurred up to one year before the signing of the Financing Agreement. For retroactive financing, the PFMU will submit a separate stand-alone unaudited IFR certifying the actual expenditure incurred.

62. **Procurement will be carried out in accordance with the following World Bank regulations and procedures**: (a) the World Bank Procurement Regulations for Investment Project Financing (IPF) Borrowers (November 2020); (b) "Guidelines on Preventing and Combating Fraud and Corruption in Projects Financed by IBRD Loans and IDA Credits and Grants," dated October 15, 2006, and revised in January 2011; and (c) and other provisions stipulated in the Financing Agreement. The NPCU has updated the PPSD which was approved by the World Bank and the final version of the Procurement Plans (for AF states) for the first 18 months of implementation was agreed during negotiations and disclosed on the World Bank's external website. The inherent risk of implementing the project is Substantial[52] while the residual risk is Moderate. Findings from the assessments have informed the allocated risks associated with implementing procurement in each of the 11 AF states as well as the measures designed to mitigate against such risks as indicated in annex 3.

63. **Procurement Implementation Arrangements.** The procurement assessment reviewed the existing organizational structure and procurement capacity of both the FME and the 11 participating states. As in the parent project, the proposed AF will be implemented by the relevant departments at FME supported by the NPCU and SME/SUBEB departments in the 11 AF participating states,[53] supported by their respective SPIUs. All of the procurement officers will be cleared by the World Bank. The World Bank will ensure that such officers possess the minimum academic and procurement professional experience as indicated in the ToRs issued to the states. It is proposed that two new procurement officers will join the NPCU. The procurement officers at the federal and state levels will be supported by consultants and firms to build their capacity. The procurement officers cleared by the World Bank will be retained as members of the NPCU and the SPIU throughout project implementation to ensure continuity and to enhance capacity development of the procurement officers.

64. **Procurement Plan Implementation and Procurement Post-Review (PPR)**: Annual work plans and procurement plans for FME and participating states will be reviewed and cleared by the World Bank. With regards to PPR, most procurement activities are below prior review threshold and as such, will be subject to the World Bank's PPRs to ensure that the procurement arrangements are consistent with the project design. The NPCU will engage an independent consultant/firm with appropriate skills and experience. This consultant's report will be shared with the World Bank on a regular basis who in turn will use the reported data to plan post-review programs efficiently. Each SPIU will organize appropriate training on community-driven development (CDD), contracting and monitoring before funds are released for approved subprojects. In the latest ISR, procurement performance was rated Moderately Satisfactory. Procurement arrangements

[52] This rating is referring to Project Procurement rating.
[53] Adamawa, Bauchi, Gombe, Jigawa, Kogi, Kwara, Nasarawa, Niger, Sokoto, Yobe, and Zamfara.

will remain unchanged and are deemed adequate.

D. Legal Operational Policies

	Triggered?
Projects on International Waterways OP 7.50	No
Projects in Disputed Areas OP 7.60	No

E. Environmental and Social

66. **Activities under the AF are similar to those supported under the parent project.** The contextual risks on security, prevalent nationwide, are expected to pose a significant risk during implementation. The environmental risk rating is upgraded to substantial (although the nature of the works may remain of moderate risk, the scale-up to additional states significantly increases the geographical coverage and footprint of the project) and the social risk rating is also upgraded to substantial with the overall E&S risk rating substantial. As activities and implementation arrangements under the AF will remain materially consistent with the parent project, measures in place to manage E&S risks and impacts will continue to apply.[54] All parent project states have developed and started implementing the SEA/SH action plans. [55] The Environmental and Social Review Summary (ESRS) thoroughly evaluates E&S risks associated with the AF while documenting E&S performance and lessons learned under AGILE. The existing ESF instruments have been updated and were redisclosed.[56] The ESMF includes an LMP and an SRA.

67. The SEA/SH risk is rated substantial, and all states will adopt the same mitigation measures as under the parent project (see PAD).[57] These measures include, among others: (a) ensuring all contractors, their workers, SBMCs and their workers (specific to Subcomponent 1.2 activities), teachers and non-teaching staff, and implementing partners under Subcomponent 2.2 sign and are trained on the CoCs that address SEA/SH, corporal punishment, and applicable sanctions; (b) mapping[58] and collaborating with potential GBV service providers including women groups that provide services safely and confidentially and following guiding

[54] Including: development and implementation of state-specific Environmental and Social Management Plans (ESMPs) (under the parent project, two ESMPs were developed per state focusing on Rehabilitation and Construction activities. This procedure will apply to the AF states., SEA/SH Action Plans and Accountability and Response Frameworks, and Security Management Plans (SMPs); the establishment and operationalization of responsive grievance redress mechanisms (GRMs) at the school, community, state, and national levels (The project-level GRM is fully operational in the parent project states and includes procedures for addressing issues of SEA/SH.

[55] The activities itemized in the plans include mapping of GBV service providers and development of a referral pathway and signing of a memorandum of understanding (MoU) with the service providers.

[56] Disclosed as follows: ESCP (June 27, 2023) – *https://documents.worldbank.org/en/publication/documents-reports/documentdetail/099062723175523476/p17928107982de0a09a3205aec572f3801*; Stakeholder Engagement Plan (June 27, 2023) –*https://documents.worldbank.org/en/publication/documents-reports/documentdetail/099062723175531482/p179281069e00b060b6e40c5805c116892*; ESMF (August 30, 2023) – *https://documents.worldbank.org/en/publication/documents-reports/documentdetail/099083023081073798/p1706640a2ca200a0a8ca08778e1368851*; and RPF (August 30, 2023) – https://documents.worldbank.org/en/publication/documents-reports/documentdetail/099083023081033995/p17066409470a80708eca0d55eee03ffad.
PAD can be found at: https://documents.worldbank.org/en/publication/documents-reports/documentdetail/613581596247523870/nigeria-adolescent-girls-initiative-for-learning-and-empowerment-project

[58] The new states will rely on the existing maps from other World Bank-financed projects (where available) to develop a SEA/SH Service directory. In project areas where SEA/SH services are extremely limited or non-existent, the project will review options for ensuring beneficiaries have access to safe and confidential survivor care when needed.

principles for survivor care. The project will ensure that the SPIU GBV Officers have adequate experience in gender-sensitive programming and SEA/SH prevention and response to oversee the SEA/SH Action Plan, which will be informed by the existing SEA/SH risk assessment, and to ensure that SEA/SH risks associated with planned project activities are being adequately addressed and mitigated. The AF participating states will continue to comply with the E&S requirements for the SBMC as described in the PAD.

68. **Security Management Plans (SMPs):** The SRA carried out by the NPCU proposed detailed security measures (see annex 9). The assessment also indicated each state will need to develop an ESMP and the engage a security advisor no later than three months after AF effectiveness, with the support of its State Government. These ESMPs will comply with the provisions of the National Policy on Safety, Security, and Violence-Free Schools in Nigeria (NPSSVFS)[59] and the Minimum Standards for Safe Schools developed by the FME. The plan will include a strategy for coordinating and cooperating with multiple stakeholders to implement the NPSSVFS. The World Bank team will collaborate with the SPIUs to develop security management and M&E measures with key performance indicators. Peer-to-peer learning will be facilitated to share best practices. TPM will also be used in hard-to-supervise areas of the project.

69. **E&S capacity requirements:** SPIUs will require qualified Environmental Officers from the State Ministry of Environment and Gender/GBV officers from the State Ministry of Women Affairs (SMWA) to be deployed as PIU officers no later than three months after AF effectiveness. To complement the E&S staffing, each SPIU will be engage a consultant that will provide environmental support and one TA on social support and GBV prevention/response by one month after AF Effectiveness. The World Bank will continue to provide ESF training to officers, including leveraging on trainings provided under existing projects. These changes are introduced based on experience in project implementation to date with respect to inadequate capacity at some SPIUs to implement and follow up with E&S requirements.

70. **Gender.** The AF also aims to address the gender gaps observed in education outcomes and acquisition of skills – by providing girls with opportunities to enroll in and complete formal schooling/second chance education. This will, in turn, increase their access to employment and income-generating activities. Further, the project will continue to support efforts which benefit boys and girls— through whole school interventions, and those specifically targeting girls (as mentioned above) and boys (establishment of boys' clubs).

71. **Citizens' engagement (CE).** CE efforts under the parent project will also apply to the AF with CE promoted through consultations and fostering community participation in project activities and using feedback to monitor implementation at the local level. The SBMCs[60] are empowered with resources and decision-making powers and are fully involved in rehabilitation of existing schools and monitoring new construction in rural communities. The AF will expand the role of TPMs to implement annual community scorecards. The scorecards and reports will be made available publicly. Tools such as TPM reports, scorecards, and the GRM quarterly reports will feed into program implementation by informing if and how project design or activities need to be modified to accommodate pressing concerns at the local, state, or national levels. The GRM has

[59] The policy proposes zero tolerance to any type of threat to the school environment, including any form of disaster; gang membership activities; substance abuse; bullying; violence (including gender-based violence); and other hazards in and around schools, including attacks on schools due to conflicts and war. In the event that these threats actually occur, there must be appropriate support for the school users and community.

[60] Membership of the SBMC includes Representative of Traditional Council, head teacher/principal, teachers (female and male), students (head boy and head girl), alumni, women's group (mothers' association), PTA, and 2 representatives of construction professional bodies/artisan, a representative of youths, representatives of community development organization (male/female), and representatives of CSOs (FBOs, FSOs, and NGOs).

been the most effective channel for obtaining feedback. So far, over 135 grievances have been received and resolved since project implementation. The SPIUs have also built SBMCs' capacity in key areas.

72. **Climate.** Nigeria is classified as one of the 10 most vulnerable countries to the impacts of climate change and natural hazards. Environmental degradation arising from growing pressure on, and competition for, natural resources is one of the underlying drivers of fragility in Nigeria, especially in the Middle Belt and across the north. In the AF states land is highly vulnerable to climate and geographical hazards and was affected by the 2022 flooding. [61] According to the 2021 NDC update, the Government has determined vulnerability across Nigeria's geographical regions, focusing on the three principal determinants of vulnerability: adaptive capacity, sensitivity, and exposure; and the North and North East were assessed as the most vulnerable. The project was assessed as High risk for the climate and geographical hazards that are likely to affect the project location both presently and in the future. The project design has incorporated measures to mitigate, reduce, and adapt to risks associated with the project and avoid geophysical hazards (see annex 5).

73. **Digital technology.** The AF will use ICT in activities supported under the ongoing project (e.g., provision of digital skills training) and will support the expansion of the current remote learning platforms to all participating states. As possible, the project will also explore the use of technology for multiple purposes, including the use of Geo-enabling Initiative for Monitoring and Supervision (GEMS), remote monitoring tools, blockchain for tracking expenditures, and artificial intelligence to support changes in social norms.

74. **Inclusive education (IE).** The AF will continue to support the Government in integrating learners with disabilities in schools. New school construction, SIGs, GSP, and other project-supported interventions have been designed to promote the inclusion of children and adolescents with disabilities. The AF will ensure that newly constructed toilets are accessible, improvements are made to teaching approaches/methods for IE (see annex 6), teachers receive training on disability inclusion, and the EMIS includes disability-disaggregated data. Activities under Subcomponents 2.1, 2.2 and 2.3 which aim to reduce stigmatization and increase access of children with disabilities to school will continue to be supported.

V. WORLD BANK GRIEVANCE REDRESS

75. ***Grievance Redress.*** Communities and individuals who believe that they are adversely affected by a project supported by the World Bank may submit complaints to existing project-level grievance mechanisms or the Bank's Grievance Redress Service (GRS). The GRS ensures that complaints received are promptly reviewed in order to address project-related concerns. Project affected communities and individuals may submit their complaint to the Bank's independent Accountability Mechanism (AM). The AM houses the Inspection Panel, which determines whether harm occurred, or could occur, as a result of Bank non-compliance with its policies and procedures, and the Dispute Resolution Service, which provides communities and borrowers with the opportunity to address complaints through dispute resolution. Complaints may be submitted to the AM at any time after concerns have been brought directly to the attention of Bank Management and after Management has been given an opportunity to respond. For information on how to submit complaints to the Bank's Grievance Redress Service (GRS), please visit http://www.worldbank.org/GRS. For information on how to submit complaints to the Bank's Accountability Mechanism, please visit https://accountability.worldbank.org.

[61] Nigeria is experiencing climate variability in the form of droughts, floods, heatwaves, shifts in the timing of the rainy season, and increasing rainfall intensity, wildfires, and ocean surges. Climate change is especially damaging in the more arid northern savanna ecosystems as mean temperatures continue to rise, accompanied by more variable weather patterns. In Nigeria, the average temperature is projected to rise by 1–2°C by 2050, especially in the north.

VI SUMMARY TABLE OF CHANGES

	Changed	Not Changed
Results Framework	✓	
Components and Cost	✓	
Loan Closing Date(s)	✓	
Disbursements Arrangements	✓	
Implementing Agency		✓
Project's Development Objectives		✓
Cancellations Proposed		✓
Reallocation between Disbursement Categories		✓
Legal Covenants		✓
Institutional Arrangements		✓
Financial Management		✓
Procurement		✓
Other Change(s)		✓

VII DETAILED CHANGE(S)

COMPONENTS

Current Component Name	Current Cost (US$, millions)	Action	Proposed Component Name	Proposed Cost (US$, millions)
Creating Safe and Accessible Learning Spaces	315.00	Revised	Creating Safe and Accessible Learning Spaces	757.30
Fostering an enabling environment for girls	140.00	Revised	Fostering an enabling environment for girls	373.50
Project management and system strengthening	35.00	Revised	Project management and system strengthening	59.20
Unallocated	10.00	No Change	Unallocated	10.00

TOTAL	**500.00**			**1,200.00**

LOAN CLOSING DATE(S)

Ln/Cr/Tf	Status	Original Closing	Current Closing(s)	Proposed Closing	Proposed Deadline for Withdrawal Applications
IDA-67380	Effective	31-Jul-2025	31-Jul-2025	31-Jul-2028	30-Nov-2028

DISBURSEMENT ARRANGEMENTS

Change in Disbursement Arrangements

Yes

Expected Disbursements (in US$)

Fiscal Year	Annual	Cumulative
2020	0.00	0.00
2021	0.00	0.00
2022	29,484,500.59	29,484,500.59
2023	108,334,981.17	137,819,481.76
2024	180,000,000.00	317,819,481.76
2025	200,000,000.00	517,819,481.76
2026	200,000,000.00	717,819,481.76
2027	200,000,000.00	917,819,481.76
2028	200,000,000.00	1,117,819,481.76
2029	82,180,518.24	1,200,000,000.00

SYSTEMATIC OPERATIONS RISK-RATING TOOL (SORT)

Risk Category	Latest ISR Rating	Current Rating
Political and Governance	Moderate	Substantial
Macroeconomic	Moderate	High
Sector Strategies and Policies	Moderate	Moderate
Technical Design of Project or Program	Moderate	Substantial

Institutional Capacity for Implementation and Sustainability	Substantial	Substantial
Fiduciary	Moderate	Substantial
Environment and Social	Moderate	Substantial
Stakeholders	Moderate	Moderate
Other	Moderate	Moderate
Overall	Moderate	Substantial

LEGAL COVENANTS – Additional Financing for Adolescent Girls Initiative for Learning and Empowerment (P179281)

Sections and Description
Per ESCP, the Security Advisor will be hired no later than three months after effectiveness and thereafter maintained throughout Project implementation.
Per ESCP, The Technical Assistants on Environment and Social/GBV will be hired and engaged within one month after project effectiveness.

Conditions

Type	Financing source	Description
Effectiveness	IBRD/IDA	The Recipient has updated the Project Implementation Manual in accordance with Section I.C of Schedule 2 to the Financing Agreement
Effectiveness	IBRD/IDA	At least one (1) Subsidiary Agreement has been executed on behalf of the Recipient and one Participating State in accordance with Section I.B of Schedule 2 to the Financing Agreement.
Disbursement	IBRD/IDA	No withdrawal shall be made for payments to any Participating State under Categories (1) and (2), unless and until (i) the Recipient and said Participating State has executed a Subsidiary Agreement in accordance with the provisions of Section I.B of Schedule 2 to the Financing Agreement; and (ii) said Participating State has established a State Project Steering Committee and a State Project Implementation Unit in accordance with Section I.A.2 of Schedule 2 to the Financing Agreement.
Disbursement	IBRD/IDA	No withdrawal shall be made for payments to any Participating State under Category (1) unless and until

		such Participating States have submitted a costed action plan for the recruitment and deployment of new teachers to junior and senior secondary schools to be constructed under Part 1.1 which in form and substance is acceptable to the Association and is formally endorsed by the Governor of such state.

VIII. RESULTS FRAMEWORK AND MONITORING

Results Framework

COUNTRY: Nigeria

Additional Financing for Adolescent Girls Initiative for Learning and Empowerment

Project Development Objective(s)

To improve secondary education opportunities among girls in targeted areas in participating states.

Project Development Objective Indicators by Objectives/ Outcomes

Indicator Name	PBC	Baseline	Intermediate Targets							End Target
			1	2	3	4	5	6	7	
Improve secondary education opportunities among girls in targeted areas in participating states										
Students benefiting from direct interventions to enhance learning (CRI, Number)		0.00	3,290,095.00	3,356,850.00	7,348,241.00	9,341,640.00	11,825,072.00	13,501,862.00	15,081,720.00	15,195,145.00
Action: This indicator has been Revised	***Rationale:*** ***The target was revised to account for the expansion under the AF, the end target date was extended.***									
Students benefiting from direct interventions to enhance learning - Female (CRI, Number)		0.00	1,897,557.00	1,897,557.00	4,170,126.00	5,332,994.00	9,769,480.00	7,658,454.00	8,512,416.00	8,569,128.00

Indicator Name	PBC	Baseline	Intermediate Targets							End Target
			1	2	3	4	5	6	7	
Action: This indicator has been Revised	***Rationale:*** ***The target was revised to account for the expansion under the AF, the end target date was extended.***									
Students benefiting from direct interventions to enhance learning-Boys (Number)		0.00	1,392,537.00	1,742,305.00	3,178,115.00	4,008,646.00	5,055,592.00	5,843,407.00	6,569,304.00	6,626,017.00
Action: This indicator has been Revised	***Rationale:*** ***The target was revised to account for the expansion under the AF, the end target date was extended, and the data source was updated.***									
Girls currently enrolled in JSS and SSS in participating states (Number)		925,785.00	925,785.00	2,725,599.00	2,755,609.00	2,878,000.00	3,074,416.00	3,154,690.00	3,279,030.00	3,279,030.00
Action: This indicator has been Revised	***Rationale:*** ***Target has been updated and the end target date has been extended.***									
Girls currently enrolled in JSS in participating states (Number)		548,992.00	548,992.00	1,456,569.00	1,536,270.00	1,658,813.00	1,825,022.00	1,873,604.00	1,946,918.00	1,946,918.00
Action: This indicator has been Revised	***Rationale:*** ***The target has been updated and end target date extended.***									
Girls currently enrolled in SSS in participating states (Number)		376,793.00	376,793.00	1,269,030.00	1,269,030.00	1,219,187.00	1,249,394.00	1,281,085.00	1,332,112.00	1,332,112.00

Indicator Name	PBC	Baseline	Intermediate Targets							End Target
			1	2	3	4	5	6	7	
Action: This indicator has been Revised	***Rationale:*** ***The target has been updated and the end target date has been extended.*** ***Year 2 and 3 targets are the same and this is as a result of the patchy data we have, and this is the best estimate we have given the available data.***									
Girls completion rate in participating states (Percentage)		42.00	42.00	42.00	44.00	46.00	48.00	50.00	52.00	52.00
Action: This indicator has been Revised	***Rationale:*** ***Indicator name changed from 'Girls transitioning to secondary school in participating states'. Target has been updated, and the end target date has been extended.***									
JSS completion rate (Percentage)		50.00	50.00	50.00	52.00	54.00	56.00	58.00	60.00	60.00
Action: This indicator is New	***Rationale:*** ***The indicator was updated and P6 to JS1 transition rate changed to JSS completion rate.***									
SSS completion rate (Percentage)		34.00	34.00	34.00	36.00	38.00	40.00	42.00	44.00	44.00
Action: This indicator is New	***Rationale:*** ***JS3 to SS1 transition rate changed to SSS completion rate.***									
Girls trained who demonstrate digital literacy (Percentage)		0.00	0.00	0.00	45.00	50.00	55.00	55.00	55.00	55.00
Action: This indicator has been Revised	***Rationale:*** ***The name of the indicator was changed from 'Students trained who demonstrate digital literacy.'***									
Girls completing life skills program (Number)		0.00	0.00	0.00	133,333.00	406,667.00	840,000.00	1,120,000.00	1,400,000.00	1,400,000.00

Indicator Name	PBC	Baseline	Intermediate Targets							End Target
			1	2	3	4	5	6	7	
Action: This indicator has been Revised	***Rationale:*** ***Target has been updated and the end target date has been extended.***									

Intermediate Results Indicators by Components

Indicator Name	PBC	Baseline	Intermediate Targets							End Target
			1	2	3	4	5	6	7	
Component 1: Creating Safe and Accessible Learning Spaces										
New or Rehabilitated JSS classrooms (Number)		0.00	0.00	3,200.00	4,683.00	6,977.00	9,513.00	12,157.00	14,360.00	14,360.00
Action: This indicator has been Revised	***Rationale:*** ***The indicator name has been modified from "New JSS classrooms in newly established and existing schools" to: "New or Rehabilitated JSS classrooms."***									
Climate resilient and disability friendly classrooms in newly established schools (Number)		0.00	0.00	0.00	1,296.00	2,592.00	3,465.00	4,113.00	4,320.00	4,320.00
Action: This indicator has been Revised	***Rationale:*** ***The IRI name has been modified from 'In newly established schools' and introduced to monitor and assess the progress made in climate and disability actions.***									
New or rehabilitated classrooms in existing schools (Number)		0.00	0.00	3,200.00	3,387.00	4,385.00	6,084.00	8,044.00	10,040.00	10,040.00

Indicator Name	PBC	Baseline	Intermediate Targets							End Target
			1	2	3	4	5	6	7	
Action: This indicator has been Revised	***Rationale:*** ***The indicator name has been updated to accommodate rehabilitated classrooms in existing schools, and the end target date has been extended.***									
New or Rehabilitated SSS classrooms (Number)		0.00	0.00	2,057.00	3,064.00	4,972.00	7,011.00	9,098.00	10,598.00	10,598.00
Action: This indicator has been Revised	***Rationale:*** ***The indicator name has been modified from "New SSS classrooms in newly established and existing schools".***									
Climate resilient and disability friendly classrooms in newly established schools (Number)		0.00	0.00	0.00	864.00	2,160.00	3,180.00	4,044.00	4,320.00	4,320.00
Action: This indicator has been Revised	***Rationale:*** ***The IRI has been updated to monitor and assess the progress made in climate and disability actions. So the indicator name has been modified from "In newly established schools"***									
New or rehabilitated classrooms in existing schools (Number)		0.00	0.00	2,057.00	2,200.00	2,812.00	3,831.00	5,054.00	6,278.00	6,278.00
Action: This indicator has been Revised	***Rationale:*** ***The indicator name has been modified from "In existing schools." to accommodate rehabilitated classrooms in existing schools.***									
JSS and SSS receiving School Improvement Grants based on School Improvement Plans developed and		0.00	0.00	4,683.00	4,700.00	5,692.00	7,346.00	9,331.00	11,316.00	11,316.00

Indicator Name	PBC	Baseline	Intermediate Targets							End Target
			1	2	3	4	5	6	7	
managed by School Based Management Committees (Number)										
Action: This indicator has been Revised	***Rationale:*** ***Target has been updated and the end target date has been extended.***									
Separate toilets with WASH facilities for girls in secondary schools in participating states (Number)		0.00	0.00	481.00	1,283.00	3,024.00	5,285.00	6,843.00	8,400.00	8,400.00
Action: This indicator has been Revised	***Rationale:*** ***The indicator name has been modified from "Secondary schools in participating states with separate toilets for girls" in order to count separate toilets for girls instead of schools with separate toilets for girls.***									
Targeted schools that are implementing the whole school approach (Percentage)		0.00	0.00	20.00	50.00	70.00	70.00	70.00	70.00	70.00
Action: This indicator has been Revised	***Rationale:*** ***Target has been updated and the end target date has been extended.***									
Component 2: Fostering an enabling environment for girls										
Community members reached at local level on the importance of girls' education (Number)		14,951.00	0.00	14,951.00	1,075,250.00	3,195,549.00	8,495,699.00	14,855,699.00	20,155,699.00	21,215,699.00
Action: This indicator	***Rationale:***									

Indicator Name	PBC	Baseline	Intermediate Targets							End Target
			1	2	3	4	5	6	7	
has been Revised	***Target has been updated and the end target date has been extended.***									
States that design and implement the media outreach program (Number)		0.00	0.00	5.00	7.00	9.00	12.00	18.00	18.00	18.00
Action: This indicator has been Revised	***Rationale:*** ***Target has been updated and the end targe date has been extended.***									
Scholarship program operational: (i) targeting completed; (ii) verification mechanisms established; (iii) scholarship payment options organized (Number)		0.00	0.00	6.00	6.00	11.00	13.00	17.00	17.00	17.00
Action: This indicator has been Revised	***Rationale:*** ***Target has been updated, and the end target date has been extended.***									
Scholarships (Number)		0.00	0.00	293,000.00	668,775.00	1,187,510.00	1,292,510.00	1,395,259.00	1,498,008.00	1,498,008.00
Action: This indicator has been Revised	***Rationale:*** ***Target has been updated and the end target date has been extended.***									
to girls transitioning (in P6) to JSS (Number)		0.00	0.00	101,000.00	340,752.00	340,752.00	340,752.00	340,752.00	340,752.00	340,752.00

Indicator Name	PBC	Baseline	Intermediate Targets							End Target
			1	2	3	4	5	6	7	
Action: This indicator has been Revised	***Rationale:*** ***Target has been updated and the end target date has been extended.***									
to girls staying in JSS (Number)		0.00	0.00	101,000.00	105,000.00	445,752.00	445,752.00	445,752.00	445,752.00	445,752.00
Action: This indicator has been Revised	***Rationale:*** ***Target has been updated and the end target date has been extended.***									
to girls transitioning in (JSS3) to SSS (Number)		0.00	0.00	49,000.00	178,003.00	178,003.00	238,003.00	340,752.00	340,752.00	340,752.00
Action: This indicator has been Revised	***Rationale:*** ***Target has been updated and the end target date has been extended.***									
to girls staying in SSS (Number)		0.00	0.00	42,000.00	45,000.00	223,003.00	268,003.00	268,003.00	370,752.00	370,752.00
Action: This indicator has been Revised	***Rationale:*** ***Target has been updated, and the end target date has been extended.***									
Beneficiaries of social safety net programs (CRI, Number)		0.00	0.00	150,000.00	668,755.00	1,187,510.00	1,661,265.00	1,897,017.00	2,132,769.00	2,132,769.00
Action: This indicator has been Revised	***Rationale:*** ***Target has been updated, and the end target date has been extended.***									
Students participating in life skills program (Number)		0.00	0.00	0.00	166,667.00	508,333.00	1,050,000.00	1,650,000.00	2,000,000.00	2,000,000.00

Indicator Name	PBC	Baseline	Intermediate Targets							End Target
			1	2	3	4	5	6	7	
Action: This indicator has been Revised	***Rationale:*** ***The indicator name has been modified from "Schools running life skills program"***									
Schools running the digital literacy program (Number)		0.00	0.00	86.00	340.00	600.00				760.00
Action: This indicator has been Marked for Deletion										
Students participating in digital skills literacy (Number)		0.00	0.00	34,400.00	57,143.00	174,286.00	360,000.00	565,714.00	685,714.00	685,714.00
Action: This indicator has been Revised	***Rationale:*** ***The indicator name has been modified from "Girls trained in digital literacy"***									
Grievances received and addressed through the project GRM system (Percentage)		0.00	50.00	60.00	70.00	80.00	90.00	90.00	90.00	90.00
Action: This indicator has been Revised	***Rationale:*** ***Target has been updated, and the end target date has been extended.***									
Out-of-school girls benefiting from non-formal education (Number)		0.00	0.00	245,138.00	653,700.00	1,143,975.00	1,577,538.00			1,634,250.00
Action: This indicator is New										
Component 3: Project management and system strengthening										

Indicator Name	PBC	Baseline	Intermediate Targets							End Target
			1	2	3	4	5	6	7	
States adopting and Implementing National policy on Gender education (Number)		0.00	0.00	3.00	12.00	16.00	18.00	18.00	18.00	18.00
Action: This indicator has been Revised	***Rationale:*** ***The indicator name has been modified from "State strategy and plan for convergent action on the empowerment of adolescent girls developed and adopted"***									
Schools implementing awareness programs on climate change (Percentage)		0.00	0.00	0.00	5.00	10.00	15.00	25.00	30.00	30.00
Action: This indicator is New										

Monitoring & Evaluation Plan: PDO Indicators

Indicator Name	Definition/Description	Frequency	Datasource	Methodology for Data Collection	Responsibility for Data Collection
Students benefiting from direct interventions to enhance learning		Annual	Baseline: NPA 2022 and MICS 2021. Updates : ASC and Project data	School level regular reporting on enrollment using school census	School and Department of Research and Statistics at State Ministry of Education.
Students benefiting from direct interventions to enhance learning - Female		Annual	Baseline: NPA 2022 and MICS	School level regular reporting on enrollment using school census	School and Department of Research and Statistics at State

			2021. Updates : ASC and Project data		Ministry of Education.
Students benefiting from direct interventions to enhance learning- Boys	Number of direct project beneficiary boys in participating states including; i) boys enrolled in public junior and senior secondary schools will benefit from one or more of the project interventions. ii) OOS boys who will benefit from non-formal education.	Annual	EMIS /NPA/Annual school census	School level regular reporting on enrollment using school census	School and Department of Research and Statistics at State ministry of education
Girls currently enrolled in JSS and SSS in participating states		Annual	Baseline: NPA 2022 and MICS 2021. Updates : ASC and Project data	School level regular reporting on enrollment using school census from 2021/22	School and Department of Research and Statistics at State ministry of education.
Girls currently enrolled in JSS in participating states	Number of girls enrolled in public schools in JS1, JS2 and JS3 in participating states. Baseline is estimated using NPA 2022.	Annual	Baseline: NPA 2022 and MICS 2021. Updates: ASC and Project data	School level regular reporting on enrollment using school census 2021/2022.	School and Department of Research and statistics at State ministry of education.
Girls currently enrolled in SSS in participating states	Number of girls enrolled in public schools in SS1, SS2 and SS3 in participating	Annual	Baseline: NPA 2022 and MICS	School level regular reporting on enrollment using school census	School and Department of Research and statistics at State

	states. Baseline is estimated using NPA 2022 and MICS 2021.		2021.Updates: ASC and Project data		ministry of education.
Girls completion rate in participating states	Secondary Completion rate among 5-year age group ages 18 to 23 years. 10 percentage points improvement over the project life-cycle based on enrollment projections and improved transition due to AGILE interventions. In 2 years, this indicator will capture those currently 16 to 21 years old. In 4 years, this indicator will capture those currently 14 to 19 years old.	Biennial (Every 2 years)	Baseline MICS 2021, Midline: GHS 2024, Endline: MICS 2026	Available household surveys with education modules that are representative at the state level	Use secondary data sources.
JSS completion rate	JSS Completion rate among 5-year age group ages 15 to 20 years. 10 percentage points improvement over the project life-cycle based on enrollment projections and improved transition due to AGILE interventions. In 2 years, this indicator will capture those currently 13 to 18 years old. In 4 years, this indicator will capture those currently 11	Biennial (every 2 years)	Baseline MICS 2021. Midline: NLSS 2023, GHS 2024. Endline: MICS 2026	Available household surveys with education modules that are representative at the state level.	Use secondary data sources.

	to 16 years old.				
SSS completion rate	SSS Completion rate among 5-year age group ages 18 to 23 years. 10 percentage points improvement over the project life-cycle based on enrollment projections and improved transition due to AGILE interventions. In 2 years, this indicator will capture those currently 16 to 21 years old. In 4 years, this indicator will capture those currently 14 to 19 years old.	Biennial (Every 2 years)	Baseline MICS 2021, Midline: GHS 2024, Endline: MICS 2026	Available household surveys with education modules that are representative at the state level	Use secondary data sources.
Girls trained who demonstrate digital literacy	The percent of girls receiving the digital literacy training with higher digital competencies as compared to competencies measured at baseline. Competence areas that are relevant for digital literacy and the assessment that will be used to assess girls will be developed as part of the training program.	Annual	Project reporting	Sample based independent survey	SPIU / IT department in SME
Girls completing life skills program	Number of girls who complete the safe space	Annual	Project reporting	School and government level regular reporting	SPIU

	curriculum per year.				

Monitoring & Evaluation Plan: Intermediate Results Indicators					
Indicator Name	**Definition/Description**	**Frequency**	**Datasource**	**Methodology for Data Collection**	**Responsibility for Data Collection**
New or Rehabilitated JSS classrooms	Number of classrooms constructed or rehabilitated; in newly established junior secondary schools under Subcomponent 1.1 and in existing junior secondary schools under Subcomponent 1.2.	Quarterly	Progress reports	LGEA level regular reporting corroborated with routine monitoring and supervision Department of Physical Planning monitoring and SPIU	Department of Physical Planning and SPIU
Climate resilient and disability friendly classrooms in newly established schools	Number of classrooms constructed in newly established junior secondary schools under Subcomponent 1.1.	Quarterly	Progress reports	LGEA level regular reporting corroborated with routine monitoring and supervision Department of Physical Planning monitoring and SPIU	Department of Physical Planning and SPIU
New or rehabilitated classrooms in existing schools	Number of newly constructed or rehabilitated classrooms in existing junior secondary schools under Subcomponent 1.2.	Quarterly	Progress reports	LGEA level regular reporting corroborated with routine monitoring and supervision Department of Physical Planning monitoring and SPIU	Department of Physical Planning and SPIU

New or Rehabilitated SSS classrooms	Number of classrooms constructed or rehabilitated; in newly established senior secondary schools under Subcomponent 1.1 and in existing senior secondary schools under Subcomponent 1.2.	Quarterly	Progress reports	LGEA level regular reporting corroborated with routine monitoring and supervision Department of Physical Planning monitoring and SPIU	Department of Physical Planning and SPIU
Climate resilient and disability friendly classrooms in newly established schools	Number of classrooms constructed in newly established senior secondary schools under Subcomponent 1.1.	Quarterly	Progress reports	LGEA level regular reporting corroborated with routine monitoring and supervision Department of Physical Planning monitoring and SPIU	Department of Physical Planning and SPIU
New or rehabilitated classrooms in existing schools	Number of newly constructed or rehabilitated classrooms in existing senior secondary schools under Subcomponent 1.2.	Quarterly	Project Data from SPIU	LGEA level regular reporting corroborated with routine monitoring and supervision Department of Physical Planning monitoring and SPIU	Department of Physical Planning and SPIU
JSS and SSS receiving School Improvement Grants based on School Improvement Plans developed and managed by School Based Management Committees	Public junior and senior secondary schools receiving at least one of the School Improvement Grants made available	Quarterly	Project Data from SPIU	LGEA level regular reporting corroborated with routine monitoring and supervision Department of Physical	SPIU

	under the project that's being managed by the School Based Management Committee based on the School Improvement Plan which has taken into account feedback from the community and all stakeholders into the school activities.			Planning monitoring and SPIU	
Separate toilets with WASH facilities for girls in secondary schools in participating states	Number of toilets with WASH facilities for girls constructed in public junior secondary schools & public senior secondary schools in participating states receiving School Improvement Grants as part of the project.	Annual	Project data from SPIU	School level regular reporting on school infrastructure using school census	School and Department of Research and Statistics at State ministry of education
Targeted schools that are implementing the whole school approach	The whole school approach to safe schools is a comprehensive and participatory approach to promoting school safety. The approach can include each of the following elements: (i) school safety policies, (ii) teachers' codes of conduct (including training), (iii) establishment of a safety sub-committee, (iv) GBV/SEA awareness	Quarterly	Progress reports	LGEA level regular reporting corroborated with monitoring by SPIU and State Ministry of Women Affairs corroborated by independent survey	SPIU and Ministry of Women Affairs

	activities, a confidential reporting mechanism with referral pathway, (v) adaptation of school buildings and grounds for safety. A school that is implementing at least (ii) and (iv) is considered as implementing the approach.				
Community members reached at local level on the importance of girls' education	Community members reached at local level on the importance of girls' education.	Quarterly	New survey	State level regular reporting by SPIU corroborated with monitoring by NPCU	SPIU and NPCU
States that design and implement the media outreach program	States design and implement the media outreach program.	Quarterly	Progress reports	State level regular reporting by SPIU corroborated with monitoring by NPCU	SPIU and NPCU
Scholarship program operational: (i) targeting completed; (ii) verification mechanisms established; (iii) scholarship payment options organized	Number of states that have operationalized the scholarship program by (i) Completing targeting including the establishment of the beneficiary register (ii) Establishing monitoring mechanisms (iii) Establishing payment modalities including contracting of FSP	Quarterly	Progress reports	State level regular reporting by SPIU corroborated with monitoring by NPCU	SPIU and NPCU

Scholarships	Number of girls meeting the eligibility criteria and receiving the scholarship upon; transitioning to JSS, continuing their education in JS2 or JS3, transitioning to SS1 and continuing their education in SS2 or SS3.	Quarterly	Progress reports	LGEA level regular reporting corroborated with monitoring by SPIU with independent survey based verification	SPIU and FME
to girls transitioning (in P6) to JSS	Number of girls meeting the eligibility criteria and receiving the scholarship upon transitioning to JSS	Quarterly	Progress reports	LGEA level regular reporting corroborated with monitoring by SPIU with independent survey based verification	SPIU and FME
to girls staying in JSS	Number of girls meeting the eligibility criteria and receiving the scholarship upon continuing their education in JS2 or JS3	Quarterly	Progress reports	LGEA level regular reporting corroborated with monitoring by SPIU with independent survey based verification	SPIU and FME
to girls transitioning in (JSS3) to SSS	Number of girls meeting the eligibility criteria and receiving the scholarship upon transitioning to SS1	Quarterly	Progress reports	LGEA level regular reporting corroborated with monitoring by SPIU with independent survey based verification	SPIU and FME
to girls staying in SSS	Number of girls meeting the eligibility criteria and receiving the scholarship upon continuing their education in SS2 or SS3	Quarterly	Progress reports	LGEA level regular reporting corroborated with monitoring by SPIU with independent survey based verification	SPIU and FME

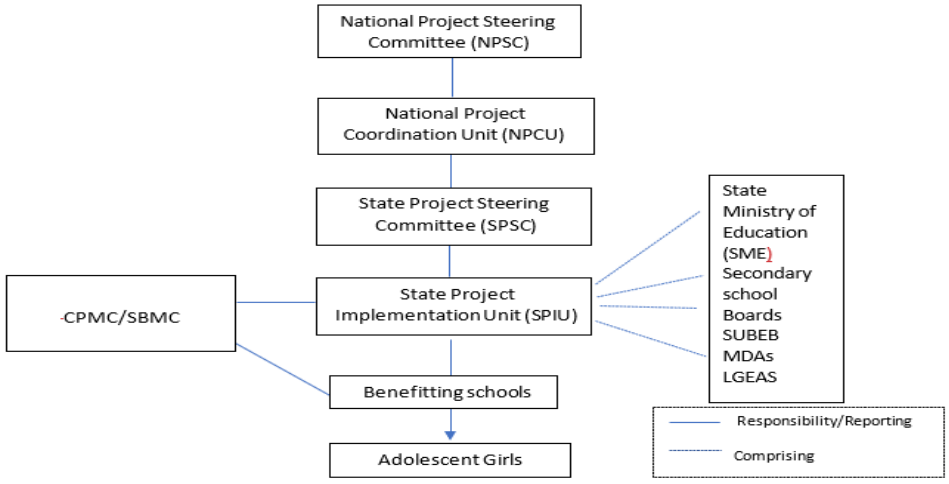
Beneficiaries of social safety net programs		Quarterly	Progress reports	LGEA level regular reporting corroborated with monitoring by SPIU with independent survey based verification	SPIU and FME
Students participating in life skills program	The number of students participating in safe space sessions for adolescent girls	Quarterly	Progress reports	LGEA level regular reporting corroborated with monitoring by SPIU with independent survey data	SPIU and Guidance Counseling unit of SME
Schools running the digital literacy program		Quarterly	Progress reports	LGEA level regular reporting corroborated with monitoring by SPIU and IT department and independent survey based verification	SPIU and IT department in SME
Students participating in digital skills literacy	Schools that (i) have been equipped with tablets, (ii) have teachers who have been trained (iii) are training students in digital literacy for at least one hour per week	Quarterly	Progress reports	LGEA level regular reporting corroborated with monitoring by SPIU and IT department and independent survey based verification	SPIU and IT department in SME
Grievances received and addressed through the project GRM system	This indicator tracks the percentage of grievances received and addressed using the grievance redressal mechanisms that currently exist or will be	Quarterly	Progress reports	The SME and FME will use the GRM system to consolidate quarterly grievance redress reports for participating states.	SPIU and NPCU

	established by each participating state.				
Out-of-school girls benefiting from non-formal education	Number of girls benefiting from non-formal education in non-formal education centers	Annual	Project Data		
States adopting and Implementing National policy on Gender education	Number of states adopting and Implementing National policy on Gender Education	Annually	Progress report	State level regular reporting by SPIU corroborated with monitoring by NPCU	SPIU and NPCU
Schools implementing awareness programs on climate change	Number of schools implementing awareness programs on climate change	Annually	Project Data		

ANNEX 1: IMPLEMENTATION ARRANGEMENTS

1. **The AF will be implemented at the federal and state levels.** In each participating state, the implementation of the project will be carried out by the state, working closely with LGAs and participating schools. The implementation arrangements for the AGILE Project moving forward are shown in figure A1.1 – with the AF to use largely the same implementation arrangements as the parent project. Any modifications are described below with detailed project implementation arrangements described in annex 1 of PAD and in the revised PIM.

Figure A1.1. Institutional and implementation arrangements



2. The FMFBNP will be the representative of the Recipient as it relates to the financial and legal obligations of the Government. The FME will continue to have oversight and a coordinating and monitoring role in the project. Financial arrangements at the federal level (and FM related to Subcomponent 2.1) will continue to be managed by the FPFMD.

3. ***At the federal level:*** **An NPSC** has been established for AGILE and is responsible for oversight of project implementation and for providing guidance on the project. Meetings will take place annually, at a minimum and include key stakeholders responsible for project implementation and monitoring. It will be responsible for sharing information on project performance on the state and federal levels; and an **National Project Coordination Unit (NPCU)** has been established under the parent project and is responsible for coordinating project activities at the federal level. The NPCU is headed by a National Project Coordinator who is at the rank of a director in the civil service with experience in project management. The composition of the NPCU and NPSC is described in table A1.1.

4. ***At the state level:*** each respective SME is responsible for project implementation in close coordination with the relevant parastatals (for example, SUBEB, LGEAs, and federal agencies). For project FM, the SME is assisted by the SPFMU responsible for the FM of donor-funded projects. Each state will have an **SPSC** which will have the overall responsibility for project oversight at the state level rests with the SPSC which will be chaired by the. State Commissioner of Education (or designated official). The SMEs are responsible for project implementation through **the SPIU** to be established within the SME which will be headed by a State Project Coordinator who is the rank of a director/deputy director in the civil service. The SPIU is responsible for procuring consultants and NGOs facilitating school rehabilitation/construction activities, while ensuring compliance to E&S requirements and supporting the department/scholarship board in awarding SIGs to schools and scholarships to girls. Representatives from the SMWA and SMH and their agencies will serve as technical focal points

for the implementation of Subcomponent 2.2. See Table A1.1 for composition of these, with the SPIU not having fewer than the positions listed.

5. **Adjustments to the implementation of some activities at state level have been modified, as follows:** For the construction of JSS (under Subcomponent 1.1), where the SBMC has limited capacity to manage the construction process, the SPIU will play this role—being responsible for hiring consultants, prepare bidding documents, managing and supervising the construction process, making payments to consultants/firms based on BoQs, and ensuring that the applicable E&S instruments are implemented. In addition, under Subcomponent 1.2, while the SPIU will continue to ensure the SBMCs are functional and provide capacity building on SIP development, among others as described in the PAD, it will also support and work with SBMCs to identify key needs and plans for large grants. Further, the SPIU can provide support to manage large grants provided under Subcomponent 1.2 in instances where the SBMC lacks capacity to manage major renovations.

6. **Local Government, Community and School levels. The LGA**, with oversight mainly from the SPIU and in collaboration with SUBEBs, will assist in monitoring implementation of activities at the local government level. The LGEA can support capacity-building of SBMCs, conducting school inspection visits and monitoring of school activities. While implementation will largely stay the same at these levels, one difference is that moving forward **an SBMC** will play the role originally envisioned to be played by a CPMC. The SBMC will develop SIPs on rehabilitation/additional classrooms, improving learning conditions, and elements of the whole school approach, among others, and will manage activities under such plans as approved by the SPIUs. Responsibility for the SIG (supported under Subcomponent 1.2) will require the SBMCs to develop the SIPs and manage the SIGs and SIG-funded activities as described in the approved SIP. In addition, the SBMCs will be responsible for organizing meetings with relevant community members to discuss school progress against their improvement plans and targets. Independent firms, NGOs or CSOs will be hired to support monitoring and supervision of school level implementation by the SPIU. Moving forward, the SPIU can manage JSS construction/large grants if the SBMC has limited capacity in management. All relevant details on the design and implementation of the SIG activity will be included in the revised SIG manual. SBMCs will receive training in construction and grants management.

Table A1.1. Organizational Bodies

Name	Meetings	Chair/Director	Members
NPSC	Semi-annually	Minister of Education	FMFBNP, FMWA, FMYSD, FMH, FMHDMSD, and Commissioners of Education from the participating states and relevant NGOs and CSOs from federal and all participating states.
NPCU	Monthly	National Project Coordinator, FME	Representatives of the FMH, FMFBNP, FMWA, FMYSD, and UBEC, and officers in the FME to serve as procurement officer, internal auditor, accountant, M&E officer, gender/GBV officer, environmental safeguards officer, social safeguards/GRM officer, and communications officer and other key officers to coordinate activities under each component/Subcomponent.
SPSC	Quarterly	State Commissioner of Education (Permanent Secretary of the SME as deputy)	Executive Secretaries from the State Secondary Education Board (SSEB) (in states where they are present), Executive Secretaries of SUBEBs, and commissioners of relevant ministries in the state: the SMWA; the State Ministry of Youth and Development (SMYD); the SMH, SMF and representatives from SUBEB, LGEAs and relevant NGOs and CSOs
SPIU	Monthly	State Project Coordinator Deputy Project Coordinator	Representatives of the SSEB, SMWA, SMYD; SMH; and SUBEB. In the SPIU, officers from the SME (SSEB, and so forth), SUBEB, SMH and SMWA will serve as (i) leads for each component and/or subcomponent, (ii) procurement officer, (iii) internal auditor, (iv) accountant, (v) M&E officer, (vi) GBV or gender officer, (vii) environmental safeguards officer, (viii) communications officer, (ix) social safeguards officer; and (x) security advisor.
SPFMU	n.a.	n.a.	Project financial officer
LGEA	n.a.	Head of Section, LGEA	n.a.
SBMC	Monthly	Traditional ruler/parent	Parents, head teacher, community leaders, teachers, and principal. Membership of the SBMC includes Representative of Traditional Council, head teacher/principal, teachers (female and male), students (head boy and head Girl), alumni, women's group (mothers' association), PTA, and 2 representatives of construction professional bodies/artisan, a representative of youths, representatives of community development organization (male/female), and representatives of CSOs (FBOs, FSOs, and NGOs).

ANNEX 2: LESSONS LEARNED AND THEIR INTEGRATION INTO AGILE AF

1. The following table provides information on lessons learned during the course of project implementation and how they will be used to improve project implementation moving forward. Further, these shifts were informed by fiduciary, E&S, and overall needs assessments carried out in the AF.

Table A2.1. How lessons learned under the parent project are applied in the AF

Activities	Challenges/Experience	Action / Orientations informed by lesson (under AF)
Construction of new JSS and SSS	Construction costs were high—yet the needs across states for JSS and SSS—is significant and growing. Some SBMCs do not have sufficient capacity to manage large construction projects.	The JSS package was reduced to include minimum infrastructure, but the SSS package was maintained. For students to benefit most from the project construction states will prioritize, where possible, the co-location of new JSS in an existing primary school and new SSS in an existing JSS. The SPIU, in such instances, will be authorized to manage the construction project.
SIGs	Schools' needs were greater—but schools also prioritized key structural issues/urgent repairs as part of their SIPs. Some SBMCs may not have capacity to manage large SIGs.	Expansion of eligible expenditures under SIGs to provide flexibility to SBMCs in addressing needs. The SPIU, in such instances, will be authorized to manage the SIGs for these SBMCs.
Digital Literacy Training	Some states did not develop an assessment tool and states had different approaches to assessment. Strong collaboration among the FME, UNESCO and the AGILE project needed to drive the development and expansion of digital remote learning platforms (education content, teacher training and digital content creation in participating states).	States will be encouraged to use the UNESCO Digital Literacy Framework for digital skills implementation (including an assessment) and in alignment with the Nigeria education curricula. States will also be encouraged to undertake a gap assessment. States will be encouraged to strengthen partnerships with third parties as it can promote greater effectiveness and build the larger digital skills ecosystem
GSP	Delays in provision of cash transfers due to inefficiencies in payment and tracking systems.	States will be encouraged to use an electronic payment system (for example, e-wallet) and tracking system, and will be encouraged to begin the transfer process earlier.
Project Management and System Strengthening	Limited capacity in the SPIUs was observed with some states performing better than others, particularly in the areas of procurement and other technical areas (construction, renovation, financial incentives, life skills, digital skills, and so on) but also on data, fiduciary and environmental areas. EMIS and capacity of M&E staff is limited at local, state and federal levels.	The proposed AF will mitigate the risks through appropriate capacity-building of SPIUs and mobilization of TA (individual, firms, NGOs) to support the states and the beneficiary schools and providing intensive and continuous support in various areas. For example, pairing of states for mentoring (high and low performing), peer learning across states, knowledge sharing and technical assistance on specific areas. The proposed AF will incentivize each state to establish and implement a fully functional state level EMIS that will benefit not only the AGILE project but also the entire education sector within the state. Capacity building of M&E staff while also continuing to maintain a TPM system with the TPM validating the accuracy of reporting by schools and SPIUs.

Activities	Challenges/Experience	Action / Orientations informed by lesson (under AF)
Other Areas		
Procurement	Delays in procurement process due to large number of contracts, limited procurement capacity Delays in designs for key activities, led to delays in procurement processes	Additional efforts will be undertaken to further simplify procurement plans (with fewer contracts)—focusing on priority activities contributing to achievement of the PDO. Preparation of designs for key activities to be undertaken in new states (such as school construction contracts) will be fast tracked so tenders can be launched immediately after the AF effectiveness.
E&S	**Experience:** Limited capacity in some states to carry out E&S activities/requirements. **Action informed:** Each SPIU will be encouraged to engage one TA that will provide Environmental support and one (1) TA on Social Support and GBV Prevention/Response by the proposed AF's Effectiveness. The World Bank and the Government will provide ESF training to officers, including leveraging on trainings offered by the Sustainable Procurement, Environmental and Social Standards Enhancement (SPESSE) Project (P169405). **The government side, especially the Project Coordinators, will need to be engaged early and show commitment to comply with E&S requirements,** including the SMP. Katsina is a good example where resources (technical and financial) were demonstrated early, the GRM Manual was developed and the GBV Mapping of Service Providers was carried out. The State Government assisted early on. **Streamlining the roles of Social, GBV and GRM Officers**: Although the social requirements of the project are numerous, the parent project showed that it would be better to streamline this requirement by having two Officers handling Gender/GBV and Social (which includes GRM activities). The officers' CVs would be vetted to ensure they will be, at a minimum, able to provide such functions as stipulated in the ToRs. **The Gender/GBV and Social Officers must be engaged from the SMWA.** **Full deployment of the E&S Officers**: Experience from the parent project indicated that most E&S Officers are still attached to their Core Ministry. Under the AF, there is a need for full deployments, with adequate office space and equipment, for any staff providing E&S support. **Early Engagement of Technical Assistants on Environment and Social/GBV for each state**—Each state will need to engage one (1) Technical Assistant that will provide Environmental support and one (1) Technical Assistant on Social and GBV.	

ANNEX 3 : FINANCIAL MANAGEMENT AND PROCUREMENT

1. The FM Assessment was conducted physically and virtually for the 11 AF states[62]. FM arrangements under the parent project were also reassessed and found to be satisfactory and will be unchanged for the AF. Fiduciary responsibilities at the federal and the state levels[63] will continue to be provided by the FPFMD and the SPFMUs, respectively. The assessment confirmed that the FM arrangements of the PIU meet the World Bank's minimum requirements The FM arrangements would ensure that the implementing entity would (a) use project funds only for the intended purposes in an efficient and economical way; (b) prepare accurate and reliable accounts as well as timely periodic financial reports; (c) safeguard assets of the project; and (d) have acceptable auditing arrangements. This assessment was conducted independent of the parent project and findings are fully reflected because each state will manage a DA in US dollars.

2. Despite the FM arrangements being deemed adequate, the overall FM risk of the AF is considered Substantial due to internal control issues, including unretired advances under the parent project. These identified issues are mainly the result of inadequate capacity and understanding of World Bank FM requirements. To mitigate against the associated risks arising from these issues, procedures for the handling of advances against expenses, including remedial actions in the event of default, will be elaborated in the revised FPM which is currently in the process of being updated. An indicative check list of appropriate supporting documents for incurred eligible expenditures will be developed and included in the project FPM; an enhanced accountability framework will be established in the AF states to provide increased assurance that funds are used for the intended purposes with economy and efficiency and attain value for money; and capacity of the project staff on World Bank FM procedures will continue to be improved through periodic training and hands-on support.

3. As identified during the FM assessment, the country's economy continues to experience significant fiscal deficit due to decline in oil revenue, stagnated non-oil revenue, inflation and poor domestic tax revenue mobilization. In view of this, recruitment of 1,200 teachers by each of the additional states will pose a serious financial challenge to the state governments who are already experiencing dwindling revenue. The project involves a lot of construction at various levels with little or no capacity to handle the work. The SBMCs have very limited capacity in terms of construction. At all levels, the capacity to capture and report on the funds is low. Further, if adequate numbers of teachers are not recruited, deployed, and paid to teach in the newly constructed schools and the existing schools, this can jeopardize the overall impact of the project—and the PDO may not be fully achieved. To mitigate against this risk, a detailed cost action plan has been developed by each state for the recruitment of the teachers, endorsed by state governors and the FME.

4. The FM performance rating of the parent project is Moderately Unsatisfactory based on the issues identified above (unretired advances) for which an FM action plan has been developed – to return to a Satisfactory rating.

5. Table A3.1 below identifies the key risks that may be faced during project implementation leading to failure to achieve the PDO. It also provides a basis for determining how management should address these risks based on the fiduciary assessment conducted. The identified risks will be reviewed and reassessed during each supervision mission.

[62] The FM assessments were carried out in accordance with the Financial Management Practices Manual issued by the Financial Management Sector Board on March 2010 and the AFTFM Financial Management Assessment and Risk Rating Principles issued in October 2010, revised in 2017.

[63] These arrangements would ensure that the implementing entity would (a) use project funds only for the intended purposes in an efficient and economical way; (b) prepare accurate and reliable accounts as well as timely periodic financial reports; (c) safeguard assets of the project; and (d) have acceptable auditing arrangements. This assessment was conducted independent of the parent project and findings are fully reflected because each state will manage a DA in US dollars.

Table A3.1. Risks and Mitigation Measures

Type of Risk	*Description of risk*	*Risk Rating*	*Risk Mitigating Measures Risk*	*Residual Risk Rating*
Inherent Risk:				
Country Level	Funds may not be used in an efficient, accountable and transparent way.	**H**	Robust FM arrangements established at the FPFMD and PFMUs for World Bank-assisted projects will be used for this AF and these were designed to mitigate the country-level risk.	**H**
Entity Level	Weak institutional capacity to implement the project components and to effectively monitor progress and embrace full accountability for results.	**H**	The FME and the SME will have overall responsibility for coordination, monitoring, and evaluation of the project. The FME at the Federal level will provide overall guidance for the project.	**S**
Project Level	Lack of previous implementation experience.	**H**	Use of existing FPFMD and PFMUs structure with well-versed implementation experience to handle FM functions.	**S**
Overall Inherent Risk		**H**		**S**
Control Risk:				
Budgeting	Failure to properly prepare comprehensive budget and effectively monitor performance. Timeline for preparation of Project budget not synchronized with the government's budget.	**H**	Computerized accounting system at FPFMD and PFMUs includes budget modules. Established budget subcommittee which coordinates budget preparation and tracks financial performance. Budget execution is reported through quarterly IFRs.	**M**
Accounting	Failure to account for project funds adequately and provide full supporting documentation.	**H**	The PIU will deploy computerized accounting software for timely and adequate capturing and reporting of financial transactions.	**S**
Internal Control	Inadequate documentation of transactions and non-retirement of advances	**H**	Internal control to be strengthened by using trained staff, frequent review and more trainings from the World Bank's FM team and also by the institution of independent and effective internal audit function that is focused on risk at FPFMD and PFMUs. Ensure adequately qualified staff are assigned to handle contract management and administration. Ensure contract terms are strictly adhered to. The Internal Audit Unit of the FPFMD and PFMUs will be in place to strengthen the internal control system and the internal auditors will be trained to carry out these risk-based internal audit.	**S**
Funds Flow	Delayed payments to contractors, service providers. The risk of having huge amount/balance in the project Naira account. Risk of elite capture in SIG disbursement	**S**	Funds flow procedures, including service standards will be fully documented in the FPM. Close monitoring of account balances by the World Bank team. Close monitoring and timely financial reporting for SIGs.	**M**
Financial Reporting	Delays in the submission of quality unaudited IFRs. Inaccurate financial and management reports.	**H**	Project reporting guidelines including submission deadlines are included in the updated FPM. The World Bank FM team will continuously build the capacity of project staff on preparation of the IFR. Use of computerized accounting system to generate reports and account for project activities at the FPFMD and PFMUs.	**S**
Auditing	Delay in the submission of audit report and unacceptable audit reports.	**S**	The World Bank standard template for the external audit TOR will be share with the PIUs for adoption. There will also be capacity building, mentoring and advice to the project team by the World Bank FM team to ensure timely recruitment of audit firms and conducting audit assignment.	**M**

Risk ratings: H—High, S—Substantial, M—Moderate, L—Low

6. In addition, FM staff including internal auditors have been trained, adequate staff have been deployed and internal audit report for the period up to September 30, 2022, has been submitted. All of the states are using the Federal Government financial and reporting regulations and have adopted the national chart of accounts. The accounting reports are prepared following the International Public Sector Accounting Standards (IPSAS) cash basis while the audit is conducted using the International Auditing Standards.

7. *Staffing*. Under the proposed AF, a project accountant and a project internal auditor will be deployed at each of the states from a pool of staff at the PFMUs in the Office of the Accountant General as needed. The World Bank will review and clear the accountants and internal auditors proposed for the project.

8. *Planning and budgeting*. Budget preparation will follow the Federal Government timetable. Financial projection/forecast/disbursement plan for the life of the project will be prepared before the start of the project activities. On an annual basis, the project accountant, in consultation with key team members, will prepare the budget for the coming year based on the work program approved by the World Bank. The annual budget and work program will be sent to the task team leader at least two months before the beginning of the calendar year for clearance. Procedures for planning and budgeting will be similar to the parent project.

9. *Accounting arrangements*. Status under the parent project: The accounting systems for the parent project have been computerized and currently functioning adequately at the federal and the states. Moving forward, the same accounting software will be deployed for the AF in the 11 states to enhance uniformity and peer learning. Accounting and control procedures will be as in the parent project.

10. *Internal controls*. The control features at both the SPFMUs and the FPFMD include a robust FM procedures manual; professionally qualified staff, robust segregation of functions/duties; and independent internal auditors. However, this will be strengthened further through continuous capacity building and training. Capacity of the designated internal auditors at the FPFMD and the SPFMUs will be built to use a risk-based internal audit approach involving risk mapping. FM staff are appointed by each State Accountant-General and the Accountant General for the Federation.

11. Detailed FM reviews will also be carried out regularly, either within the regular proposed supervision plan or a more frequent schedule, if needed, to ensure that expenditures incurred by the project remain eligible.

FM action plan

12. Status of Agreed Actions for the AF. The FM actions for the original project have been achieved except for the engagement of the External Auditor. The agreed action plan for the AF is presented in table below.

Table A3.2: FM Action Plan

	Agreed Action	Timeline	Responsible Party
1	Agreement of format of IFR, Annual Financial Statement and External Auditor TOR	Agreed at project negotiations	FME/FPFMD and SME/PFMU with support and guidance of IDA task team
2	Designate PA, PIA and support accounting technicians to FME and SME PIUs	Agreed at project negotiations	FME/FPFMD and SME/PFMU
3	Train designated FPFMD staff in World Bank FM procedures and Disbursement Guidelines.	Within 3 months after project effectiveness	FME/FPFMD and SME/PFMU

4	Independent Private firm	Within 90 days after project effectiveness	FME/FPFMD and SME/PFMU
5	Deploy computerized accounting systems at The FME and SPIUs	Within 6 months after project effectiveness	FME/FPFMD and SME/PFMU
6	Agreement on memorandum of financial services and service standards between FPFMD and FME, PFMU and SME	Within 3 months after project effectiveness	FME/FPFMD and SME/PFMU

13. FM Implementation Support Plan. FM supervision will be consistent with a risk-based approach and will involve World Bank's task team. The supervision intensity will be bi-annual and is based initially on the assessed FM risk rating and subsequently on the updated FM risk rating during implementation. On-site review will cover all aspects of FM, including internal control systems, the overall fiduciary control environment, and tracing transactions from contract signature to disbursements, as well as statement of expenses review. Additional supervision activities will include desk review of IFRs, quarterly internal audit reports, audited annual financial statements and Management Letters as well as timely follow-up of issues and updating the FM rating. Additional target reviews may be conducted depending on emerging risks. The World Bank's task team will support monitoring the timely implementation of the action plan.

14. Financial reporting arrangements. The FPFMD and SPFMUs will, for the AF, render annual audited financial statements and periodic unaudited IFRs in the content, format, and frequency already agreed with the World Bank. Calendar semester IFRs will be prepared by the FPFMD and PFMUs for submission to the World Bank within 45 days of the end of each calendar semester. IFRs will include information provided for the period and cumulatively (for project life and year to date). The content of the IFR will include the following: (i) Sources and uses of funds (all sources including IDA and counterpart); (ii) Uses of funds by project component; (iii) DA activity statement; (iv) Bank reconciliation statements for the reporting semester; (v) Bank statements.

15. Funds flow arrangements. Project funding as with the parent project, will consist of IDA credit. Disbursement for all categories of expenditure will follow standard World Bank procedures. IDA will disburse the Credit through a DA and one Naira draw down account opened with the CBN which will be managed by the FME/FPFMD. At the states, one DA and one Naira draw down account will be opened with a reputable commercial bank and managed by the SME/PFMU. The banking arrangements are:

At Federal Level—FME/FPFMD (original financing):

1. One DA in US dollars to which the initial deposit and replenishments from IDA will be lodged.
2. One current (draw-down) account in Naira to which draw-downs from the DA will be credited for incurred eligible expenditures, maintaining balances on this account as close to zero as possible after payments.
3. One US dollar interest account and one Naira interest account.

16. The FME/FPFMD to operate the existing account used for original project to receive funds for the AF.

At State Level—11 states under the AF:

1. One DA in US dollars to which initial deposit and replenishments from IDA will be lodged.
2. One current (draw-down) account in Naira to which draw-downs from DA will be credited for incurred eligible expenditures, maintaining balances on this account as close to zero as possible after payment.
3. One US dollar interest account and one Naira interest account.

Disbursement arrangements

17. The funds flow has been modified to remove CPMC[64] from the fund's flow and disbursement arrangement in line with the restructuring of JSS school construction (SBMC to replace CPMC), SME will disburse funds to SBMC account (instead of CPMC) for JSS school construction. As in the parent project, the World Bank will continue to disburse funds into DAs opened by FME and SME PIUs. While the FME will maintain existing accounts for the original project and use it for the AF, the PIUs in the SMEs in the AF states will open one DA in US$ and one Naira Account with reputable commercial banks acceptable to the World Bank and in consultation with the OAGF. Both the parent project and the AF shall have available for project execution all methods of disbursement approved by the World Bank as may be required. These disbursement methods are (i) advance and replenishment; (ii) direct payment; (iii) reimbursement; and (iv) special commitment.

18. The initial advance to each eligible state and the federal shall be 6 months cash forecast of the state or federal PIU. At least once in a month, each PIU will submit replenishment requests to the IDA based on actual incurred eligible expenditures. Each request will be supported by statement of expenses (SOE) schedule for prior and post review expenditures while the original copies of supporting documents will be retained at the project offices for future review.

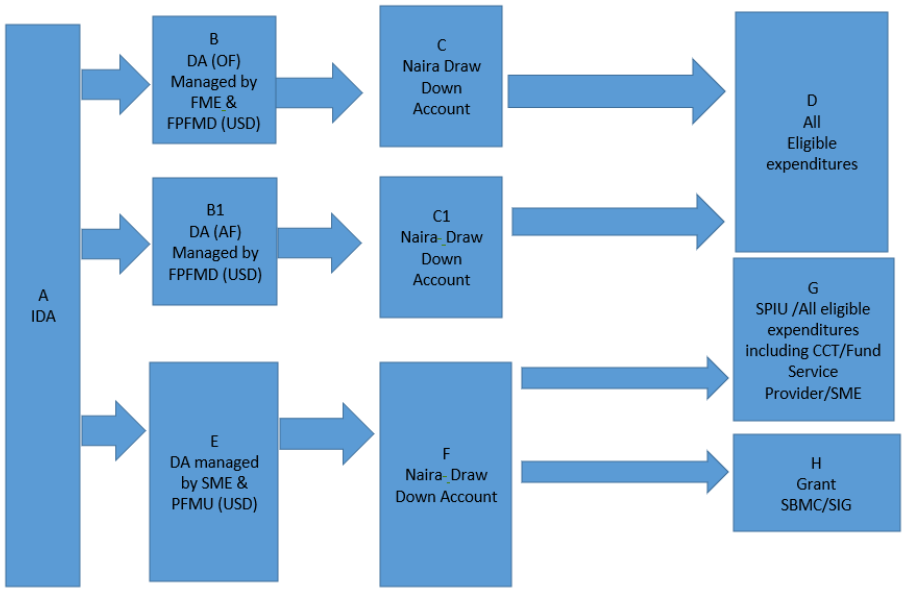
19. At the community Level (SIG-Construction of JSS): A current account in Naira will be opened in a commercial bank to which IDA, state, and community contributions (if any) for the approved Community Development Projects (CDPs) will be deposited. Operators of the bank accounts will be trained to record and report on these different sources of funds for the community projects. All bank accounts will be reconciled with bank statements monthly. Detailed banking arrangements including control procedures will be documented in the FPM. For the community subprojects, when submitting proposals, they will include a simple subproject plan complete with basic specifications and budget plans indicating the financial requirements for the activities. The plan should identify the actions needed to complete subproject activities, their approximate cost and timing requirements at each stage. If approved, this will be disbursed in two tranches as shown in table A3.3.

Table A3.3: Disbursement of Grant

Tranche	*% Disbursement*	*Basis*
I	50	Approved subproject proposal cleared by SPIU and SPSC
II	50	Upon achievement of at least 40 percent of the activities in the SIP, the component lead will verify and report to the SPIU. Based on the report of the component lead, a request accompanied with supporting documents will be made for the second tranche. Upon verification of the stated milestone in SIP by the Subcomponent 1.2 officer, supporting documents for payments under the first tranche should be provided to the SPIU before release of this tranche. These documents would have been verified by the SPIU internal auditor.

[64] CPMC as described under the restructuring have been replaced with SBMC for construction of JSS schools.

Figure A3.1. Funds flow arrangements



20. FM Requirements for Community Eligibility -- each must: (i) have an acceptable and approved SIP; (ii) designate a treasurer to maintain bank account and books of account; and (iii) open a Naira account.

21. As in the parent project, school Grants will continue to be Managed by the SBMC. Responsibility for implementation at the school level will reside with the Head Teachers/Principals, assisted by functional SBMCs. The SBMCs will support schools in the development of SIPs, and manage related activities as approved by SMOEs in compliance with the SIG manual. The direct transfer of grant funds will be contracted through a commercial bank. The head teacher or principal and the president of the SBMC will be the co-signatories of the school bank account. All schools receiving support under the project will be trained to ensure familiarity with and effective implementation of activities in line with the SIG manual.

Procurement

22. The Procurement Assessment for the AGILE AF was conducted both physically and virtually. The five states of Sokoto, Nasarawa, Kwara, Adamawa and Gombe were visited based on security considerations, accessibility by air and pre-arranged missions while the assessments of the remaining six states of Bauchi, Jigawa, Kogi, Niger, Yobe and Zamfara were conducted virtually and through desk reviews of their most recent assessments. The findings from all 11 states reveal a weak procurement environment with the conclusion that the procurement risks for all the assessed states are Substantial. The procurement arrangements will seek to mitigate the identified risks. Such mitigation measures will include sharing a detailed ToR for the appointment of a procurement officer with the states and recommendation that inexperienced but trainable procurement officers will be supported by an experienced procurement consultant for 18 to 24 months.

23. **The inherent risk of implementing the project is substantial while the residual risk, subject to implementing the mitigation** measures **is moderate**. Findings from the assessments have informed the allocated risks associated with implementing procurement in each of the 11 participating states and measures to mitigate against such risks in the table

below.

Table A3.4: Procurement Risks and Mitigation Measures

Risks / Weaknesses	Mitigation Measures	Inherent Risk	Residual Risk
Lack of sustainable procurement capacity	Continuous engagement with relevant government agencies to discourage arbitrary re-deployment of procurement officers assigned to project. The World Bank to ensure that any procurement officer cleared to work on the project still has a minimum of five years tenure in service.	S	M
Lack of procurement capacity on the New Procurement Framework	Conduct training on the New Procurement Framework before project effectiveness and handholding for procurement officers by World Bank and Procurement consultants.	S	M
Lack of contract management capacity	Conduct training on contract management within three months after project effectiveness.	S	M
Lack of knowledge in procurement filing	Conduct general training on procurement filing system before project effectiveness and assess level of compliance during implementation support missions.	S	M
Lack of knowledge in the use of STEP	Conduct training on the use of STEP and ensure follow up support through regular interactions.	S	M
Political Interference	Continuous engagement with the political class and intervention of anti-corruption agencies such as the Economic and Financial Crimes Commission.	S	M
Lack of knowledge in the use of CDD procurement	There will be a need to leverage on the knowledge and lessons learned during the implementation of the Fadama Project (P096572) and institutionalization of the Community Social Development Project (CSDP).	S	M
Delay in payment	Engage with government officials and political heads to discourage introduction of unnecessary layers of approval.	S	M

24. **Procurement Implementation Arrangements**: As in the parent project, the proposed AF will be implemented by the relevant departments at the FME supported by the NPCU and the SME /SUBEB departments in the 11 participating states supported by their respective SPIUs. It is proposed that two new procurement officers, one for the parent project and another for the AF will soon be appointed while a separate procurement consultant will also be hired to support the AGILE AF at the NPCU. The Procurement Consultant for the AF will also assist in building the capacity of the new procurement officers and other members of the NPCU and the SPIUs on the new Procurement Regulations and the use of STEP.

25. The Project involves a large number of small procurement transactions in terms of shopping, minor works and consultancy services especially at the community level. Therefore, a large volume of procurement will be carried out through the use of CDD. The use of CDD arrangements could be abused as it is susceptible to fraud and corruption risk. To mitigate this risk, the NPCU and SPIUs will provide opportunities to stakeholders to report any irregularity and establish a built-in system to monitor these transactions.

26. **Procurement Plan Implementation**: All annual work plans and procurement plans for FME and participating states will be reviewed and cleared by the World Bank every year. To the extent possible, the World Bank's Standard Procurement Documents for works, goods and non-consulting services and Standard Request for Proposals, as well as all standard evaluation forms, will be used throughout project implementation. The Construction of SSSs and JSSs will be procured using different methods and approaches based on market analysis conducted. This may involve, CDD approach, Request for Bids (RfB) advertised in national newspapers with open or limited market approaches, and RFQ for small-value contracts. In case of security challenges, Force Account, Direct Selection of limited market approaches can be considered. The roles of the SBMCs, SPIU, SUBEB, and the Department of Physical Planning in Procurement Implementation will be as defined in

the revised PIM.

27. **PPR.** Most procurement activities at the FME and at participating states' level are below prior review threshold and as such, will be subject to the World Bank's PPRs to ensure that the procurement arrangements are consistent with the project design.

28. At the Federal level, the NPCU will engage an independent consulting firm with appropriate monitoring skills and experience. Experience has shown that on community-based projects with multiple small contracts, procurement reviews are inadequate in redressing shortfalls of the project as they are usually based on random samples conducted in a very limited time frame. It is, therefore, important to have an ongoing independent review of the project activities. The independent consultant's report will be shared with the World Bank's procurement specialist on a regular basis who in turn will use the reported data to plan his/her post review program efficiently. Each SPIU will organize appropriate training on CDD contracting and monitoring before funds are released for approved subprojects. Tables A3.5 and A3.6 indicate the Procurement Action Plan and the thresholds for procurement methods and prior review under the AGILE AF.

Table A3.5: Procurement Action Plan

S/No	Action	Responsibility	Due Date	Remarks
1	Procurement Plan for the first 18 months prepared and agreed with the World Bank	NPCU and SPIU	Negotiations	Done
2	Update the PIM, Procurement Manual and CDD Contracting Manual	NPCU and SPIU	Negotiations	Done
3	Training of Communities on CDD contracting and monitoring arrangement to promote accountability and transparency	SPIU and World Bank	After project effectiveness	Training to be carried out by SPIUs on regular basis
4	Organize training on the use of STEP and New Procurement Framework	NPCU, SPIU and World Bank	Before project effectiveness	Required for procurement efficiency
5	Establish proper procurement filing system and develop procurement tracking system	NPCU and SPIUs	Before project effectiveness	Required for procurement efficiency
6	Publication of contract awards and list of grant beneficiaries	SPIUs	On quarterly basis	Throughout project duration
7	Organize contract management training for participating states project staff and the FME	NPCU, SPIUs and World Bank	After project effectiveness	To improve project staff contract management skills

Table A3.6: Threshold for Procurement Methods and Prior Review

Expenditure Category	Contract Value Threshold (US$, thousands)	Procurement Method	Contracts Subject to Prior Review (US$, thousands)
Works	20,000 or more Below 20,000 200 or less	ICB NCB RfQ or National Shopping	All Above 10,000 None
Goods, IT and non-consulting services	5,000 or more Less than 5,000 100 or less	ICB NCB RfQ or National Shopping	All Above 2,000 None
Consultants (Firms) • **Consulting Services** • **Engineering and construction supervision**	 Less than 300 500 or less	 Shortlist of national Consultants Shortlist of national Consultants	 None None
Consultants (Individuals)	100 or more Less than 100	IC IC	All None

Note: IC = International Consultant; ICB = International Competitive Bidding; NCB = National Competitive Bidding
The threshold for procurement methods under the CDD contracts are as indicated in the Procurement Manual and PIM.

ANNEX 4: ELIGIBILITY CRITERIA FOR PARTICIPATING STATES AND IMPLEMENTATION READINESS

1. To ensure that the expansion of the AGILE project is as impactful as possible, the new states were selected based on the following three criteria: (a) technical eligibility; (b) demonstrated commitment; and (c) implementation capacity. The selection of participating states was conducted through a consultative process involving the FME, the FMFBNP, state governors, and SMEs.

2. First, the states had to meet the following technical criteria: (a) a high number of OOS girls; (b) low girls' transition and completion rates to JSS and SSSs; and (c) a high AFR. These are described in further detail below. Second, the states needed to show demonstrated commitment, integrity, and capacity (CIC) to achieve results – CIC was determined on the basis of: (a) existence of enabling policies on girls' education such as free secondary education for girls; (b) engagement and commitment to improving girls' educational and empowerment, for example, increased budget to education/gender programs or a clear policy in place on gender; and (c) political commitment and capacity to achieve results. The states were requested to provide evidence listed in table A4.1 to be considered for selection into the project.

3. Under the project, resources will be allocated based on the performance of the states, as follows:

- all allocations for each state are notional. This means that the resources can be reallocated at midterm based on the performance and achievement of results.
- To provide maximum flexibility and disbursement based on performance, US$10 million of project funds remain unallocated, and will be assigned to states at the MTR based on performance.
- Funding for JSS and SSS construction will be provided to states in tranches upon verification of activities completed on construction work and implementation of teacher recruitment action plan. This is being done to incentivize the states to perform. If a state does not perform well, the next tranche will not be released.
- A phased implementation approach will be used, in which the project resources will be made available upon achievement of implementation results in phases (see table A4.3 below).

Table A4.1: Information requested from states

Check list		Statistic and evidence
1)	Latest data available on enrollment rate (in %) for girls and boys, aged 10-20 using a National recent data source (NLSS, MICS, EMIS)	
2)	Latest data available on AFR using national recent data source (Health survey and so forth)	
3)	Has the state domesticated the Child's Right Act (2003)? If yes, provide evidence.	
4)	Has the state domesticated the National Policy on Gender in Education (2021)? If yes, provide evidence.	
5)	Does the state have girls' education programs/policies? Please, briefly describe them.	
6)	Does the state have a security plan for schools align with the National Policy on Safety, Security and Violence-Free Schools (2021)? If yes, provide evidence.	
7)	Does the state already have a costed action plan for teacher recruitment and/or deployment? If not, the state needs to send a commitment letter to recruit and pay teachers for the new schools that will be built under the project? Please provide evidence.	
8)	Has the state constituted a state SPIU and to allocate N 150 million to fund project takeoff activities? Please provide evidence.	

4. The selection of states was done based on assessment of three eligibility categories: technical eligibility, demonstrated

commitment, and implementation readiness.

5. The **technical criteria** for eligibility for states was determined on the basis of having the following:

   a. Average female school enrollment rate (ages 10-20) is below 70 percent (data source can be: NLSS 2018/2019, MICS and so forth)
   b. Average AFR (births per 1,000 women ages 15-19) is greater than 70 (data source: DHS 2020)

6. The **demonstrated commitment** of each state was assessed based on three criteria below (a scoring system was used where a state needed to attain a score of 50 percent or more in aggregate (sum of three) to meet this eligibility category:

   a. Domestication of the Child's Right Act (2003): States that have adopted or domesticated the Child's Right Act will meet this criterion, resulting in a score of 50 percent.
   b. Domestication of National Policy on Gender in Education (2021): States that have domesticated the policy will meet this criterion, resulting in a score of 25 percent.
   c. Existence of policies or active programs on girls' education (or programs that have recently closed): This may include policies or programs—on health, education, social protection, and so forth—that aim to tackle key challenges adolescent girls face. States with evidence on such programs/ policies will meet this criterion resulting in a score 25 percent.

7. The **minimum implementation readiness** to execute the project in a proper manner was assessed on the basis of the following (where a state must achieve a minimum score of 66 percent):

   a. **Costed action plan for teacher recruitment and/or deployment:** States that have such a plan will meet this criterion. In case there is no such plan, the state can also send a commitment letter to recruit and pay teachers for new schools/classrooms built under the project. Either of these will earn a score of 33 percent.
   b. **Action plan for the National Policy on Safety, Security and Violence-Free Schools (2021):** States that have an action plan aligned with the national policy will meet this criterion and will receive a score of 33 percent.
   c. **Constitution of a SPIU and allocation of funds for project preparatory activities.** (i) SPIU comprises a project coordinator, a deputy project coordinator, and Component Leads with appropriate experience and skills, and competent officers for procurement, account, internal audit, M&E, safeguards and other areas as required by the project; and (ii) Allocation of not less than Naira 100-150 million to fund project take-off preparatory activities. States that meet both parts (i) and (ii) of this criterion will earn a score of 33 percent.

8. **Those states that meet the criteria for all three areas above will be considered eligible to participate in the project.** This approach does not aim to exclude potential states from participating in AGILE but aims to maximize the results of the project by ensuring that the interventions focus on those places which have the greatest need – but also have demonstrated the commitment and capacity to achieve results. If more than 10 states satisfy the selection criteria, the ministry will prioritize those states with higher scores in demonstrated commitment and implementation capacity.

9. Table A4.3 summarizes the implementation requirements to progress to the different (three) phases of the program and provides information on when funds would become available.

Table A4.2: Summary of Implementation Requirements

	Phase 1	Phase 2	Phase 3
Requirement	Upon joining the program, states are eligible to commence implementation of selected interventions.	States must disburse 70 percent of the funds provided under Phase 1 to progress to Phase 2.	States must disburse 80 percent of the funds provided under Phase 2 and Phase 1 to progress to Phase 3.
Funds Availability	States will receive 20 percent of the state's allocated amount.	States will receive an additional 40 percent of the state's allocated amount.	States will receive the remaining 40 percent of the state's allocated amount.
Interventions	The eligible expenditures and interventions under each phase will be communicated as soon as states are selected. At each phase, funds available to states are required to be used on specific interventions and activities.		

10. The final chance for a state to qualify for a higher phase will be during the MTR. At this point, the notional resources for states that have not qualified for higher phases will be reallocated to states that have reached Phase 3. For instance, if a state reached only Phase 2, the resources originally reserved for that state in case it reached Phase 3 will be reallocated to states that have already achieved level 3 and, therefore, have shown greater implementation capacity.

11. To ensure that the project achieves the intended results and that, if a state is not achieving the expected results, the funds can be reallocated, a robust multilevel verification and M&E system will be put in place. The M&E system design considers three salient characteristics of the AGILE Project: (a) multiple outputs and outcomes contributing to the PDO; (b) geographic dispersion, including conflict and hard-to-supervise areas; and (c) multi-level institutional participation, including the federal-, state- and LGA-levels, plus community engagement. According to the institutional level involved, results will be monitored in the following way and the FME will be responsible for leading the engagement on these tasks:

- **TPM and verification of completion of works**: Monitoring that funds are progressively released, as works and outputs are completed is critical to improve accountability, ensure that targeted adolescent girls benefit from the project, and that allocations are performance-based.
- **The FME will hire a specialized NGO or firm to conduct independent TPM and verify the completion of works and outputs.** The TPM will then be the eyes of the FME (and World Bank) on the ground by tracking that each component is implemented with the expected quality and confirming that works and services are actually completed.
- **The TPM will report quarterly to the NPCU and the World Bank on the status of implementation progress,** including the verification of works completion that will allow for the release of additional funds to the states. To improve transparency, data collection, data management, and reduce discrepancy on implementation, the TPM will use ICT solutions, such as geo-enabling monitoring tools and reaching out to beneficiaries through interactive

beneficiary monitoring. Such tools will allow national and state governments to visualize and review TPM findings through an online/offline platform**.**

- **During the MTR, a comprehensive review of the results achieved by each state will be assessed.** Similarly, the unallocated amount and the notional allocations by state might be modified to ensure that the resources are used to achieve the maximum value for money.

Implementation readiness of AF states

12. Each of the 11 states has made progress in terms of readiness for implementation during the last several months of project preparation. In addition to providing the necessary documentation and information to confirm their fulfillment of eligibility criteria under the proposed AF, each of the states has established an SPIU and an SPSC—both of which are involved in project implementation at the state level and have undertaken a number of administrative steps including, among others, drafting of ToR for planned activities and opening of bank accounts. Further, they have participated in peer-learning activities with states participating in the parent project—to learn from these states' experience in project implementation to date.

Table A4.3: Education outcomes for adolescent girls across AGILE, AGILE-AF and non-AGILE states, 2021

	Number of OOSC ages 10–20		OOSC rate (ages 10–20) (%)		Enrollment rate (JSS & SSS, ages 12–17) (%)		JSS Completion Rate (%)		SSS Completion Rate (%)		Foundational learning (ages 10–14) (%)		AFR (ages 15–19)
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Female
Adamawa	214,446	247,208	38	44	71	65	63	55	59	35	31	44	105
Bauchi	588,693	736,139	66	70	34	33	29	21	18	16	17	16	162
Gombe	279,366	288,007	56	60	50	46	51	47	45	29	21	12	106
Jigawa	558,928	531,437	59	64	40	37	34	27	27	12	4	5	120
Kogi	106,185	101,419	19	21	90	91	77	80	68	57	30	36	82
Kwara	142,123	136,597	32	32	72	74	74	69	69	61	65	55	30
Nasarawa	105,440	117,559	32	36	74	71	62	61	58	36	14	20	125
Niger	366,929	345,342	42	50	62	58	64	54	57	44	23	21	126
Sokoto	456,192	348,675	55	59	50	46	36	29	21	17	17	18	188
Yobe	269,228	274,451	61	61	39	46	43	36	39	21	23	31	115
Zamfara	395,806	391,939	60	71	46	35	47	38	50	23	22	10	124
AF States	3,483,335	3,518,772	50	55	54	51	51	45	43	30	22	21	117
Parent states	2,298,344	2,530,373	39	45	67	62	61	54	48	39	17	17	113
Non-AGILE	2,485,115	2,636,688	21	23	87	86	85	86	71	70	56	65	57*
Nigeria	8,266,794	8,685,833	34	38	72	70	69	67	56	50	35	39	103

Foundation learning: defined as being able to read 90% words in a text. Source: OOSC rate, enrollment rate, completion rate, and foundational learning estimates based on Multiple Indicators Cluster Survey (MICS) 2021. Population estimates for 10–20-year-olds obtained from NLSS 2018/19. AFR from Nigeria Malaria Indicator Survey (MIS) 2021. Notes: JSS completion rate computed for age group 17 to 19 years; and SSS completion rate computed for age group 20 to 22 years. AFR is age-specific (15-19) and is out of every 1,000 adolescent women. AFR for non-AGILE states is a simple average of state level figure for states with available information.

Figure A4.1: Geographic coverage of AGILE program—AGILE parent states (green) and proposed AF states

Note: Coverage by regions: North East—1 state in parent and 4 states in AF; North West—4 states in parent and 3 states in AF; North Central—1 state in parent and 4 states in AF and 1 state in South in parent program.

ANNEX 5: CLIMATE CHANGE, EDUCATION AND GENDER

1. **Nigeria is highly vulnerable to climate change and climate variability and faces significant risks from environmental degradation arising from growing pressure on, and competition for, natural resources – one of the underlying drivers of fragility in Nigeria.** According to the 2021 Notre Dame Global Adaptation Index, it is the world's 53rd most vulnerable country and the 6th[65] least ready country to adapt to climate change. Today, it faces a wide range of environmental challenges and natural hazards, such as floods, erosion, drought, and desertification, especially in the semi-arid areas of the country.[66] Climate change exacerbates these challenges, with negative impacts on every sector, particularly education, health, water resources, infrastructure, and agriculture.

2. **In the past decades, Nigeria witnessed highly variable precipitation, temperature increases, and drought.** The annual variability of rainfalls, particularly in the north, has resulted in climatic hazards, especially floods and drought. The country was affected by annual flooding, with unprecedented events recorded in 2012 and 2022. The 2012 flood affected more than 4 million people and caused losses and damages of over US$16 billion. The 2022 flood caused 603 deaths, 2,407 injured, and over 2.8 million displaced across Nigeria;[67] it also generated direct economic damages in the range of US$3.8 billion to US$9.1 billion, with the median at US$6.7 billion, as of November 25, 2022.[68] In addition, over the last 30 years, the country suffered from temperature increases of about 0.19°C per decade, and encroachment by the Sahara Desert.[69]

3. **Climate projections show further temperature increases, and intensification of natural disasters.** Temperatures are expected to increase by 2.9°C to as much as 5.7°C by end of the century,[70] which will extend the duration of heatwaves by an estimated 8 to 55 days during the same period. In addition, heavy rainfall is predicted to intensify; while extreme rainfall events are likely to cause flooding that affects rivers and surface runoff during the summer rainy season. Moreover, the intensification of floods and the extended duration of droughts are likely to increase the frequency and intensity of natural disasters.

4. **Climate change is profoundly affecting Nigeria's economy and society**. The above climate risks increase food insecurity, population displacement, conflicts, and biodiversity loss.[71] Climate change has a negative impact on the WASH sector, as droughts and floods prevent access to water resources, or pollute them—which compromise safe sanitation and hygiene practices. Floods and droughts dramatically affect agriculture, which is the main source of income for 80 percent of the rural poor. Frequent and intense rainfalls also increase vector-borne diseases, such as malaria.[72] Moreover, natural disasters lead to infrastructure degradation, crop failure, and increased food insecurity—particularly affecting the low-income households. In the future, climate inaction is estimated to cost Nigeria between 6 and 30 percent of GDP by 2050, equivalent

[65] https://www.brookings.edu/articles/managing-existential-risk-and-climate-resilience-the-case-of-nigeria/#:~:text=In%20fact%2C%20the%202021%20Notre,driving%20resource%20conflicts%20across%20Nigeria.
[66] World Bank, *Climate Risk Country Profile*: *Nigeria*.
[67] UN Office for the Coordination of Humanitarian Affairs, "Nigeria Floods Response–How to Help," https://reliefweb.int/report/nigeria/nigeria-floods-response-how-help-october-2022.
[68] GRADE Note on the June–November 2022 Nigeria Floods.
[69] World Bank, *Climate Risk Country Profile*: *Nigeria*.
[70] With nighttime temperatures likely to increase by as much as 4.7°C
[71] Ani, K., Anyika, V. and Mutambara, E. 2021. "The impact of climate change on food and human security in Nigeria." IJCCSM 14, 2.
[72] UNICEF (United Nations Children's Fund), "Why Water, Sanitation and Hygiene Must Be Top of Your Climate Agenda," https://wcmsprod.unicef.org/media/109481/file/WASH%20Climate%20Paper.pdf.

to a loss of US$100–460 billion.[73]

5. **Climate change can drastically affect the education sector in Nigeria.** A recent analysis showed that the vulnerability of the country's education sector to the major climate-related risks (floods, droughts) is 'very high' or 'high', depending on the location. Climate change can affect the sector ***directly***: for example, severe floods can destroy or damage school buildings, which would prevent children from going to school. High temperatures also affect education outcomes: prolonged exposure to extreme heat causes heat illnesses and discomfort, leading to missed school days and poorer academic performance, especially for young children (UNICEF, 2021).[74] In addition, high temperatures affect working memory, stamina and cognitive efficiency—thus harming the students' ability to learn and the teachers' ability to teach. Climate change can also affect the sector ***indirectly***: when households face income loss and food insecurity due to natural disasters, children's education may be interrupted, and some may have difficulty returning to their studies. Children excluded from school or discriminated against—especially girls and children with disabilities—are often the same children who are most affected by climate change and disasters. They are more likely to participate in day labor following a disaster or in situations of chronic environmental degradation, even when schools are open. Moreover, recurring natural disasters, such as floods, can trigger outbreaks of waterborne diseases, which can also prevent children from returning to school. Furthermore, natural disasters can cause economy-wide damage, that can limit the resources available for education, leading to reduced funding, compromised infrastructure, and limited access to quality education for Nigerian students.

6. **While climate change affects the education for all, girls suffer disproportionately.** The changing climate makes it difficult to deliver quality education, as its effects damage educational systems, threaten the well-being of communities, and disrupt the continuity of children's education. In Nigeria, girls are disproportionately affected, due to deep-rooted gender inequalities and household expectations.[75] Climate change prevents girls from benefitting from their education in different ways: during droughts or floods, girls invest more energy, work, and time in household tasks related to obtaining water, energy, and food; girls are at greater risk of child marriage when households face economic hardship due to climate disasters; when adverse weather conditions affect rural livelihoods and thus weakens households' financial ability to support education, girls are often kept at home to help with household chores.

7. **Climate screening of the proposed AF.** The project is covering 11 states in northern Nigeria, where the land is very vulnerable to climate and geographical hazards. In fact, these 11 states are the ones affected the most by the 2022 flooding. Moreover, according to the 2021 NDC update, the government has determined vulnerability across Nigeria's geographical regions, focusing on the three principal determinants of vulnerability: adaptive capacity, sensitivity and exposure, and the north and northeast of the country were assessed as the most vulnerable. The project was screened for climate and disaster risks and was assessed as high risk to the climate and geographical hazards that are likely to affect the project location both presently and in the future.

8. **Promoting education opportunities among girls requires comprehensive measures.** It is essential to prioritize investments in climate-resilient education, such as building new schools and improving existing infrastructure that can

[73] World Bank, *Climate Risk Country Profile*; World Bank, IFC (International Finance Corporation), and MIGA (Multilateral Investment Guarantee Agency), *Country Partnership Framework for the Federal Republic of Nigeria for the Period FY21–FY25* (Washington, DC: World Bank, 2020), https://openknowledge.worldbank.org/handle/10986/35098.
[74] UNICEF (United Nations Children's Fund), "Why Water, Sanitation and Hygiene Must Be Top of Your Climate Agenda," https://wcmsprod.unicef.org/media/109481/file/WASH%20Climate%20Paper.pdf.
[75] Amanchukwu, R., T. Amadi-Ali, N. Ololube. 2015. Climate Change Education in Nigeria: The Role of Curriculum Review. Education 5(3): 71-79.

withstand extreme weather events. In addition, integrating climate change education into the curriculum, providing life skills training, and supporting the poorest households can help build climate resilience in and through girls' education. This is crucial for the sustainable development of the Nigerian education system and the economy as a whole. The current project intends to address the above-mentioned needs, through the specific measures described in table A5.1.

9. **Climate change adaptation and mitigation measures under the AF.** The government of Nigeria is highly committed to ensuring that this operation includes all possible adaptation and mitigation measures to contribute to its climate change strategy. During the preparation of the AGILE project AF, necessary climate change mitigation and adaptation measures and actions were discussed with the Federal Ministry of Environment and the 11 participating states. As a result, the project design has incorporated climate-smart measures, which are in line with the NDC 2021 update. Table A5.1 presents details regarding the measures and actions proposed under each component of the project.

Table A5.1: Climate actions incorporated into the proposed AF and associated costs

Subcomponent 1.1. Creating new safe learning spaces in secondary schools (AF = US$224.8 million)
Drafting the operational manual for school construction. The manual aims to make the constructions climate-resilient, by incorporating the following features: (a) identification of school location with careful consideration of flood-prone areas and availability of safe transportation routes in case of climate-induced disasters; (b) school design in a way to optimize natural lighting, minimize the use of electric lighting, and incorporate other climate adaptation measures, as detailed below; and (c) incorporation of guidelines of the revised National Environmental Impact Assessment Act for Green Buildings, which aim at integrating climate change adaptation and mitigation into development programs such as school constructions. The manual will include procedures for climate screening of the investments for short-term and long-term climate risks. (US$1 million), **Building new climate-resilient secondary schools**. In the project's 11 states, education is very vulnerable to climate change, both directly (i.e., potential life losses and material damages due to extreme events) and indirectly (for example, productivity loss and learning decline due to high heat; girls' drop-outs due to food insecurity caused by extreme droughts). To avert or reduce these damages, this activity will be devoted to building climate-resilient schools. Concrete measures supported by this activity includes the following: - detailed analysis of soil sensitivity to climate risks, of area's vulnerability to flood risks, and of the availability of safe transportation routes in case of climate-induced disasters (US$2 million) - adoption of climate-resilient measures that prioritize their resilience to withstand extreme weather events, for example, elevation of new school constructions based on site specific flood risks; rainwater harvesting systems for water conservation and small drainage schemes for flood control; disaster risk reduction measures, such as reinforced structures, emergency evacuation plans, and early warning systems to enhance preparedness and resilience against climate disasters; and natural ventilation systems, to increase the learning potential and to reduce the incidence of heat-related diseases (US$20 million) - adoption of energy efficiency measures, such as: solar panels (with an associated cost of US$47 million); low-energy light bulbs (US$13.5 million); automatic switch-off mechanisms (US$20.5 million); building materials with low embedded GHG emissions, such as low-carbon cement, sustainable timber, and wood, which are known to have low carbon footprint[76] (US$90 million); green roofs and green walls partially or completely covered with vegetation, windows with low thermal conductivity, and other energy-efficient materials and fixtures (for example, recycled materials, sustainable wood). (US$10 million)

[76] See for example Labaran Y. H. et al. (2022). Carbon footprint management: A review of construction industry. Cleaner Engineering and Technology 9 (2022) 100531, *https://www.sciencedirect.com/science/article/pii/S2666790822001367*

Subcomponent 1.2. Improving existing infrastructure in secondary schools (AF = US$217.5 million)

The climate change activities will be integrated under the following:

- **Renovating dilapidated schools.** This activity will **only** finance SIG applications that build resilience and support adaptation and/or mitigation to climate change. The rehabilitation of new classrooms and toilets will use design layouts that improves adaptation, through the following measures: structural strengthening measures and use of sustainable building materials that withstand extreme weather events such as flooding and heatwaves; use of natural ventilation systems, to increase the learning potential and to reduce the incidence of heat-related diseases; implementing rainwater harvesting systems for flood control and water conservation; implement climate-resilient sanitation technologies, such as modern toilets that are resilient to flooding and water contamination during climatic events; and adding emergency evacuation channels, and early warning systems to enhance preparedness and resilience against climate disasters. (US$25 million)
- In addition, the activity will cover use of solar panels (US$24 million), low-energy light bulbs (US$12 million), automatic switch-off mechanisms (US$10 million), building materials with low embedded GHG emissions, such as low-carbon cement, sustainable timber and wood (US$34 million), green roofs and green walls partially or completely covered with vegetation (US$5 million).
- **Providing new TLMs**, with integration of climate change across all curricula, for example in environmental studies (for example, climate risks and impacts on environment), economics (for example, economic damages due to climate hazards), and social studies (for example, conflicts and migration due to increased temperatures). (US$2 million, of which 25 percent for climate change material).
- **Providing TA and training activities as follows:** (a) communities that will be responsible for school improvement will be provided TA in climate issues and appropriate response measures and (b) teacher training activities will include information to enhance their knowledge about climate change and mitigation measures. (US$20 million).
- **Eco-clubs:** the project will support education, training and awareness raising of teachers and students to support climate change adaptation and mitigation activities, with particular focus on the following areas: (a) composting of non-animal based organic materials; (b) recycling materials and need for recycling bins around the school and in classrooms; (c) encouraging change in purchasing habits towards less carbon-intensive options, such as choosing plant-based products, selecting local (instead of imported) varieties, purchasing products with minimal or no packaging; and (d) promoting good practice measures such as water harvesting, plantations drives, and walking/cycling to school. (US$11 million).

Subcomponent 2.1. Promoting positive change (AF = US$22.0 million)

The climate change activities will be strongly embedded in the communication campaigns promoted by this subcomponent. About US$20 million will be devoted to the activities—i.e., informational videos, media releases, workshops, publications, and other dissemination materials—aimed specifically at raising awareness about potential climate change damages and promoting concrete strategies for adaptation and mitigation. These activities will focus on:

- **Capacity building and raising awareness:** inform communities about the major climate risks in the 11 states (i.e., extreme floods, drought, heatwaves), their historical trends in frequency and intensity, and predictions of expected impacts in the absence of adaptation (for example, death/injuries, material damages and food insecurity due to extreme events, as well as desertification and loss of biodiversity due to slow onset events). (US$6 million)
- **Education on climate adaptation measures**: encourage active participation and dialogue towards finding suitable adaptation measures in the targeted states related to WASH (for example, building WASH infrastructure that can withstand flooding; improve waste collection services, to avert flood-induced drainage blockages and groundwater contamination) and rainwater harvesting (to improve water supplies during droughts), and drainage improvement (to prevent damages from floods). These activities will particularly empower marginalized populations with the ability to spearhead adaptation efforts considering that climate risks affect them more and in different

ways (for example, disruptions in schooling). (US$6 million)

- **Education on climate mitigation measures**: encourage dialogue and consumer awareness regarding food waste, energy efficiency, and recycling actions to mitigate climate risks. (US$6 million)
- **Community resilience building**: facilitate community-based initiatives to enhance resilience to climate impacts: develop plans for disaster preparedness (emergency evacuation channels during extreme events), use non-motorized transport (walking, cycling), afforest previously deforested land, and restore degraded natural land-based habitats. (US$2 million).

Subcomponent 2.2a. Life skills training (AF = US$21.0 million)

OOS girls in Nigeria often suffer from GBV and poor hygiene, and are most vulnerable after climate-related disasters, as they have to assist parents financially and provide food for families. This sub-component will strengthen the OOS students' skills, in formal education centers by providing climate change training as well as life skills in other important areas (for example, health, hygiene, GBV, literacy, and so on)—each of which embeds specific climate dimensions, as presented below:

- **Climate change training:** This includes: (a) raising awareness about climate-related risks, impacts, and adaptation strategies, including information on climate change science, local climate vulnerabilities, and practical skills to cope with and adapt to climate impacts; and (b) disaster preparedness training, by teaching participants how to develop emergency plans, respond effectively to climate-related disasters, and take necessary precautions to ensure their safety during extreme weather events. (US$9 million).
- **Health and disease prevention** will include training on climate-related health risks and strategies for maintaining well-being in a changing climate. It will educate participants about climate-related diseases, and the importance of mental health support during climate-related stressors.
- **Agriculture, food security and nutrition** will integrate training in sustainable agriculture practices that promote climate-resilient farming techniques, will teach participants climate-smart agriculture approaches (for example, crop diversification, water-efficient irrigation, soil conservation, and organic farming methods), and will emphasize the importance of food security in the face of climate change.
- **Hygiene management** will provide education and accurate information on healthy hygiene products, including menstrual hygiene products, and need for clean sanitation facilities, with the aim of increasing comfort, reducing the risk of diseases, and better preparedness during climate-induced disasters.
- **GBV awareness/prevention.** Climate events, such as widespread drought and famine, have increased the risk of GBV for women and girls in Nigeria. The training in the GBV awareness and prevention mechanisms will help girls defend themselves from violence, particularly during future climate crisis.
- **Literacy, numeracy, and vocational skills** will help OOS girls acquire better chances of finding jobs and gain financial independence, thus strengthening their economic resilience to climate change and disaster risks.
- **Eco-clubs** will be formed as part of safe space in schools. The project will support education, training and raising awareness of teachers and students to support climate change adaptation and mitigation activities, with particular focus on: (a) composting of non-animal based organic materials; (b) recycling materials and need for recycling bins around the school and in classrooms; (c) encouraging change in purchasing habits towards less carbon intensive options, such as choosing plant-based products, selecting local (instead of imported) varieties, and purchasing products with minimal or no packaging; and (d) promoting good practice measures such as water harvesting, plantations drives, and walking/cycling to school (similar to subcomponent 1.2).

Subcomponent 2.2b. Digital Literacy Training and Remote Learning Platform (AF = US$38.0 million)

Through the purchase of climate-resilient hardware and implementation of the UNESCO Digital Literacy Framework for digital skills, this sub-component aims at ensuring the resilience and effectiveness of digital education in the face of climate change risks, as follows:

- **Climate-resilient hardware** such as durable and waterproof devices, will be selected with the purpose of

reducing the risk of damage due to extreme weather conditions. (US$23 million).

- **Digital tools/apps for climate resilience** will include acquiring digital tools and providing digital literacy training that specifically addresses climate resilience: teaching students how to access and interpret climate data, use climate-related apps or tools, and engage in digital platforms related to climate change adaptation and mitigation. (US$10 million).
- **Climate-Responsive Curriculum**: will integrate climate change adaptation and mitigation topics into the digital curriculum. Teach students about climate resilience, sustainable practices, and environmental stewardship to foster a sense of responsibility and empower them to contribute to climate action. (US$5 million)

The project will ensure that the disposal of digital devices will align with the National Environmental (Electrical and Electronic Sector) Regulations 2022 by the National Environmental Standards and Regulations Enforcement Agency (NESREA) and other relevant policies by National Information Technology Development Agency (NITDA) and Nigerian Communications Commission (NCC).

Subcomponent 2.2c. Second Chance Opportunities (AF = US$45.4 million)

This sub-component will strengthen the OOS students' skills in non-formal education centers, by providing training in climate change issues, eco-clubs formation, and other important areas (for example, literacy, hygiene, and so forth). Similar to the sub-component 2.2.a, the training will focus on:

- **Climate change.** This involves (a) raising awareness about climate-related risks, impacts, and adaptation strategies, including information on climate change science, local climate vulnerabilities, and practical skills to cope with and adapt to climate impacts, and (b) disaster preparedness training, by teaching participants how to develop emergency plans, respond effectively to climate-related disasters, and take necessary precautions to ensure their safety during extreme weather events. (US$22 million).
- **Eco-clubs' formation.** This includes education, training and awareness raising of teachers and students to support climate change adaptation and mitigation activities, with particular focus on: (a) composting of non-animal based organic materials; (b) recycling materials and need for recycling bins around the school and in classrooms; (c) encouraging change in purchasing habits towards less carbon intensive options, such as choosing plant-based products, selecting local (instead of imported) varieties, purchasing products with minimal or no packaging; and (d) promoting good practice measures such as water harvesting, plantations drives, and walking/cycling to school. (US$10 million).
- **Other areas**, including literacy and vocational skills, to enable participants acquire fair paid green jobs, thus strengthening their economic resilience to climate change and disaster risks. (US$13.4 million).

Subcomponent 2.3. Providing financial incentives to the poorest households (AF = US$107.1 million)

The project area's high vulnerability to climate hazards negatively affects the girls' education, in terms of school enrollment, attendance, and graduation. To address this issue, this sub-component will raise awareness and will provide concrete incentives to the poorest households with the main goal of achieving a climate-resilient education, as described below:

Raising awareness for climate-resilient education. This involves sensitization on the importance of building climate resilience in and through girls' education. It includes awareness programs regarding: (a) supporting girls' capacity to sustain learning during climate crises by assisting schools to meet girls' practical needs (for example, water and sanitation during periods of increased temperatures); (b) developing girls' climate resilience skills, such as participation in drought preparedness and response planning, by involving them in activities that help them gain a voice and a sense of agency (for example, clubs, assemblies, sports); and (c) strengthening local community awareness to climate shocks, their impacts on adolescent girls, and climate-smart adaptation solutions to better tackle food insecurity while maintaining education. (US$10 million)

Providing incentives to the poorest households. The subcomponent will provide several types of incentives to the poorest households, aimed at supporting climate-resilient education and energy efficiency. These include:

- ***Provision of clean cookstoves*.** This includes the distribution of green clean cookstoves to poor families to reduce pressure on forested areas and improve energy use. The clean cookstoves will be in line with the ISO 19867-1:2018 standard for laboratory testing of cookstoves and will undergo rigorous testing to meet the performance and emissions criteria outlined in the standard. By adhering to ISO 19867-1:2018, the distributed cookstoves will meet recognized international standards for efficiency, emissions reduction, and safety. The clean cookstoves will achieve Tier 3 thermal efficiency, indicating a high level of efficiency in converting fuel into usable heat for cooking. (Specifications: CO_2 emission of 4.8 g/MJ or even lower, thermal efficiency >60 percent.) Each energy-efficient clean cookstove will save 2.85 tons of CO_2 emission yearly when compared to conventional, open-fire cooking.[77] Given a unit cost of about US$45/clean cookstove,[78] this activity will save about 3.2 million tCO_2 per year for the entire lifetime of cookstoves. (Estimated cost US$50 million).

Other support for climate-smart livelihoods. Examples include solar-powered cold store for fish and meat to increase preservation during extreme heat, efficient water storage and harvesting facilities in case of droughts and floods, renewable energy-based water points, and support towards climate-resilient agriculture (for example, agro-forestry, crop diversification to drought-resistant crops, improved small drainage structures to avert potential damages from floods). (US$30 million).

Subcomponent 3.1. System strengthening for sustainability and technical assistance (AF = US$11.0 million)

The climate change activities included in this sub-component and the related costs are the following:

- Strengthen institutional capacity of the Federal Government and state-level ministries, and departments to understand and address the impacts of climate change on education, including training sessions on national climate change policies and successful initiatives to enhance adaptation in the education sector (US$2 million)
- Improve the educational information data systems in order to track the potential impacts of climate change on girls' education, such as enrollment, attendance, and completion rates. This will help quantify the educational outcomes of climate-related events, such as extreme weather events, natural disasters, or shifts in weather patterns. (US$4 million)
- Develop disaster risk assessments and school safety policies for disaster prevention and assess prioritizing road improvements to enable safe school access (or exit) during extreme weather events. (US$4 million)

[77] *https://www.green.earth/blog/cookstoves-for-carbon-reduction#:~:text=Each%20energy%2Defficient%20cookstove%20reduces,by%20purchasing%20verified%20carbon%20credits*.
[78] https://drawdown.org/solutions/improved-clean-cookstoves/technical-summary#:~:text=The%20average%20first%20cost%20of,found%20to%20be%20US%2445.

ANNEX 6: INCLUSIVE EDUCATION IN AGILE

1. The proposed AF will continue to support the Government in integrating learners with disabilities in schools. Each of the project activities—including school construction, SIGs, conditional cash transfers (CCT), and other interventions which aim to increase girls' access to and participation in school—have been designed to promote the inclusion of children and adolescents with disabilities. Further, the project will ensure that newly constructed toilets are accessible, teaching methods to provide IE will be improved and introduced, teachers will receive training on disability inclusion, and data will be disability disaggregated in the EMIS. The project will also support an in-depth study to better understand the barriers girls with disabilities face in accessing and completing secondary education. Table A6.1 below shows how the approach to project design and implementation will promote disability inclusion and IE.

Annex A6.1: Proposed Approaches for Disability Inclusion by Corporate Criteria

Criteria and Definition	Proposed Approach
Criterion 1: Stakeholder Engagement: The stakeholder engagement plan (SEP) includes meaningful consultation with relevant stakeholders, beginning with project preparation.	- The SEP will outline an approach to consultation during preparation and implementation. - During consultations, the use of reasonable accommodations to ensure participation of persons with disabilities will be explored.
Criterion 2: Analysis—The Environmental and Social Assessment (ESA) includes an analysis of disability and disability-IE in the country context, which is briefly summarized in the Sector and Institutional Context of the PAD.	The PP includes an analysis of disability and disability-IE in the country and evidence for the AGILE project to improve support to learners with disabilities.
Criterion 3: Inclusive Project Design—The project contains (1) at least one inclusive design feature in a general education activity, and/or (2) at least one specific activity targeted to benefit and empower learners with disabilities (twin-track approach).	- Subcomponent 1.1 will ensure that all new schools are fitted with ramps to improve access for children using wheelchairs. - Subcomponent 1.2 will ensure that the toilets are disability inclusive. - Specialized teacher training on disability awareness and improvement in teaching methodologies for learners with disabilities will be built into the project to create the avenue to encourage the mainstreaming of children into public school classrooms. The training will incorporate special equipment and technology to support learning. This activity will be supported under Component 3 on System strengthening of institutions. - Subcomponent 2.1 will support awareness and sensitization programs that will target activities that will discourage stigmatization around disability and encourage parents/caregivers of children with disabilities to send their children to schools. - Subcomponents 2.2 and 2.3 will continue to incorporate non-discrimination practices to ensure that girls with disabilities also benefit from the intervention. Trainers and implementing agencies supporting the life skills training and second chance education will utilize reasonable accommodation in providing their services to the beneficiaries.
Criterion 4: Monitoring/reporting—During implementation, the project collects and reports feedback on both process and outcomes for project beneficiaries with disabilities.	- Support from the Social Sustainability and Inclusion (SSI) SICE Advisory Services and Analytics (ASA) in ensuring annual EMIS surveys use the WGQ for disaggregation data collection. - Data on new enrollment of girls and boys with disabilities will be reported in the project report during project implementation.

2. Although IE policy exists at the national and state levels, implementation has been substandard across these jurisdictions.[79] Nigeria currently operates a Special School system, particularly at the primary level, including a few attempts at an integrated approach focused on specific disabilities at the secondary level.[80]

[79] Save the Children, Inclusive Friends Association, Action Against Hunger. 2021. Situation Analysis: The inclusion of persons with disabilities in social protection in Nigeria.
[80] World Bank. 2016. Disability Inclusion in Nigeria. A Rapid Assessment.

There are very few inclusive public schools in Katsina and Kaduna. IE policies exist in six states: Enugu, Jigawa, Kano, Kaduna, Kwara, and Lagos.[81]

3. Persons with disabilities face serious challenges in accessing education—with an estimated 3.5 million children with disabilities currently OOS.[82] Some of the barriers encountered by persons with disabilities include a lack of facilities and learning aids, including assistive technologies, due to their high cost; inadequate and unskilled human resources; an absence of legislation that guarantees IE; inadequate funding to meet the learning and teaching needs for children with disabilities; inadequate implementation of existing education policies; discriminatory attitudes; and a dearth of early identification and intervention programs.[83]

4. The education sector does not have adequate data on persons with disabilities—data on persons with disabilities is sparse across all sectors—with the collection of reliable data hampered by financial challenges. The national EMIS team has a minimal budget and can only issue guidance to states, who must finance data collection from limited resources. Several aid programs have provided assistance to improve the analysis of the ASC and OOS survey data, establishing a more reliable picture of where education investment should be prioritized.[84] The SSI Global Practice (GP) is implementing the Social Inclusion and Citizen Engagement (SICE) Programmatic ASA (P175445), which has amongst its tasks to improve disability-disaggregated data collection at the leading Nigeria statistical agencies and relevant MDAs in education, social protection and health, through the inclusion of Washington Group Questions (WGQs)[85] in surveys and census developed by these institutions. Support to the Ministry of Education through expanding the EMIS to include the use of WGQs will enable data collection on learners with disabilities. Moving forward, the AGILE project will collaborate with the SSI GP[86] to leverage on this work for disaggregated data on disability.

5. In preparation for the project, the Government, in collaboration with the World Bank, conducted several stakeholder consultations on improving outcomes for children with disabilities in Nigeria. As part of the AF, the Government has committed itself to IE and aims to enhance support for students with disabilities.

[81] Inclusive Education Review. 2016, Education Sector Support Programme in Nigeria (ESSPIN). https://www.esspin.org/ESSPIN
[82] Ibid., 4
[83] World Bank. 2016. Disability Inclusion in Nigeria. A Rapid Assessment.
[84] Paper commissioned for the 2020 Global Education Monitoring Report, Inclusion and Education.
[85] The WGQs are targeted questions on individual functioning intended to provide a quick and low-cost way to collect data, which allows disaggregation by disability status. Initially designed for National Statistical Offices to be added to population-based censuses and surveys, the WGQ are increasingly used by NGOs, researchers and advocates in a range of data collection tools. The Short Set of WG questions (WG SS) has only six questions and can be answered in about 1.5 minutes; the enhanced Short Set contains six additional questions; the Extended Set (WG ES) has 35 questions and can be answered in 10-12 minutes.
[86] This training proposal is to provide support to the relevant statistical agencies, including but not limited to the National Bureau of Statistics (NBS), the National Population Commission and critical MDAs such as the Ministry of Health, Social Protection Department of the Ministry of Humanitarian Affairs Disaster Management and Social Development, etc., to strengthen disability disaggregated data collection and management methodologies in ways that improve disability representation in national statistics for national planning. The WGQs is considered the most robust and inclusive data collection instrument for accurately measuring disability prevalence. Statistical agencies and PIUs will receive training on disability disaggregated data collection, to improve data collection and representation of persons with disabilities in national surveys and Project M&E systems.

ANNEX 7: ALIGNMENT OF AF WITH OTHER WORLD BANK-SUPPORTED OPERATIONS

1. The proposed AF leverages and builds upon the success of other World Bank projects addressing improved livelihood for young girls and women, and projects providing skills development opportunities to youth. The AF benefits from being able to draw lessons from these projects, particularly on (i) technical design and implementation arrangement for similar interventions, for example on school infrastructure and CCT; (ii) analyses conducted and materials developed for skills training programs for youth and teachers; (iii) and collaboration and outreach opportunities with various stakeholders on adolescent girls' empowerment, such as through communications and mass media campaigns. Table A7.1 below provides a breakdown of synergies with some ongoing projects.

Table A7.1: Information on alignment of proposed AF with other World Bank-supported operations

Operation	PDO	Geographic Scope and Target Beneficiaries	Links and complementarities with the AGILE AF	Gaps that AGILE is addressing
Accelerating Nutrition Results in Nigeria Project (ANRiN); P162069 **(US$225 million)**	To increase utilization of quality, cost-effective nutrition services for pregnant and lactating women, adolescent girls and children under five years of age in select areas of the recipient's territory.	**States:** Abia, Akwa Ibom, Gombe, Kaduna, Kano, Katsina, Kogi, Kwara, Nasarawa, Niger, Oyo, and Plateau. **Direct beneficiaries:** - Pregnant and lactating women and adolescent girls); and - children less than five years of age.	- Draw lessons on technical design and implementation arrangements for mass media and community campaigns, counseling for adolescent girls and on how to involve non-state actors - Leverage analysis, studies, training materials and trained facilitators (for overlapping states) on mass media and community campaigns	- ANRiN focuses on health and nutrition services for adolescent girls who are pregnant or lactating. AGILE will complement this program by providing these girls with access to secondary education, sexual and reproductive health education, and skills (digital, life and livelihood) for their economic empowerment. - AGILE AF will also reach additional states including Sokoto, Yobe and Zamfara.
Better Education Service Delivery for All (BESDA); P160430 **(US$611 million)**	To increase equitable access for out-of-school children (OOSC) and improve literacy in focus states, and strengthen accountability for results, in basic education in Nigeria.	**States:** Adamawa, Bauchi, Borno, Ebonyi, Gombe, Jigawa, Kaduna, Kano, Katsina, Kebbi, Niger, Oyo, Rivers, Sokoto, Taraba, Yobe and Zamfara. **Direct beneficiaries:** Children of basic education age (5 to 15-year-olds since basic education includes pre-primary education). The focus is on OOS children/youth	- Draw lessons on technical design and build on implementation arrangements for several similar interventions including: School infrastructure, teacher training, CCT, and Accountability systems	- BESDA aims to achieve a reduction of OOSC, and AGILE will focus on those who are adolescent girls. - AGILE AF will also reach additional states including Kogi, Kwara and Nasarawa.
Nigeria for Women Project (NWP); P161364 **(US$100 million)**	The Series of Projects' Phase 1 project specific PDO is to support improved livelihoods for women in targeted areas of Nigeria.	**States (Phase 1)**: Abia, Edo, Kebbi, Niger, Ogun, and Taraba **Direct beneficiaries**: all women over the age of 18 in the selected LGAs for mobilization and participation in Women Affinity Groups; women who are currently active in subsistence level economic activities	- Draw lessons on technical design and implementation arrangements for life-skills and market-relevant skills - Leverage analysis, studies, training materials and trained facilitators (for overlapping states) on life skills and market-responsive skills straining	- NWP targets women over the age of 18; however, AGILE reaches a younger demographic of adolescent girls who are younger than 18, providing with education and skills development opportunities. - The AGILE AF will also reach additional states including Bauchi, Nasarawa and Zamfara.

ANNEX 8: UNIT COSTS UNDER AGILE

1. In most instances, in terms of the construction and maintenance of school buildings, the initial costs of constructed are the greatest followed by the costs of maintenance. During project preparation, and prior to project implementation, cost estimates can change with figures being more accurate closer to actual implementation. While initial estimates for construction under the AGILE project were included in the PAD, by project effectiveness steps were taken to review and specify in-depth features of construction and cost estimates for these under the project.

2. First, detailed space requirements and costing for different buildings (including classrooms, WASH facilities, laboratories, multipurpose hall, administration block and so forth) to be constructed at the school sites were developed by a consultant hired by the federal government.[87] [88] The final recommendations for the cost and designs to be constructed at various buildings (based on this review) were made. Second, on this basis, the consultant prepared type designs and details (architectural, structural and M&E) for all the buildings to be adapted to site specific topographical and geographical conditions which were discussed with the states during design development and designs were amended based on their inputs including on availability of local materials and skills of labour. Third, with this information, the consultant prepared detailed BoQs and cost estimates for all buildings using the rates prevailing in the market. To verify the accuracy of the rates used, the consultant undertook an analysis by splitting the rate into prevailing market rates for materials and profit for the contractor (15 percent) for four key items namely, concrete, sandcrete blocks for walls, steel reinforcement bars, and roofing sheets. Using these cost estimates the costs of a JSS and an SSS are 257 percent and 205 percent higher than the estimated costs included in the PAD. Fourth, to cross-check the accuracy of the consultant's cost estimates drawings and 'blank' BoQs were shared with all state governments for a single storied building (3-classroom block) and a double storied building (8-classroom block). The cost estimates submitted by the states were 14.96 percent and 21.6 percent higher than consultant's estimates.

3. It was determined that costs for construction were underestimated in the PAD—and further, there are numerous exogenous factors which have driven cost increase—including high inflation (among the highest in the world) and fast depreciation of local currency against US$, which affects the cost of imported construction materials. The accuracy of a cost estimate is best tested when bids are received where the contractors quote considering various market forces at play. Since the consultant's estimates are prepared following a scientific process these are likely to be more reliable than those provided by the states. Different options were explored to reduce the cost and the revised cost estimates were compared with the allocation. A summary of the analysis of current cost estimates and options to reduce costs is as follows:

[87] JSS would include 9 classrooms (3 + 6 classroom blocks, small administrative block, gender-separate toilets and a multipurpose hall while SSS would include 12 classrooms (4 + 9 classroom blocks), a large administrative block, gender-separated toilets, a multipurpose hall and a laboratory block.
[88] The space norms indicated in the Minimum Standards for Infrastructural Development in Basic Education Institutes in Nigeria by the UBEC (revised in 2018) were compared these with international standards for similar facilities.

Table A8.1: Summary of old cost estimates

S.No	Description	Costs	Difference from Allocation (deduction from row 1)	% difference from Allocation
1	Allocation In PAD for Component 1.1	180,000,000		
2	Cost estimates for targets and cost estimates as per PAD	150,000,000		
3	Estimated cost of construction of 40% of total target in phase I @ consultant's cost estimates + 10%	152,008,000		
4	Cost estimates for 100% targets @ Consultant's cost estimates +10%	380,020,000	200,020,000	111%
5	Cost estimates for targets reduced to 80% @estimate+10%	304,016,000	124,016,000	69%
6	Cost estimates for 80% target, and no MPH in JSS	244,547,840	64,547,840	36%
7	Cost estimates for 70% target, and no MPH in JSS	213,979,360	33,979,360	19%

4. After in-depth discussions, it was recommended that the construction of multipurpose halls and administration blocks be omitted from the design of JSSs while the original scope of SSS construction would stay the same. The locations of administration blocks and multipurpose halls would be shown in the school layouts for construction later (as and if possible, using other sources of funds). To partly make up for the omitted administration block, it is recommended that in the JSS a 4-classroom block (single story) in place of a 3-classroom block (single story) should be constructed wherein one classroom will be assigned for a staffroom. The table below shows the revised cost of a JSS and SSS based on recent estimates.

Table A8.2: Revised cost estimate.

Description of building	NPCU consultant's estimates + 10%	Cost of a JSS	Cost of a SSS
3-Classroom	28,414,687		
4-Classroom	34,488,829	34,488,829	34,488,829
6-Classroom	48,794,406	48,794,406	
8-Classroom	74,635,474		74,635,474
Admin Block A	31,067,688		
Admin Block B	29,665,762		29,665,762
Laboratory Block	39,450,059		39,450,059
Multipurpose Hall	76,912,269		76,912,269
Toilet Block VIP latrine	25,741,010	25,741,010	
Toilet Block Water Closet	25,073,503		25,073,503
Total cost of a school (Niara)		109,024,246	280,225,897
Total cost of a school (USD)		$ 263,344	$ 676,874

5. It should also be noted that while the PAD indicated that 440 JSSs and 220 SSSs (total 660 schools) would be constructed, at an estimated unit cost of US$180,000 and US$300,000, respectively under Subcomponent 1.1—the total number of schools will remain the same (660 schools) but of this, 400 will be JSSs and 260 SSSs.

ANNEX 9: SECURITY MITIGATION STRATEGIES

1. With regards to security management planning, it was agreed that: (i) each participating state will ensure timely engagement of the project security adviser in conjunction with the state Government and security apparatus like the police, Army, Nigerian Security and Civil Defense Corps (NSCDC) to support the project; (ii) the Security Adviser will conduct a robust risk assessment and develop a SMP and protocols for prevention and response; (iii) the SMP will be treated confidentially as not to fall in the wrong hands or public consumption; (iv) school construction design should include security lights in areas highly volatile to kidnapping, in and around the school vicinity as way of protection of the structures/properties and movement in and around the school premises (recommend solar powered flood lights) and CCTV camera to capture the vicinity; and (v) a monthly security briefing should be provided by the Security Adviser to the State Project Coordinator.

2. With regards to prevention strategies, it was agreed that: (i) for high-risk areas in the state, such places should be avoided until the situation is adjudged to be safe by the project Security Adviser to be engaged by the SPIU; (ii) the SPIU should ensure all Contractors/Consultants engaged by the project and implementing parties such as SPIU/NPCU staff receive security training/ briefing coordinated by the Security Adviser before any site visits; (iii) visiting teams to any site should ensure they liaise with the school management to inform them of their visit ahead of time; (iv) project workers should maintain a low profile, avoid travel in darkness, only using trusted drivers / taxis, not set patterns and routines; always keep in pairs or teams; (v) local knowledge of the operational context must be always maintained by staff: ability to seek information from humanitarian and other agencies is vital; (vi) any event having a potential to change the security situation within the operational areas must always be communicated to Project Management so that appropriate steps can be taken; and (vii) the SMP should be made available to all staff and appropriate training conducted.

3. For response Strategies, it was agreed to ensure that the: (i) Contact number of key personnel of security infrastructure in the state and LGA respectively should be made available to all Contractors/Consultants and project personnel; (ii) the contact number of whom to contact in the event of any incident should also be provided to project workers; (iii) the security response protocol for the project should be developed by the Security Adviser in conjunction with the state Government, and the Project Coordinator should be aware of it; and (iv) emergency and relocation plans should be made available to all staff and appropriate training conducted.

4. With regards to reporting incidents, it was agreed that: (i) the SMP should have a detailed reporting protocol which should include the following minimum requirements; (ii) all security incidents emanating from the project locations/contractors/consultants/PIU and so forth should be reported to the Project Security Adviser and the State Project Coordinator immediately/within an hour of the incident; (iii) the response protocol as will be defined by the project security adviser/state Government should be triggered, including reporting to the Commissioner of Education and the Nigerian Police Force for due action; and (iv) the Project Coordinator should inform the National Project Coordinator and the World Bank within 24 hours of the incident including an incident report and what actions have been taken.

ANNEX 10: ECONOMIC ANALYSIS

1. **CBA aims to quantify the economic gains of AGILE project interventions in terms of increased number of secondary education graduates and their future earnings.** To this end, the economic rate of return for the project investment is assessed by estimating (a) the NPV of the stream of benefits and costs; (b) the IRR that equates the stream of benefits and costs resulting from project investments. While the PDO focuses on adolescent girls, many of the project sub-components such as school construction, renovation and digital skills training programs also benefit boys. The CBA, hence, accounts for the benefit streams of both girls and boys that are directly supported under the project.

2. **The stream of benefits come from two sources: (i) the increase in number of JSS and SSS completers who earn higher wages/incomes (relative to non-completers); and (ii) greater quality of education resulting in higher wage premiums for JSS and SSS graduates.** The project supports demand-side interventions (advocacy and information, financial incentives, life skills and digital skills), supply-side interventions (construction of new schools and renovating existing schools), and systemic interventions (improving capacity to plan and implement policies and programs in support of youth and adolescent girls and boys). Together, these interventions are expected to increase the number of adolescent girls and boys completing JSS and SSS, and to enhance the quality and relevance of secondary education when the beneficiaries join the labor market.

3. **Project-related costs are estimated by accounting for direct project investment costs, recurrent costs borne by the states, direct household costs, and opportunity costs borne by additionally enrolled students due to AGILE**. Direct project costs include costs associated with project components on new school construction and school renovation, life skills and digital skills trainings, financial incentives, and so forth and the social norm intervention. Recurrent costs that arise with project investments include teacher and school-administrative staff salaries and school operation costs. In addition, forgone income incurred by students during school years and households' expenditure are considered on the cost side. The CBA assumes the following: (a) wage premiums for junior secondary and senior secondary school graduates (vis-à-vis non-graduates) are estimated using Nigeria General Household Survey, (b) quality wage premium is assumed to be 3 percent above the average wage for graduates of particular level of secondary school; (c) graduates earn wages earnings over a period of 40 years; (d) 70 percent of graduates are in the labor market warning wages; (e) project costs are incurred during the project period; and (f) all costs and benefits accrued discounted at 5 percent.

4. **Project outputs: The AGILE project interventions are expected to increase the enrollments in secondary education and transition into higher grades, resulting in an estimated total of 5.6 million JSS graduates and 4.2 million SSS** graduates **in the 18 participating states, all of whom will benefit from better learning and teaching environment**. When compared to a scenario in the absence of the project, AGILE project will produce an additional 793,000 JSS graduates and 595,000 SSS graduates (see table A10.1 below). Similarly, the project investment is expected to bring in more than 4.1 million additional enrollments in the 18 states when compared to the business-as-usual scenario and no project. These project outputs are 15 percent higher than the outputs that would be expected under no-project scenario (it should be noted even without the project, enrollments and graduates would keep growing because of increase in school-age population and in pipeline from primary school grades).

5. **Present Value of costs and benefits: Based on the above, the CBA estimates that the present value of wage premiums would be US$6.76 billion**—out of which US$5.02 billion is generated from education-level premiums for additional number of JSS and SSS graduates and US$1.74 billion is from the quality premium for all JSS and SSS graduates from project supported schools. The present value of overall costs is US$2.0 billion, out of which US$1.08 billion is from AGILE project investment financing, US$0.33 billion is from recurrent costs borne by the states, and the remaining US$0.6 billion is incurred as direct household costs and opportunity costs for those students who chose to enroll in schools. Therefore, thus NPV of the project is US$4.76 billion, and estimated IRR of 20 percent. The results from the CBA provide strong evidence that the project is economically justified.

6. **The economic returns presented here are lower bound estimates as they do not fully account for the gains from other positive externalities or from gains from future cohorts of students and graduates who will benefit from newly constructed as well as renovated schools**. For example, new schools will continue to support incoming cohorts of students for the next 20 years after the project closes. At the same time, keeping girls in school reduces fertility and improves maternal health and children's health and education outcomes when the girls start their families. In addition, while the CBA assumes JSS and SSS students will join the labor market after the completion of the respective levels of schooling, a portion of these students will eventually transition to SSS and tertiary education and earn significantly higher wages. Other externalities include those that come from better educated, healthier, and wealthier communities.

Table A10.1: CBA of AGILE financing (original and AF financing)

Beneficiaries and outputs	
Number of JSS graduates to benefit from increased quality and relevance due to AGILE	5,555,912
Number of SSS graduates to benefit from increased quality and relevance due to AGILE	4,167,154
Additional number of JSS graduates produced due to AGILE	793,236
Additional number of SSS graduates produced due to AGILE	594,768
Total number of girls expected to receive direct project support	8,063,991
Total number of boys expected to receive direct project support	5,609,988
Costs associated with AGILE (US$ million in present value)	**2,004**
AGILE project investment costs	1,079
Recurrent costs borne by the states	327
Direct household costs and opportunity costs borne by additionally enrolled students	598
Benefits associated with AGILE (US$ million in present value)	**6,763**
Quality premium (received by all public JSS and SSS graduates in participating states)	1,743
Quantity premium (received by additional number of JSS and SSS graduates)	5,020
NPV (US$, millions)	**4,759**
IRR	20%

Source: World Bank staff estimates