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INTERNATIONAL DEVELOPMENT ASSOCIATION

PROJECT PAPER

ON A

PROPOSED ADDITIONAL CREDIT

IN THE AMOUNT OF SDR 70.6 MILLION

(US\$100 MILLION EQUIVALENT)

TO THE

FEDERAL REPUBLIC OF NIGERIA

FOR THE

STATE EDUCATION PROGRAM INVESTMENT PROJECT

May 24, 2016

Education Global Practice
Africa Region

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CURRENCY EQUIVALENTS
(Exchange Rate Effective: April 30, 2016)

Currency Unit	=	Nigerian Naira (NGN)
NGN 199.05	=	US\$1
US\$1	=	0.00502386
US\$1	=	SDR 0.705551999

FISCAL YEAR
July 1 – June 30

ABBREVIATIONS AND ACRONYMS

AF	Additional Financing
CSO	Civil Society Organization
DA	Designated Account
DLI	Disbursement-linked Indicator
EEP	Eligible Expenditures Program
EMIS	Education Management Information System
ESMF	Environment and Social Management Framework
ESMP	Environmental and Social Management Plan
FM	Financial Management
FMOE	Federal Ministry of Education
FMOF	Federal Ministry of Finance
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GRS	Grievance Redress Service
HD	Human Development
HRM	Human Resources Management
IDP	Internally Displaced Person
IP	Implementation Progress
IPF	Investment Project Financing
LGA	Local Government Authority
LGEA	Local Government Education Authority
NETSP	Northeast Emergency Transition and Stabilization Programme
NGO	Non-governmental Organization
PCNI	Presidential Committee for the North East Interventions
PDO	Project Development Objective
RPBA	Recovery and Peace Building Assessment
SBMC	School-Based Management Committee
SEMA	State Emergency Management Agency
SEPIP	State Education Program Investment Project
SIP	School Improvement Plan
SMOE	State Ministry of Education
SPFMU	State Project Financial Management Unit
SPSC	State Project Steering Committee
SPTSU	State Project Technical Support Unit
SSI	Safe Schools Initiative

SUBEB	State Universal Basic Education Board
TPM	Third Party Monitoring
UBEC	Universal Basic Education Commission
UNICEF	United Nations Children’s Fund
USAID	United States Agency for International Development

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NIGERIA
STATE EDUCATION PROGRAM INVESTMENT PROJECT
ADDITIONAL FINANCING

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ADDITIONAL FINANCING DATA SHEET

Nigeria

NIGERIA - Additional Financing - State Education Program Investment Project (P157890)

AFRICA

GED07

Basic Information – Parent							
Parent Project ID:	P122124		Original EA Category:	B - Partial Assessment			
Current Closing Date:	31-Oct-2017						
Basic Information – Additional Financing (AF)							
Project ID:	P157890		Additional Financing Type (from AUS):	Scale Up			
Regional Vice President:	Makhtar Diop		Proposed EA Category:	B-Partial Assessment			
Country Director:	Rachid Benmessaoud		Expected Effectiveness Date:	31-Aug-2016			
Senior Global Practice Director:	Claudia Maria Costin		Expected Closing Date:	31-Oct-2019			
Practice Manager/Manager:	Meskerem Mulatu (Acting)		Report No:	PAD1773			
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Borrower							
Organization Name	Contact	Title	Telephone	Email			
Federal Ministry of Finance	Mr. Haruna Mohammed	Director, IERD	+2348055798172	cis500hm@yahoo.co.uk			
Project Financing Data - Parent (Nigeria - State Education Program Investment Project-P122124) (in US\$, millions)							
Key Dates							
Project	Ln/Cr/TF	Status	Approval Date	Signing Date	Effectiveness Date	Original Closing Date	Revised Closing Date
P122124	IDA-52200	Effective	26-Mar-2013	16-Apr-2013	27-Aug-2013	31-Oct-2017	
Note: Project closing date is proposed for extension to October 31, 2019.							

Disbursements									
Project	Ln/Cr/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P122124	IDA-52200	Effective	SDR	97.40	97.40	0.00	47.05	50.35	48.30
Project Financing Data - Additional Financing NIGERIA - Additional Financing – State Education Program Investment Project (P157890)(in US\$, millions)									
<input type="checkbox"/>	Loan	<input type="checkbox"/>	Grant	<input type="checkbox"/>	IDA Grant				
<input checked="" type="checkbox"/>	Credit	<input type="checkbox"/>	Guarantee	<input type="checkbox"/>	Other				
Total Project Cost:		100.00			Total Bank Financing:		100.00		
Financing Gap:		0.00							
Financing Source – Additional Financing (AF)							Amount		
Borrower							0.00		
IDA Credit							100.00		
Total							100.00		
Policy Waivers									
Does the project depart from the CAS in content or in other significant respects?							No		
Explanation									
Does the project require any policy waiver(s)?							No		
Explanation									
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Bank Staff									
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Locations					
Country	First Administrative Division	Location	Planned	Actual	Comments
Nigeria	Bauchi State	Bauchi		X	
Nigeria	Anambra	Awka		X	
Nigeria	Abuja Federal Capital Territory	Abuja		X	
Nigeria	Ekiti	Ado Ekiti		X	
Nigeria	Adamawa	Yola	X		
Nigeria	Borno	Maiduguri	X		
Nigeria	Gombe State	Gombe	X		
Nigeria	Taraba	Jalingo	X		
Nigeria	Yobe	Damaturu	X		
Institutional Data					
Parent: Nigeria - State Education Program Investment Project (P122124)					
Practice Area (Lead)					
Education					
Contributing Practice Areas					

Cross Cutting Topics				
[] Climate Change				
[X] Fragile, Conflict & Violence				
[X] Gender				
[] Jobs				
[] Public Private Partnership				
Sectors / Climate Change				
Sector (Maximum 5 and total % must equal 100)				
Major Sector	Sector	%	Adaptation Co-benefits %	Mitigation Co-benefits %
Education	Primary education	70		
Education	Secondary education	30		
Total		100		
Themes				
Theme (Maximum 5 and total % must equal 100)				
Major theme	Theme	%		
Human development	Education for all	90		
Human development	Education for the knowledge economy	5		
Rural development	Rural services and infrastructure	5		
Total		100		
Additional Financing: NIGERIA - Additional Financing - State Education Program Investment Project (P157890)				
Practice Area (Lead)				
Education				
Contributing Practice Areas				
Cross Cutting Topics				
[] Climate Change				
[X] Fragile, Conflict & Violence				
[X] Gender				
[] Jobs				

[] Public Private Partnership				
Sectors / Climate Change				
Sector (Maximum 5 and total % must equal 100)				
Major Sector	Sector	%	Adaptation Co-benefits %	Mitigation Co-benefits %
Education	General education sector	100		
Themes				
Theme (Maximum 5 and total % must equal 100)				
Major theme	Theme	%		
Human development	Education for all	100		
Total		100		
Consultants (Will be disclosed in the Monthly Operational Summary)				
Consultants Required? Consultants will be required				

I. Introduction

1. This Project Paper seeks the approval of the Executive Directors for an Additional Credit of SDR 70.6 million (US\$100 million equivalent) to the Federal Republic of Nigeria for the State Education Program Investment Project (SEPIP) (P122124, IDA-5220), and for the associated restructuring of the parent project. The original Credit of SDR 97.4 million (US\$150 million equivalent) was approved on March 26, 2013, and became effective on August 27, 2013. The proposed project is being processed under OP 10.00 paragraph 12, referring to projects in situations of urgent need of assistance or capacity constraints.

2. The proposed Additional Financing (AF) Credit would finance activities to support Government's emergency program for the North East through the scaling-up of original project activities. Based on the implementation experience from the original project, this AF would support the following:

- (a) scaling-up of the interventions that have successfully contributed to the improvement of service delivery, primarily relating to:
 - (i) extending project coverage to address teacher needs in conflict- and displacement-affected areas in North East States;
 - (ii) strengthening of school-level management and accountability for the improvement of education quality through school grants funding; and
- (b) enhancing technical assistance (TA) to address the needs of the North East.

3. The coverage would comprise conflict-affected States (Borno, Yobe, Adamawa) and displacement-affected States (Bauchi, Gombe, Taraba) in the North East of Nigeria. These definitions derive from the findings of the Recovery and Peace Building Assessment (RPBA) – discussed further below – and refer to whether States were directly hit by the Boko Haram insurgency¹ or suffered primarily from the influx of internally displaced persons (IDPs); (all six States of the North East will occasionally be referred to as “insurgency-affected”). The details of project design, description, and changes are provided in Annex 4.

4. The original project is being restructured to include the following changes: (a) the project development objective (PDO) is being revised to state explicitly the focus on strengthening education systems; (b) Component 2 is being expanded to include TA activities supporting the six insurgency-affected States in the North East; and (c) the closing date is being extended to account for delays (some as a result of the general election disruptions and the government transition in 2015). Thus, a two-year extension of the original project closing date is proposed to October 31, 2019, the same closing date as the proposed AF.

5. The restructured project will continue to support critical system-wide reforms that would enable continued improvements in access and equity, education quality, as well as school autonomy and accountability. The updated key project outcomes are: (a) an increase in the number of direct project beneficiaries who have been affected by conflict or displacement; (b) an

¹ World Bank, 2015. *Governance, Accountability, and Finance Analysis in the Basic Education Sector in Nigeria*.

increase in the number of teachers working in conflict- and displacement- affected areas, who have completed new pedagogical and psychosocial training; (c) an increase in the number of active School-based Management Committees (SBMCs); and (d) an increase in the number of schools that obtain school grants according to their approved School Improvement Plans (SIPs).

6. It forms part of a multi-sector welfare package of support to the North East and the World Bank's North East Emergency Transition and Stabilization Program (NETSP) in support of the Government's efforts to restore stability and create economic opportunities for the most vulnerable. (see Annex 1 for further details on this framework). Other programs include interventions in health (Nigeria State Health Investment Project, Polio Eradication Support Project); social protection (Youth Employment and Social Support Operation, Community and Social Development Project, National Social Safety Nets Project); and agriculture (Third National Fadama Development Project). The five human development (HD) operations and the agriculture operation are structured as a coordinated umbrella program with interventions and approaches that can be rapidly scaled up or re-engineered to benefit the vulnerable populations in the North East of Nigeria. The coordinated approach will promote synergy, and avoid duplication of efforts. This approach and use of select AFs will enable the most efficient response drawing on specific existing Federal, State, community, and other non-state institutional capacities, as well as project management structures and relationships. The proposed operations will include a number of coordinated activities including: (a) psychosocial support; (b) coordinated monitoring of use of services by the community through a common-platform telephone survey; (c) targeted cash transfers to increase demand for services; and (d) restoration of agricultural production activities through provision of starter packages to affected households.

II. Background and Rationale for Additional Financing

Country Context

7. The year 2015 was momentous for Nigeria: the general elections held in March brought about the first peaceful transition of power from a ruling party to an opposition party. The new reformist administration that took office in May 2015 was elected with a mandate to undertake long-standing policy and institutional reforms in Nigeria, particularly for enhancing transparency and tackling corruption, addressing the country's huge infrastructure challenges, and ensuring a more inclusive society. At the same time, the new Government took office during one of the most challenging times in the country's history, with a conflict still raging in the North East region and the price of oil dropping sharply. Before the drop in prices, oil accounted for 70 percent of Nigeria's fiscal revenues, and 90 percent of foreign exchange receipts. The oil price shock also broke the consistent trend of significant growth in the Nigerian economy in recent years: Gross Domestic Product (GDP) growth averaged 5.3 percent during 2011–2014, and was recorded at 6.3 percent in 2014, but this dropped to 2.8 percent in 2015.

8. The Nigerian population stands at close to 180 million, the largest on the African continent; it is growing at close to 3 percent annually, and has a median age of fourteen. Even prior to the economic slowdown, Nigerian economic statistics reveal a contrast between rapid economic growth and minimal welfare improvements for much of the population. Although data on the geographic distribution of growth in Nigeria are scarce, the economic expansion appears to have been highly geographically concentrated. At the national level, the poverty headcount

declined only marginally from 35.2 to 33.1 percent between 2010/11 and 2012/13 and remained roughly 3.5 times higher in rural areas than in urban areas². Southern states tend to have a much lower poverty incidence, between 16 to 28.8 percent, compared to 31.1 to 50.2 percent in the north. Southern states were also more successful at reducing poverty between 2010/11 and 2012/13, with the South West zone leading with a reduction of 5.2 percentage points, while poverty rates in the North East actually increased from 47.1 to 50.2 percent. Higher poverty rates in the North East reflect a number of factors, including relatively poor social services and infrastructure weaknesses.

9. Since 2009, the insurgent group Boko Haram has waged a campaign across parts of northern Nigeria. The violent conflict in the North East in particular has led to widespread displacement and a multi-faceted humanitarian crisis. It is estimated that more than 20,000 deaths occurred between May 2011 and November 2015 as a result of the conflict,³ and according to media reports, 2,000–7,000 civilians are missing. Boys are forcibly recruited by Boko Haram and thousands of women and girls are subjected to sexual abuse and exploitation, while both sexes have been used as suicide bombers. Boko Haram has targeted schools, restricting access to basic services, frightening away teachers from the areas where they are most needed, and killing more than 600 of them.⁴ Maiduguri, the capital of Borno State, has received more than one million Internally Displaced Persons (IDPs), overwhelming the social service systems, and leading to further overcrowding in schools. Increased population density in many urban areas due to displacement has led to greater competition for access to basic services.

Sector Policy and Strategy

The Current State of Education

10. Nigeria did not achieve the 2015 Millennium Development Goals (MDGs) for education, not unexpected given that in 2013 the primary completion rate and gender parity index stood only at 74 and 90 percent, respectively. In addition, access to education still remains a challenge: the gross enrolment ratio (GER) stood at 84 percent at the primary level, 75 percent in lower secondary, and 64 percent in upper secondary in 2013,⁵ and has generally either stagnated or decreased in recent years at all levels of education. Girls' participation in education remains below that of boys across all levels of education, and the gender gap is significantly more pronounced at the upper secondary level. The difference between areas of residence is even starker with a GER of 100 percent in urban areas compared with 74 percent in rural areas at the primary level.

11. Education access indicators are particularly dismal for the North East: whereas all southern states achieved basic education GERs close to 100 percent in 2013, the North West and North East registered a GER of 66 and 63 percent at the primary level and 54 and 42 percent at the lower secondary level, respectively. Furthermore, Nigeria has an estimated 13.2 million

² World Bank. 2015. *Governance, Accountability, and Finance Analysis in the Basic Education Sector in Nigeria*.

³ United Nations Office for the Coordination of Humanitarian Affairs (OCHA). December 2016 *Humanitarian Response Plan (January-December 2016)*.

⁴ Ibid.

⁵ Demographic and Health Survey 2013.

school-age children (6–14 years old) not in school⁶ – the largest out-of-school population in sub-Saharan Africa. Of the 13.2 million, fully 12.6 million (95 percent) are in the north of the country, and the numbers of out-of-school children increased between 2010 and 2013 in the North West and North East.

12. Basic education in Nigeria is provided predominantly by states and/or local government authorities (LGAs) (72 percent of enrolment), followed by the private sector (20 percent), federal schools (5 percent), and religious schools (4 percent). Private basic education is more prevalent in the South, with enrolment rates ranging from a low of 11 percent to a high of 42 percent in Lagos. In addition, enrolment in the private school system at all levels of education (pre-school to lower secondary) is dominated by children from wealthier families. By contrast, religious schools are more prevalent in the North, and their enrolment is slightly higher among children from poorer families. In the North East, 42 percent of children attend religious schools only while 34 percent attend both formal and religious schools.⁷

13. Learning outcomes are poor nationwide and in particular in the North East: nationally, 60 and 44 percent of students cannot read a complete sentence after completing grades 4 and 6, respectively, and 10 percent cannot add numbers at the end of primary school.⁸ Students in the North East have the lowest literacy outcomes, with 91 and 72 percent unable to read after completing grades 4 and 6, respectively, and 29 percent unable to do simple addition after finishing primary school. Poor learning results in low pass rates at the end of secondary school: only 22 percent of registered students passed the 2010 National Examinations Council exam, and the average pass rate in the North East and North West was only 6.6 and 12 percent, respectively.

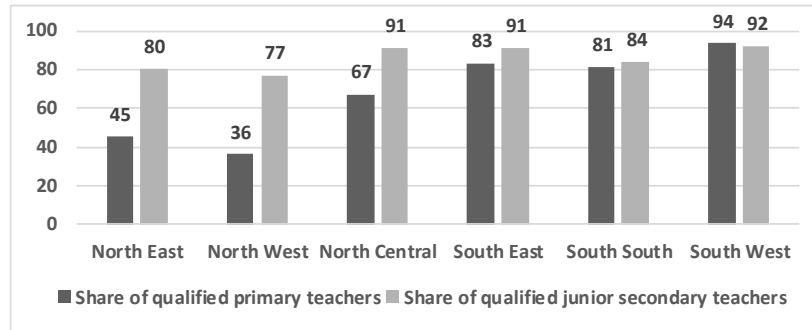
14. Despite having established teachers' minimum qualification criteria in basic education at the national level, a large proportion of recruited teachers are unqualified, especially in the North West and North East (see Figure 1). In 2010, on average, 32 percent of teaching staff in pre-primary education, 40 percent in primary education, and 15 percent in junior secondary education were unqualified. In addition to being concentrated in the South, qualified teachers tend to be in urban areas and private schools. Important hurdles to the effectiveness of teaching remain unresolved in basic education: inadequate school facilities, reflected in the high pupil/classroom ratio (see Figure 2); and lack of instructional materials, with 28 percent of teachers complaining about lack of appropriate textbooks or other instructional materials (Universal Basic Education Commission [UBEC] 2013 survey).

Figure 1. Qualified Teachers, by Education level and Zone (percent share in 2013)

⁶ World Bank. 2015. *Governance, Accountability, and Finance Analysis in the Basic Education Sector in Nigeria*.

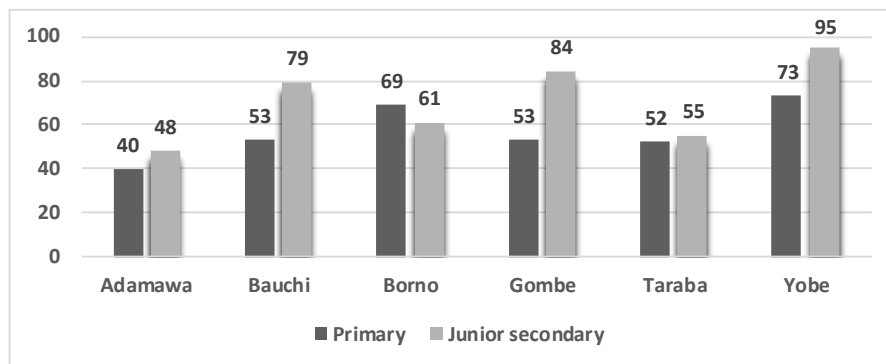
⁷ National Education Data Survey 2010

⁸ Ibid.



Source: Education Management Information System (EMIS) 2013.

Figure 2. Student/Classroom Ratio in the North East, by State and Level of Education (2010)



Source: UBEC. 2010 Basic Education Profile, National and Regional Statistics, Facts and Figures: North East Region.

Education Sector Policy and Strategy

15. President Buhari has made restoration of peace and stability in the North East a top priority for his Government. Concerned with the deep social, security, humanitarian, and developmental crises affecting the North East, the President has established the Presidential Committee on North East Interventions (PCNI) to co-ordinate and provide synergy, leadership, and direction for the various initiatives in the zone run by Government, development partners, charitable organisations, and civil society. The Government is also committing to the significant expansion of its investment in the zone. The main objective of PCNI can, therefore, be described as the rapid and safe return of IDPs and refugees to their homes in the North East, and co-ordination of a type of Marshall Plan for the development of the region.⁹ Some of the specific objectives are to:

⁹ Tapestry Consulting. December 2015. *New Hope: The Presidential Coordinating Committee on North East Interventions (PCNI)*.

- (a) Promote the civic culture that is supportive of peaceful co-existence;
- (b) Provide access to basic services and infrastructure;
- (c) Increase the production capacity and wealth creation in the zone;
- (d) Accelerate access to high-quality education; and
- (e) Provide development and well-being to citizens of the North East.

16. For the education sector in particular, PCNI will co-ordinate a strategy for a complete overhaul of the educational system, dealing with issues of access to basic education, provision of educational facilities, improvement of the quality of teachers and the gendered learning environment, and provision of adult literacy training for IDPs and all citizens. This will include working in conjunction with State Ministries of Education (SMOEs) to facilitate the integration of religious, that is Islamiyya and Qur’anic, schools, into the “formal education” system. The Safe Schools Initiative (SSI) will also be integrated into the statutory education system. SSI is a public-private initiative that promotes schools as safe spaces by building community security groups, bolstering the physical protection of schools, training staff as school safety officers, helping schools develop school security plans and rapid response systems, as well as sponsoring the education of students from conflict-affected areas in safe schools in other parts of Nigeria (2,800 students to date).

17. In order to estimate the extent of damage inflicted on the North East by the insurgency, as well as the resulting recovery and reconstruction needs, the Government conducted – jointly with the World Bank, United Nations (UN), and the European Union (EU) – a Recovery and Peace Building Assessment (RPBA). The RPBA aims to inform a collective vision and strategy on peace building and recovery that spans all key sectors, covering the areas of: (a) peace building, stability, and social cohesion; (b) infrastructure and social services; and (c) economic recovery. In addition to assessing overall damage and recovery needs, the RPBA includes a recovery strategy and framework based on common guiding principles (see Annex 2 for a summary of the RPBA findings, recovery framework, and guiding principles).

18. For the education sector, the focus of the RPBA findings is on assessing infrastructure and equipment needs, as well as addressing the immediate needs of IDP children. In terms of the damage to education sector infrastructure assets as of the end of 2015, Table 1 from the RPBA presents a synthesis of the damage sustained and resulting needs for reconstruction and rehabilitation in two broad sets. The first set includes core infrastructure and equipment, that is, a standard 6-classroom block, office block, hand pump and motorized boreholes, latrines, classroom rehabilitation, furniture, as well as a perimeter fence surrounding the school. These are considered the bare essentials for a functioning school. The second set in Table 1 includes additional infrastructure and equipment destroyed and/or in need of replacement in order to provide a suitable learning environment for students. This additional infrastructure and equipment includes a science lab, a clinic, computer library and computers, library books, and hostels for students and/or teachers. As Table 1 shows, Borno was by far the most damaged by the insurgency, followed by Adamawa and Yobe. The damage sustained by Taraba, Bauchi, and Gombe is of a different order of magnitude. Table 2 then provides the total cost by state, of reconstruction and recovery, for core infrastructure and equipment separately from additional infrastructure and equipment. Accordingly, addressing core infrastructure and equipment needs in Borno requires over US\$140 million; followed by Adamawa and Yobe at close to US\$60 million and US\$50 million respectively; in Bauchi and Taraba roughly US\$10 million; and

finally in Gombe around US\$2 million. Addressing the additional infrastructure and equipment needs deemed necessary by the states would require a further US\$80 million.

Table 1. Education Sector Damage and Needs, in Units by State (2015)

Damage and needs	Adamawa	Bauchi	Borno	Gombe	Taraba	Yobe	Total
<i>Core infrastructure and equipment</i>							
6-classroom block	224	22	527	5	42	165	985
Office block	239	22	527	1	42	165	996
Hand pump borehole	112	11	264	13	21	83	503
Motorized borehole/overhead tank	127	11	264	13	21	83	518
Latrines (2 blocks, each 3 compartments)	224	22	527	5	42	165	985
Classroom rehabilitation	679	616		58	84	614	2,051
Pupil seat	10,695	9,856	50,592	1,400	1,344	9,824	83,711
Teacher table & chair	872	791	4,061	200	108	789	6,820
Perimeter fence	239	22	527	4	42	165	999
<i>Additional infrastructure and equipment</i>							
Science lab	239	22	527	4	42	165	999
Clinic	239	22	527	4	42	165	999
Computer library	239	22	527	4	42	165	999
Computers	4,780	440	10,540	80	840	3,300	19,980
Library books (core subjects)	239	22	527	4	42	165	999
Hostel	-	-	-	14	-	-	14

Notes:

No. of pupil seats/classroom	16
No. of teacher table & chair/classroom	1
No. of computers/library	20
Share of hand pump boreholes	50 percent
Share of motorized boreholes	50 percent

Table 2. Cost of Recovery and Reconstruction, Core and Additional Infrastructure and Equipment (2016 US\$ Million)

Cost of recovery and reconstruction	Adamawa	Bauchi	Borno	Gombe	Taraba	Yobe	Total
<i>Core infrastructure and equipment</i>							
Construction of 6-classroom block	20.8	0.1	65.9	0.6	3.9	20.6	113.8
Office block	4.5	0.4	9.9	0.04	0.8	3.1	18.6
Hand pump borehole	0.6	0.1	1.3	0.1	0.1	0.4	2.5
Motorized borehole/overhead tank	2.2	0.2	4.6	0.2	0.4	1.4	9.0
Latrines (2 blocks, each 3 compartments)	2.8	0.3	6.6	0.1	0.5	2.1	12.3
Classroom rehabilitation	3.2	5.4	-	0.3	0.4	2.9	12.3
Pupil seat	1.1	1.0	4.8	0.2	0.1	1.0	8.1
Teacher table & chair	0.1	0.1	0.6	0.05	0.01	0.1	0.9
Perimeter fence	22.7	2.1	50.1	0.7	4.0	15.7	95.3
Sub-total	58.0	11.6	143.8	2.1	10.2	47.3	273.0
<i>Additional infrastructure and equipment</i>							
Science lab	4.5	0.4	9.9	0.6	0.8	3.1	19.2
Clinic	4.5	0.4	9.9	0.1	0.8	3.1	18.7
Computer library	4.2	0.4	9.3	0.3	0.7	2.9	17.8
Computers	3.6	0.3	7.9	0.1	0.6	2.5	15.0
Library books (core subjects)	1.5	0.1	3.3	0.1	0.3	1.0	6.3
Hostel	-	-	-	2.3	-	-	2.3
Sub-total	18.2	1.7	40.2	3.4	3.2	12.6	79.2
Total	76.2	13.2	184.0	5.5	13.4	59.9	352.2

Notes:

US dollar exchange rate	200
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19. The December 2015 International Organization for Migration Displacement Tracking Matrix reports that there are currently over 1.8 million IDPs displaced as a result of the Boko Haram insurgency. The majority of IDPs are in Borno (close to 67 percent), followed by Adamawa (6 percent), and Yobe (also 6 percent). Close to 56 percent of IDPs are children, and

over 28 percent are age five and younger. Over 92 percent of IDPs live in host communities, and most of the rest are living in camps – and there are 78 camps and camp-like sites. The large majority (94 percent) of registered IDPs indicate their willingness to return home. Based on the Displacement Tracking Matrix data, approximately 30 percent of IDPs are children of school-going age; using that estimate, Table 3 provides the number of school-age IDP children by state over the 2014-2019 period (assuming no change in their IDP status) – a sizeable population numbering between 550,000 and 600,000.

Table 3. Projections - Number of School-age IDPs, by State (2014–2019)

State	Actuals		Scenario : Status Quo			
	2014 (Feb. 15)	2015 (Dec. 15)	End-2016	End-2017	End-2018	End-2019
Adamawa	66,000	42,000	30,000	30,000	33,000	33,000
Bauchi	18,000	21,000	15,000	15,000	15,000	15,000
Borno	201,000	429,000	441,000	459,000	474,000	489,000
Gombe	6,000	9,000	6,000	6,000	6,000	6,000
Taraba	21,000	15,000	9,000	9,000	9,000	9,000
Yobe	42,000	39,000	36,000	36,000	39,000	39,000
Total	354,000	555,000	537,000	555,000	576,000	591,000

Ongoing Education Sector Emergency Response

20. The Government has begun responding to the education sector crisis in the North East. The relevant State Emergency Management Agency (SEMA), as well as the Army Engineering Corps are focusing on infrastructure needs and have begun renovation of conflict-affected schools. Under SSI, 2,800 students have been relocated from the North East to safer schools in other parts of the country. Several international and civil society organizations (CSOs), in particular the United Nations Children’s Fund (UNICEF), are working in IDP camps to provide education to IDP children. This includes providing psychosocial and pedagogical training to teachers, as well as school bags to students and temporary structures for learning (for example, tents and mobile classrooms). The United States Agency for International Development (USAID) is active with IDPs outside camps: its Education Crisis Response aims to address the main learning needs of out-of-school IDP children and youth in the northeastern states of Adamawa, Bauchi, Gombe, and Yobe by establishing non-formal learning centers, improving instructional practices, and developing teaching and learning materials for literacy, math, life skills, and socioemotional learning competencies. It also selects and trains local non-governmental organizations (NGOs) to support community-based commitment, participation, and support for displaced learners and their families, and to provide psychosocial support to internally displaced children and youth.

Rationale for Additional Financing

21. The primary rationale for the AF is the desire to assist the Nigerian Government as quickly and effectively as possible in addressing the emergency needs of the education sector in the North East. Since SEPIP already operates in one of the six states of the North East (Bauchi), scaling up the SEPIP to cover the remaining five northeastern states can be done more speedily than designing a new operation. In tandem with allowing for a swift response, the ongoing

SEPIP includes components that are particularly adaptable to addressing an emergency situation. Lessons learned from past World Bank education operations in emergencies¹⁰ include some foundational approaches such as the need for: (a) flexible delivery of education services; (b) a range of psycho-social services that can be provided at the school level; and (c) community and school alliances, in particular for putting in place protective measures for students and education staff. In fact, these approaches are not limited to times of crisis, but can be considered as measures that strengthen the resilience of education systems for any future crises. In addition, the ongoing USAID Education Crisis Response offers a relevant Nigerian model that delivers education services in a flexible manner by establishing non-formal learning centers and developing novel teaching and learning materials.

22. The ongoing SEPIP supports need-based teacher deployment, as well as improvement of the learning environment by relying on School-based Management Committees (SBMCs) and thereby strengthening school-level management and accountability. The teacher deployment component in the ongoing SEPIP targets increasing the deployment of teachers in hard-to-staff schools (for example, rural areas) and in core subject areas (English, Mathematics, Physics, Chemistry, and Biology). Given the trauma experienced by the communities in the North East in general and the targeting to some degree of teachers in particular, it is likely that teachers will be reluctant to return to work, and that both they and their students will be in need of psycho-social services as part of a community-wide effort to enhance school-level security (see Box 1). The original project (which supports teacher deployment), therefore, lends itself well for purposes of addressing the emergency situation by providing incentives to teachers who complete the requisite pedagogical and psychosocial training and return to teaching. The incentives may have to be adapted depending on whether teachers are returning to areas where they had previously taught, or whether they are teaching IDP students in addition to their regular students, or whether they are IDP teachers who are teaching IDP children in camps. In all of these scenarios, it is clear that pedagogical and psychosocial training is necessary, and that financial incentives will relieve the pressures on teachers.

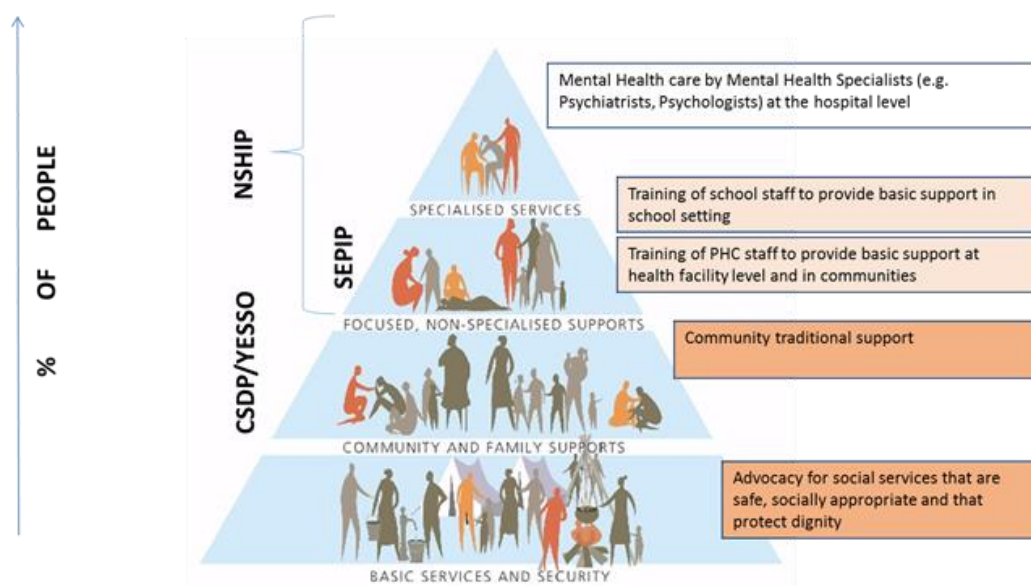
23. As mentioned above, in addition to the importance of psychosocial services, lessons learned for the education sector in emergency situations highlight the importance of community involvement and mobilization in reviving schools and guaranteeing the safety of students and teachers. The ongoing SEPIP already relies on SBMCs, which include representation from the school, as well as wider community, to design plans for improving the learning environment that are then funded by the Project. In communities with IDPs, the SBMC would expand its membership to include representation of IDPs, since SBMC membership stipulates the inclusion of community members and IDPs are – at least temporarily – part of the community. While the ongoing SEPIP focuses very much on improving the learning environment through quality-enhancing inputs (for example, instructional materials), for the AF it is likely that the SBMCs will find it necessary to dedicate a sizeable share of the school grants to physical rehabilitation of classrooms, as well as equipment. At the same time, since the Government's focus is very much on restoring access to education by rebuilding schools, the SEPIP AF will not finance school construction per se.

¹⁰ For example, in Afghanistan and Yemen.

Box 1. Psychosocial Support and Mental Health

The Human Development (HD) package of AF operations will provide psychosocial support at different levels (see Figure 3) with the two social protection and labor operations (Community and Social Development Project (CSDP) and Youth Employment and Social Support Operation (YESSO) focusing on community traditional support while SEPIP and the Nigeria State Health Investment Project (NSHIP) would provide focused, non-specialized support in schools and health facilities, respectively. The SEPIP AF will provide training and support for teachers allowing them to recognize and support victims of gender-based violence, and those suffering from post-traumatic stress, and mental illness more broadly. However, it is important that these services be confidential and sensitive to the rights, dignity, and safety of patients and survivors so as to avoid discrimination, stigmatization, labeling, and other negative consequences. In addition to the training above, the project will take steps to ensure that the education workers who provide these services to children and young people are knowledgeable and trained in child and adolescent safety and protection procedures. In order to address the gap between demand for these services and available treatment, the HD projects will adopt a ‘task-shifting’ approach, whereby less specialized staff will be trained to deliver certain services. This practice is increasingly used in contexts where specialized personnel or Primary Health Care (PHC) staff are rare and/or service delivery areas are not easily accessible. Candidates for task shifting could include teachers, health outreach workers, youth counselors, or community leaders with moderate to low levels of formal education. The practice is seen as a way to scale up access to care and help retain capacity in complicated environments.

Figure 3. Psychosocial support in HD operations in North East Nigeria



Performance of the Original Project

24. SEPIP operates in the States of Anambra and Ekiti in the south, and Bauchi in the North East. The PDO is to support: (a) need-based teacher deployment; (b) school-level management and accountability; and (c) measurement of student learning in participating states. This will contribute to, and complement, the programs and priorities of participating states in addressing education access, quality, and efficiency issues through their own funding, financing from the UBEC, and other government agencies, as well as other development partners. The Project is on track to achieve its PDO (2013-2015 targets). Available data for the three Participating States targeted by the Project: (a) five of seven outcome indicator targets have been surpassed including

for (i) teacher deployment in rural areas; (ii) teacher deployment in core subjects; (iii) number of students enrolled in technical and vocational schools; and (iv) direct beneficiaries (including female beneficiaries); and (b) the other two targets – meeting agreed service standards and system of learning assessment – have been met.

25. SEPIP has two components. Component 1 (*Results-based Support to the Education Sector Program of Participating States*, US\$125 million), aims to support the States' program priorities through agreed selected disbursement-linked indicators (DLIs) focusing on the achievement of tangible and measurable results over the project period as follows: (a) improving teacher effectiveness through better deployment, based on needs, including (i) deployment to hard-to-staff schools (rural areas) and (ii) deployment in core subject areas (English, Mathematics, Physics, Chemistry, and Biology); (b) improving regular measurement of student achievement; (c) strengthening SBMC participation and capacity for supporting school management and accountability; and (d) supporting stronger partnerships with the private sector to improve the relevance of technical and vocational schools, with emphasis on skills for employment. Component 2 (*Technical assistance* US\$25 million) aims to provide TA channeled through two levels: (a) state level, supporting participating states toward achievement of DLIs and the associated institutional capacity strengthening; and (b) federal level, supporting the Federal Ministry of Education (FMOE) and the UBEC in overall project coordination and in providing the enabling environment in line with national policies, and in ensuring sustainability and scaling-up of successful activities in other potential states.

26. Despite external factors affecting project outcomes, such as elections disruptions, government transition, and changes in the designated account (DA) funds flow mechanism at Federal level, progress towards achievement of the PDO and implementation progress (IP) is rated as "satisfactory" and "moderately satisfactory," respectively. The IP rating of MS results more from the difficult changing context of implementation rather than internal shortfalls. Participating States have met their first- and second- year expected results, and are likely to meet the third-year results, which are currently under verification. All legal covenants are complied with and there are no outstanding audits. As of May 15, 2016, disbursements reached US\$66.5 million (48 percent of the credit), and with completion of ongoing results verification and validation for 2015, are expected to reach US\$85 million by June 30, 2016.

27. **Key lessons learned from SEPIP implementation include:** (a) Focusing on results, outputs, and outcomes has invigorated the dialogue among key government stakeholders, such as the Ministries of Finance, Planning, and Education, leading to greater need for consensus in undertaking needed education reforms, as well as closer co-operation; (b) Providing incentives can be effective in tackling complex reforms, such as teacher deployment: teacher behavior and attitude toward assignment to rural areas changed in all three participating States; (c) Leveraging on knowledge-sharing can boost project implementation: not only have the participating States learned from each other's experience, but the FMOE and UBEC have also benefited from close coordination among themselves and the States, and can potentially play a vital role in scaling up the results-based approach on a wider scale or nationally; and (d) Frequent changes in Government and key actors and staff turnover, as well as changes in funds flow, can slow down results-based operations substantially if the proper orientation does not take place at the outset, and new funds flow processes are unclear.

III. Proposed Changes

Summary of Proposed Changes Changes will include revisions to: (a) the PDO; (b) the Results Framework; (c) other changes to safeguards; (d) legal covenants; (e) the credit closing date, (f) disbursement arrangements; (g) disbursement estimates; (h) Components and Cost; (i) institutional arrangements; (j) financial management; and (k) implementation schedule. Additional details on the proposed changes are provided in Annex 3 - Results Framework, Annex 4 - Detailed Project Description, Annex 5 – Estimate of Project Cost, and Annex 6 - Implementation Arrangements and Support.	
Change in Implementing Agency	Yes [] No [X]
Change in Project's Development Objectives	Yes [X] No []
Change in Results Framework	Yes [X] No []
Change in Safeguard Policies Triggered	Yes [] No [X]
Change of EA category	Yes [] No [X]
Other Changes to Safeguards	Yes [X] No []
Change in Legal Covenants	Yes [X] No []
Change in Loan Closing Date(s)	Yes [X] No []
Cancellations Proposed	Yes [] No [X]
Change in Disbursement Arrangements	Yes [X] No []
Reallocation between Disbursement Categories	Yes [] No [X]
Change in Disbursement Estimates	Yes [X] No []
Change to Components and Cost	Yes [X] No []
Change in Institutional Arrangements	Yes [X] No []
Change in Financial Management	Yes [X] No []
Change in Procurement	Yes [] No [X]
Change in Implementation Schedule	Yes [X] No []
Other Change(s)	Yes [] No [X]

Development Objective/Results		
Project's Development Objectives		
Original PDO		
<p>The original PDO is to support: (a) need-based teacher deployment; (b) school-level management and accountability; and (c) measurement of student learning in Participating States.</p> <p>The revised PDO focuses on the need for system strengthening in the current context of the North East States. Thus, the PDO is revised as follows: The project development objective is <i>to strengthen the educational system by supporting</i>: (a) need-based teacher deployment; (b) school-level management and accountability; and (c) measurement of student learning in the Participating States.</p>		
Change in Results Framework		
Explanation:		
<p>The Results Framework has been revised, and Table 4 below summarizes the PDO Level and Intermediate Results Indicators for both the original SEPIP as well as the AF (see details regarding changes to targets and end date in Annex 3 – Results Framework):</p>		
Table 4. Original SEPIP and AF Results Indicators		
	Original SEPIP	AF (additional Indicators)
PDO Level Indicators	<ul style="list-style-type: none"> Teachers deployed to rural areas Teachers deployed to core subjects Schools that meet agreed service standards System for learning assessment at the State level Students enrolled in technical and vocational schools Direct beneficiaries 	<ul style="list-style-type: none"> Teachers deployed in insurgency-affected areas Schools receive grants against approved SIPs submitted by SBMCs
Intermediate Results Indicators	<ul style="list-style-type: none"> System for school-specific core-subject teacher placement and deployment System for teacher placement and deployment to rural areas Program for measuring student learning and achievement levels Partnerships between technical and vocational colleges and private sector Courses accredited in technical and vocational schools SBMCs that received education quality grants for SIPs for the year in accordance with performance standards specified in SBMC manual 	<ul style="list-style-type: none"> Teachers trained in psychosocial pedagogy SBMCs are functional

Compliance						
Other Changes to Safeguards						
<p>Explanation:</p> <p>The original ESMF, which is still applicable to the AF, was updated to include the five States of the North East: Adamawa, Borno, Gombe, Taraba and Yobe.</p>						
Covenants - Additional Financing (The covenants shall remain the same as the Original Credit.)						
Source of Funds	Finance Agreement Reference	Description of Covenants	Date Due	Recurrent	Frequency	Action
Cr. 58480	Schedule 2 Section I.A., 1(a), 2(a), 3(a), 5(a),6(a),8(a), 9, 10(a), 11(c)	The Recipient shall establish and maintain, throughout the Project implementation period: (a) National Project Steering Committee, a FPSU, and a UBE Commission; and (b) ensure that each Participating State establish and maintain, throughout the Project Implementation period: (a) State Project Steering Committee; (b) State Tech committee; (c) State Universal Basic Education Board (SUBEB) board, (d) State Project Financial Management Unit (SPFMU); (e) Local Government Education Authority (LGEAs) and (f) SBMCs.	–	<input type="checkbox"/>	Continuous	New
Cr. 58480	Schedule 2, Section I.A., 7(a), 7(b)	(a)The Recipient shall ensure that each North East State shall, through its SMOE, maintain, throughout the implementation of the Project, a Project technical support unit at the state level with	–	<input type="checkbox"/>	Continuous	New

		<p>functions, composition and resources satisfactory to the Association; and</p> <p>(b) The State Project Technical Support Unit (SPSTU) shall be responsible for, among others: (i) monitoring, reporting and providing evidence on the achievement of the Teacher Incentive Grants to the State Project Steering Committee (SPSC), the Recipient and the Association, and requesting to disburse Teacher Incentive Grants to the North East States subject to the approval of the Association; (ii) overseeing the overall procurement and environmental and social safeguards management, and monitoring and evaluation under North East State's Respective Parts of the Project; (iii) providing technical support to all agencies involved in Project implementation at the state level; and (iv) serving as principal liaison with the Recipient, LGAs, SBMCs and the Association on all aspects of Project</p>				
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		activities carried out in the respective North East State.				
Cr. 58480	Schedule 2, Section I.C.	The Recipient shall: (1) by not later than six (6) months after the Effective Date, employ a verification agency(ies), in accordance with the provisions of Section III of this Schedule, with qualifications, experience and terms of reference acceptable to the Association; and (2) prior to each payment of Teacher Incentive Grants to a North East State, in accordance with terms of reference and in a manner acceptable to the Association and elaborated in the PIM, ensure that the verification agency(ies) verifies, when verification by such agency(ies) is required under the PIM, the training and placement of Beneficiary Teachers by the respective North East States during the period for which such payment is requested	–	<input type="checkbox"/>	Continuous	New
Cr. 58480	Schedule 2, Section I.F.	The Recipient shall prepare and adopt a Project implementation manual in form and substance satisfactory to	July 15, 2016	<input type="checkbox"/>	–	New

		the Association, containing detailed arrangements and procedures for: (a) institutional coordination and day-to-day execution of the Project; (b) Project disbursement and financial management; (c) procurement (d) environmental and social safeguards management; (e) monitoring and evaluation; (f) selection criteria for Beneficiary Teachers and Terms and conditions for the Teacher Incentive Grants; and (g) such other administrative, financial, technical and organizational arrangements and procedures as shall be required				
Cr. 58480	Schedule 2, Section I.G.	The Recipient shall ensure that the Project is carried out in accordance with the provisions of the Environment and Social Management Framework (ESMF), and shall not amend, abrogate or waive, or permit to be amended, abrogated or waived, the ESMF or any of its provisions without prior approval in writing by the Association, subject to the same approval and disclosure requirements as applicable to the adoption of the ESMF.	–	<input type="checkbox"/>	Continuous	New
Cr. 58480	Schedule 2, Section I.G.	The Recipient shall make the proceeds of the	August 31, 2016	<input type="checkbox"/>	–	New

		Financing allocated from time to time to Categories (1), (2) and (3) of the table set forth in Section IV.A.2 of this Schedule available to each North East State under a subsidiary agreement between the Recipient and each North East State, under terms and conditions approved by the Association.				
Cr. 58480	Schedule 2, Section I.H.	the Recipient shall cause each North East State, through the respective SPFMU, to conduct, not later than five (5) months after the end of each Fiscal Year, an annual review of public expenditures in the education sector, in form and substance satisfactory to the Association, for purposes of assessing the overall amount, sources and allocation of the education sector budget and actual spending.	—	<input type="checkbox"/>	Continuous	—
Cr. 58480	Schedule 2, Section III.E.	The Recipient shall, and shall cause each North East State to, establish, not later than six (6) months after the Effective Date, and thereafter maintain, throughout the implementation of the Project, procurement complaints and records management systems, in form and substance satisfactory to the Association.	—	<input type="checkbox"/>	Continuous	—

Cr. 58480	Schedule 2, Section IV.B	No withdrawal shall be made: (a) for payments prior to date of the FA; (b) until each North East State has entered into a subsidiary agreement with Recipient, satisfactory to the Association; (c) for payments under Category (3)(a) for Teacher Incentive Grants unless the third party verification agency has verified the training and placement of the Beneficiary Teachers identified in the Withdrawal Application has having received Teacher Incentive Grants; and (d) for payments under Category (3)(b) to an SBMC in any North East State unless that North East State has adopted an SBMC Manual satisfactory to the Association.			Continuous	
Cr. 58480	Article IV, Credit Effective- ness	The Project shall become effective upon: (a) execution of a Subsidiary Agreement on behalf of the Recipient and at least one North East State in accordance with the provisions of Section I, Part B of Schedule 2 to the Agreement, in form and substance satisfactory to the Association; and (b) adoption by the Recipient, through the Federal Ministry of	August 22, 2016	<input type="checkbox"/>	—	—

		Finance (FMOF), of the Project Implementation Manual, in form and substance satisfactory to the Association.				
Risk						
Risk Category					Rating	
1. Political and Governance					High	
2. Macroeconomic					Substantial	
3. Sector Strategies and Policies					Moderate	
4. Technical Design of Project or Program					Moderate	
5. Institutional Capacity for Implementation and Sustainability					Substantial	
6. Fiduciary					Substantial	
7. Environment and Social					Moderate	
8. Stakeholders					Substantial	
9. Other					High	
OVERALL					High	
Finance						
Loan Closing Date - Additional Financing						
Source of Funds			Proposed Additional Financing Loan Closing Date			
International Development Association (IDA)			31-Oct-2019			
Loan Closing Date(s) - Parent (Project – P122124)						
Explanation:						
Given initial delays related to project effectiveness, procurement, and DA activation, it is recommended that the original project closing date of October 31, 2017 be extended to match the proposed closing date of the AF, October 31, 2019.						
Ln/Cr/TF	Status	Original Closing Date	Current Closing Date	Proposed Closing Date	Previous Closing Date(s)	
IDA-52200	Effective	31-Oct-2017	31-Oct-2017	31-Oct-2019		
Change in Disbursement Estimates (including all sources of Financing)						
Explanation:						
Disbursement estimates have been revised to reflect new disbursement forecasts for the original						

SEPIP as well as the proposed AF.

Expected Disbursements (in US\$, millions)(including all Sources of Financing)

Fiscal Year	Source	2016	2017	2018	2019	2020	Total
Annual	AF		25.0	40.0	30.0	5.0	100.0
	Original	80.0	30.0	20.0	18.0	2.0	150.0
Cumulative		80.0	135.0	195.0	243.0	250.0	250.0

Allocations - Additional Financing (See State level breakdown in Annex 6)

Source of Fund	Currency	Category of Expenditure	Allocation	Disbursement % (Type Total)
			Proposed	Proposed
IDA	SDR	(1) Goods, consulting and non-consulting services, training, and operating costs under Part 2.1 of the Project	13.2 million	100%
IDA	SDR	(2) Goods, non-consulting services, consultants' services (including audits), operating costs, and training, workshops and study tours under Part 2.2 of the Project	0.8 million	100%
IDA	SDR	(3) Teacher Incentive Grants under Part 3.1 and School Grants under Part 3.2 of the Project	56.6 million	100%
		Total:	70.6	

Components

Change to Components and Cost

Explanation:

Component 1 – Results Based Support to Education Sector Reform Program will not be changed and no funds will be allocated to it under the AF. This Component supports teacher deployment in rural areas and core subjects, strengthening of SBMCs, as well as provision of school grants, in the original three States of Anambra, Bauchi, and Ekiti. The Component uses the DLI approach, with associated Eligible Expenditures Programs (EEPs). The DLI/EEP approach entails verification at the state level that the DLIs have been met and that States have actually spent amounts more than or equivalent to the selected EEP budget line(s). Given the fragility of the States in the North East, there is a substantial risk of delay in getting budget execution reports for purposes of EEP validation as the accounting and reporting systems are weak. This in turn could possibly delay disbursement of project funds in a situation where States are already strapped for funds. The AF will, therefore, not be expanding this Component and it will remain unchanged.

Component 2 – Technical Assistance will be scaled up to include interventions for the North East States, as well as additional interventions at the Federal level; and new sub-components will be

added, including: Component 2.1 (a); and Component 2.1 (b). All funds disbursed under Component 2 will be transaction-based.

Component 2.1(a): Technical Assistance (TA) – Improving Education Quality in Anambra, Bauchi, and Ekiti States. The TA for the original three States will be subsumed under this new sub-component which will also support specific activities to strengthen the institutional capacity of Anambra, Bauchi, and Ekiti States in the implementation of results-based financing mechanisms. No additional funds will be allocated to Component 2.1(a) under the AF.

Component 2.1(b) – Technical Assistance to the North East States is proposed under the AF, which will support institutional capacity strengthening of North East States in terms of teacher management and deployment, school-level funding via SBMCs, FM and procurement, as well as M&E. In addition, psychosocial and pedagogical training for teachers will be developed and delivered, as well as development and delivery of a training package for SBMCs for promotion of social cohesion and violence prevention. Bauchi State will continue with the DLI approach under the original project, but will benefit incrementally from this sub-component in conflict-afflicted LGAs.

Component 2.2 – Technical Assistance - Federal Level is also proposed under the AF, which will support the FMOE and the UBEC in overall project coordination and in providing the enabling environment in line with national policies. Support to the Federal level was already provided under the original SEPIP but will be further expanded under the AF.

Component 3: Improving Access to Quality Education and Learning Environment in North East States, is a new component to be added under the AF. It will follow the standard Investment Project Financing (IPF) approach of disbursing the proceeds of the AF against specific eligible expenditures. Bauchi State will continue with DLI approach under the original project, but will benefit incrementally from this sub-component in conflict-afflicted LGAs. This Component will have two sub-components.

Component 3.1 – Teacher Incentive Grants aims to improve access to quality education by incentivizing teachers to return to teaching (once they have completed the required psychosocial pedagogical training) through salary top-ups financed under the AF. Thus, the AF will not finance salaries per se but a percentage top-up (in the range of 10–20 percent) to the teachers’ salaries. In addition, this top-up is presumed to be temporary, that is, not lasting beyond the lifetime of the project.

Component 3.2 – School Grants aims to improve the learning environment by financing grants to schools in the North East whose SBMCs have produced approved SIPs. Under the original SEPIP, these SIPs tended to be focused on enhancing education quality inputs (for example, instructional materials). Under Component 3.2 for the North East States, given the destruction experienced by schools, it is likely that SIPs will focus more on physical rehabilitation and equipment, and may even prioritize temporary learning structures such as tents or mobile classrooms.

Summary of Component changes

The original SEPIP **Component 1 – Results Based Support to Education Sector Reform Program** will not be changed and no funds will be allocated to it under the AF (Original SEPIP: US\$125 million; AF Project: US\$0 million).

The original SEPIP **Component 2 – Technical Assistance** will be scaled up to include interventions for the North East States, as well as additional interventions at the Federal level (Original SEPIP: US\$25 million; AF Project: US\$19.7 million).

The TA for the original 3 States will be subsumed under a new **Component 2.1(a): Technical Assistance – Improving Education Quality in Anambra, Bauchi, and Ekiti States** (Original SEPIP: US\$20 million; AF Project: US\$0 million).

A new **Component 2.1(b) – Technical Assistance to the North East States** is proposed under the AF (Original SEPIP: US\$0 million; AF Project: US\$18.6 million).

A new **Component 2.2 – Technical Assistance - Federal Level** includes support under the original SEPIP as well as under the AF for the Federal Ministry of Education and the UBEC (Original SEPIP: US\$5 million; AF Project US\$1.1 million).

The proposed AF will introduce a new component, **Component 3 – Improving Access to Quality Education and Learning Environment in the North East States** (Original SEPIP: US\$0 million; AF Project: US\$80.3 million).

Under Component 3, **Component 3.1 – Teacher Incentive Grants** has an AF allocation of US\$31.3 million and **Component 3.2 – School Grants** an AF allocation of US\$49 million.

Project costs and disbursement estimates

The total project costs of the proposed AF will be US\$100 million, of which US\$19.7 million to support activities under Component 2 and US\$80.3 million will be provided to support activities under Component 3.

In terms of breakdown of financing by States, it is estimated that Borno will benefit from US\$39.9 million; Adamawa: US\$23.1 million; Bauchi: US\$11.4 million, Yobe: US\$10.7 million, Taraba: US\$7.9 million; and Gombe: US\$6 million. These allocations were derived partially from the findings on damage and needs reflected in the RPBA, and partially from discussions with the individual States in terms of their needs regarding deployment of teachers and provision of school grants in insurgency-affected areas. The allocations assume an average teacher salary top-up of 15 percent for all States, as well as an average school grant amount of 5 million Naira.

Current Component Name	Proposed Component Name	Current Cost (US\$, millions)	Proposed Cost (US\$, millions)	Action
Component 1: Results based Support to Education Sector Reform Program	–	125.0	125.0	

Component 2: Technical Assistance	Component 2: Technical Assistance Component 2.1(a): Technical Assistance – Improving Education Quality in Anambra, Bauchi, and Ekiti Component 2.1(b) – Technical Assistance to the North East States Component 2.2: Technical Assistance – Federal Level	25.0	44.7	
	Component 3: Improving Access to Quality Education and Learning Environment in the North East States Component 3.1: Teacher Incentive Grants Component 3.2: School Grants		80.3	
	Total:	150.0	250.0	
Other Change(s)				
Change in Institutional Arrangements				
Explanation:				
<p>The institutional arrangements would largely remain the same as the original project, which builds upon existing government administrative structures. Roles and responsibilities will be fine-tuned to reflect lessons of implementation experience. In the North East States, given the challenging context, implementation capacity would need to be strengthened through the deployment of education service providers and implementing partners such as civil society organizations (CSOs) and community-based organizations. The revised organization structure reflects the relationships among the various units/agencies, including communities and civil service societies (Appendices 1 and 2 to this Annex). The roles and responsibilities will be clearly described in the Project Implementation Manual, which will be revised to reflect activities under the AF in the North East States. Given that the project will be implemented largely at the state level or below, the responsibility for project implementation will lie with the Ministry of Education of each of the participating states, with the Federal Ministry of Education (FMOE) undertaking overall project oversight and coordination, mainly through the Universal Basic Education Commission (UBEC). The FMOE will be the ultimate sectorial authority for the project, while the State Ministry of Education (SMOE), led by the Commissioner of Education, will assume this responsibility at the state level, in concert with the extended arm of UBEC, the State Universal Basic Education Board (SUBEB).</p>				
Change in Implementation Schedule				
<p>The proposed original and AF project will be implemented through October 31, 2019.</p>				

Appraisal Summary
Economic and Financial Analysis
Explanation:
<p>Economic Analysis</p> <p>The economic analysis attempts to answer the following three questions, per the guidelines on economic analysis of investment operations: (a) What is the development impact of this AF? (b) Is public sector provision or financing the appropriate vehicle? and (c) What is the World Bank’s value added?¹¹</p> <p><i>What is the development impact of this AF?</i></p> <p>The AF is contributing to the return of students to education in the insurgency-affected North East of Nigeria by incentivizing the return of teachers equipped with better teaching skills, as well as improving the learning environment in schools according to plans (SIPs) devised by the school community itself. The development impact of the AF is, therefore, expected on several levels.</p> <p>The AF will increase access of children in the North East to education, which will have positive impact on these children’s lives in a range of areas, including increasing personal productivity, contributing to better health outcomes, and for girls in particular, contributing to their own empowerment as well as the well-being of their future children.</p> <p>By enhancing the skills of teachers and the learning environment more broadly, the AF will contribute to improving the quality of the education received by students. A better quality of education implies a stronger impact of education on personal productivity and thereby national economic growth.</p> <p>By relying on the local school community through the SBMC in devising SIPs, the AF is fostering community-school alliances, which in turn have been shown in other emergency education sector responses to be key in supporting sustainable recovery and future resilience.</p> <p>The question remains whether the approach adopted by the AF, that is – financing teacher incentives and school grants – is cost effective. The nature of the crisis in the North East is such that schools and teachers were targeted to some degree by Boko Haram, resulting in trauma and reluctance on the part of teachers and students to return to school. Given this context, and acknowledging that no education can take place without teachers, the incentive payments are likely to make the difference between a teacher deciding to go back to teaching or not. The assumption here is also that the incentive payments need not be integrated into future teacher pay. In other words, they can be understood by Government and teachers alike as temporary salary top-ups addressing the emergency situation that will be phased out in future.</p> <p>In terms of the cost-effectiveness of the school grants, which rely on SIPs devised by SBMCs, several attributes of this approach are likely to enhance cost effectiveness. First, the decision-making on the school’s needs is decentralized all the way down to the school community, rather</p>

¹¹ OPSPQ, October 9, 2014. *Investment Policy Financing Economic Analysis Guidance Note*.

than having a one-size-fits-all standard approach dictated from a distant level of Government. In addition, involvement of the SBMCs taps into local knowledge on available local inputs and suppliers, as well as leveraging the time and effort of the community, often on a voluntary basis. All of the above contributes to diminishing the likelihood of resources being wasted or used inefficiently.

Is public sector provision or financing the appropriate vehicle?

In terms of addressing this second question, the standard economic justifications apply, as well as additional justifications resulting from the emergency situation. The standard economic rationale for public intervention in the education sector centers around the social benefits and externalities associated with education, as well as on redistributive and equity grounds. These standard arguments apply to this AF as well, with the caveat that some types of religious schools in the North East fall outside the realm of the public sector, and these are more likely to enroll the poorer students. Thus, by financing and providing education through the public sector, the AF is arguably not targeting the poorest of the poor. That being said, the public sector does include one type of religious school, the integrated Islamiyya schools.

The Government, by providing free education to IDP children, supports their participation in schooling and promotes equity. Given the devastation of livelihoods resulting from the insurgency, public provision and financing of free education for IDP children is a critical intervention. Further, public provision and financing of education is important given the uncertainty surrounding the security situation in the North East, which has resulted in reluctance among the region's inhabitants to return to their normal lives. Reopening of public schools would serve as a clear signal that normalcy is returning to the region.

What is the World Bank's value added?

A key aspect of the Bank's value added relates to the proposed approach for the AF, that is, it will provide support to address the emergency situation while at the same time building capacity and strengthening the education system overall. The Bank is uniquely placed to deliver this approach, both based on previous experience in financing education sector reform around the world, as well as on the previous experience in the parent SEPIP. The importance of the system-based approach is that it fosters important behaviors on the part of the client, including planning and monitoring of education sector outcomes. Another value added that the Bank brings to this AF is the ability to help convene the different actors necessary for successful implementation of the emergency response in the North East, including different levels of Government, as well as civil society actors and other development partners.

Technical Analysis

Explanation:

As already described, this AF is contributing to the return of students to quality education in the insurgency-affected North East by incentivizing the return of teachers equipped with better skills to teaching, as well as improving the learning environment in schools according to plans devised by the school community itself. Thus, this AF complements the contribution of the following financing partners to the improvement of North East States' education sector: (a) UBEC (primarily in

infrastructure, teacher training, textbook provision, and teaching/learning materials); (b) the PCNI is funding mobile classrooms and learning materials, and plans to contribute substantially to school infrastructure development and learning materials provision; (c) UNICEF (partner in SSI of the government, delivering education in IDP camps through psychosocial training for teachers, materials, and mobile classrooms); (d) USAID is providing non-formal education to adolescents and youths; (e) UK Department for International Development (DfID) is a partner in the SSI program, contributing

to the establishment of 10 model safe schools; and (f) Norway is providing funding to support UNICEF's activities. With regard to other partnerships and collaboration, the AF project provides for collaboration and engagement with communities, tribal leaders, civil society, community-based organizations, humanitarian organizations, and local universities in supporting educational service delivery and a safe learning environment.

The economic analysis above pointed out the importance of student learning – as opposed to simply student enrolment – in garnering the economic benefits of education investments. Teacher quality, in turn, is a key driver in achieving student learning.¹² It is true that students' family background (parent education, socioeconomic status, and conditions at home such as access to books) is the strongest predictor of students' learning outcomes. But once children get to school, no single factor is as critical as the quality of teachers. Research in the United States on the "value added" of individual teachers over the course of a single school year has shown that students with a weak teacher may master 50 percent or less of the grade curriculum; students with a good teacher advance by one year; and students with great teachers advance 1.5 grade levels or more. Therefore, the importance of enhancing teachers' skills cannot be overestimated.

In terms of attracting teachers to the teaching profession and motivating them to perform, incentives may be classified into three broad categories: (a) professional rewards, for example, recognition and prestige; (b) accountability pressure; and (c) financial incentives. Cross-country studies suggest that no education system achieves high teacher quality without aligning all three types of incentives. The present AF addresses two of the three categories – accountability pressure and financial incentives. In terms of financial incentives, those have been shown to produce more consistently positive results in developing country settings than in developed countries.

Regarding accountability pressure, the strategies for strengthening accountability include actions to reduce or eliminate teachers' job stability, increase managerial oversight, and empower clients (parents and students) to monitor and evaluate teachers (especially for teacher presence and performance). Strong forms of school-based management, in which parents and community members have a voice in the hiring and firing of school personnel and were given training and encouragement to exercise that power, have been shown to reduce teacher absenteeism and raise student learning results.

Therefore, by strengthening SBMCs, this AF is contributing to the improvement of the learning environment for students on several levels, including infrastructure, equipment, but also enhanced

¹² This section draws extensively on Bruns, Barbara and Javier Luque. 2014. *Great Teachers: How to Raise Student Learning in Latin America and the Caribbean*. World Bank.

governance of school personnel, as well as promoting social cohesion and violence prevention. A 2014 review of SBMCs in Nigeria¹³ found that SBMCs were performing well in a range of complex and demanding areas of activity. The voices of traditionally excluded members of communities, such as women and children, were well represented in SBMCs, and education resourcing was changing to reflect community needs. The benefits of in-depth, ongoing training and advice were apparent in the increased effectiveness of SBMCs. Local and state government and CSOs were consistently found to be working well with SBMCs, and there were good prospects for making SBMCs fully sustainable and effective. Additional findings are:

- SBMCs have branched out, becoming active on inclusive education for all children, including disabled children, girls, and ethnic minorities; acting on child protection and poverty barriers; and continuing with local resource mobilization and requesting support from government.
- Community ownership of schools, seen as embodied in SBMCs, is clear and welcomed across all stakeholder groups, especially within government.
- SBMCs have improved school environments to improve learning for all children, making schools safer and more capable of meeting the needs of increased numbers of children.
- Women and children's voices are now established within SBMC functioning, and their priorities are included in school development planning, along with the wider community.
- SBMCs are increasingly enrolling disabled children, and supporting them with practical and financial aid to stay in school.
- Civil society organizations are using evidence provided by SBMCs to shape effective advocacy at LGA and State levels, and SBMCs are collectively influencing government on community education priorities through LGEA level forums.

Monitoring and Evaluation (M&E)

Rigorous monitoring of results is critical to generate evidence of progress towards achieving the PDO. The proposed Project bases the M&E framework on the Government's established education monitoring system for assessing progress in the project's outcomes and results. M&E is integrated into the SEPIP AF design and is supported through a clearly established results framework against which to evaluate project performance, including risk mitigation. The responsibility for monitoring activities will lie with the M&E units in each of the State Ministries of Education, complemented by overall monitoring by UBEC on behalf of the FMOE at the Federal level, and civil society organizations and third party validation consultants at the school level. The AF will strengthen the existing system in the States to improve monitoring of results in the sector. The results framework

¹³ Little, Duncan and Helen Pinnock. May 2014. *Education Sector Support Programme in Nigeria (ESSPIN): Qualitative Review of ESSPIN's support to School-Based Management Committees, Report Number: 441.*

in Annex 3 will be reviewed over the life of the Project and reviewed jointly with other partners by mid-term, based on an external evaluation to be carried out two months prior to this review, and a final one about eight months prior to project closing. With regard to supervision and reporting, the participating States will collaborate with the World Bank to carry out at least two joint implementation support missions annually, with more frequent missions planned during the first year as required (see Annex 6 – Implementation Arrangements and Support).

Social Analysis

Explanation:

Safeguard policies under the AF will remain the same since there will be no new safeguards issues raised.

The proposed project is expected to have a positive social impact as it will increase access to quality education for boys and girls in the North East States of Nigeria.

As is the case with the parent project, the AF would not lead to land acquisition or restrictions of access to resources or livelihoods, hence OP 4.12 on Involuntary Resettlement is not triggered. Civil works to be supported under the project will be limited to rehabilitation and maintenance of existing government owned schools destroyed as a result of the insurgency. However, in some communities in the North East, schools have been converted to formal and informal camps for accommodating persons displaced by the conflict. As such, rehabilitation and reestablishment of such institutions may require relocating IDPs quartered in these schools. In the event that such activities are likely to occur at implementation phase, the project implementation team will immediately notify the World Bank and the sub-project would not proceed until appropriate mitigation instruments are prepared.

Citizen Engagement: The AF will build on the citizen engagement structure designed into the parent project so as to improve transparency, accountability, and participation. To this end, the project will support the functionality of SBMCs in schools in the North East states, with strong community participation and support to schools. An indicator on community collaboration is incorporated in the Results Framework. In the process, States will involve IDPs as well.

The SBMCs are expected to monitor and report on, among other things, school affairs (for example, teacher presence, teaching quality), and the performance of selected service delivery interventions. In addition, the SBMC will serve as the first-level grievance redress mechanism to be established under the AF. Grievances that cannot be resolved at this level would be moved up to the traditional and local government and State Ministry of Education (SMOE). The design of the grievance redress mechanism will be included in the project operations manual. It will specify the systems and requirements (including staffing) for the grievance redress “value chain”, from uptake, sorting, processing, acknowledgement, and follow-up, to verification, action, monitoring and evaluation, and finally, feedback.

Financial Management
<p>Explanation:</p> <p>The AF will cover all six states in the North East of Nigeria namely: Adamawa, Bauchi, Borno, Gombe, Taraba and Yobe. Due to the emergency nature of the Bank’s interventions in these North East States, the DLI/EEP-based implementation arrangements, using a results-based approach, shall not apply to the AF. Rather, a form of payment of ‘Teachers Incentive Grants’ and ‘School Grants’ as defined in a new Component 3 shall apply, using traditional IPF disbursement arrangements. In addition, under Component 2 of the original project (Technical Assistance) will be provided to cater for the ‘Goods, non-consulting services, consultants’ services (including audits), operating costs, and training, workshops and study tours’ needs of the six States and the Federal agencies (UBEC and FMOE) as defined below.</p> <p>The underlying principle to be applied in the disbursement and funds flow arrangements under the AF will generally follow the traditional IPF approach as highlighted above and as schematized in Annex 6. This will allow the AF to be adapted to the implementation capacities of the North East States and thus facilitate project implementation and the achievement of the related outcomes in an emergency situation, while ensuring the required fiduciary assurances are in place.</p> <p>The operation provides for the establishment of new segregated DA for each of the new States under the AF (Borno, Yobe, Adamawa, Taraba, and Gombe) but excluding Bauchi that already has an established DA for pooling the AF resources. The Federal agencies – UBEC and FMOE – also already have DAs into which the AF resources will be pooled.</p> <p>Three disbursement categories shall be established, two covering the States, and one covering the Federal implementation activities to allow for the required implementation flexibility, bearing in mind the need for flexible response to the emergency situation in the North East.</p> <p>Timely preparation of accurate financial reports for the sector will be one of the key Financial Management performance indicators to be monitored. In addition, the Federal Project Financial Management Division (FPFMD) at the Federal level will prepare the Project Financial Statements (interim and annual), showing the sources of project funds and their uses, while the SPFMUs will be responsible for the preparation of these reports at the level of the States. The Project Financial Statements will take the form of quarterly Interim Unaudited Financial Reports and Annual Financial Statements. Adequate notes and disclosures consistent with acceptable international practice will be provided, at least as part of the annual financial statements. The interim quarterly financial reports will be submitted to the Bank, within 45 days after the end of each quarter, while the annual financial statements would be prepared and submitted for audit in good time to allow the audits to be completed and the audit report submitted to the Bank by the due date.</p> <p>Resulting from the above summary assessment, the FM arrangements under the AF are considered adequate, and the FM risk level remains substantial.</p>
Procurement
Environmental Analysis
<p>Explanation:</p>

The current project's ENV category of "B" will continue to apply under the proposed AF, and the environmental safeguard activities under the original project remain unchanged. OP 4.01 Environment Assessment is triggered, as was the case in the original project. The Environmental and Social Management Framework was updated and disclosed in country and in Infoshop on May 16, 2016.

Risk

Explanation:

The overall risk is rated "High," given: (a) the fragile context of North East States, which manifests itself currently in random attacks in public spaces by Boko Haram, resulting in a widespread sense of insecurity amongst the population; (b) increasing country economic challenges, primarily resulting from the oil price shock, which may affect states' allocation to the education budget; (c) a potential increase in stakeholder risk, which could arise from several sources, including tensions between host communities and IDPs, but also the danger of novel attacks in areas deemed secure and where IDPs have returned to their homes; and (d) increased fiduciary risks related to weak governance and capacity in financial management (FM).

Risks are estimated to be higher than the original project given the fragile context of the new participating States. The risk table has been modified accordingly. Under "other" in the risk table the rating pertains to risk of conflict, which is rated High.

Equity and Gender

28. Enrolment, attendance, and learning outcomes are inequitable and vary across gender, geographical boundaries, and geopolitical zones. As the original Project, the proposed AF will address these inequities by: (a) enhancing the coverage of the poor in the delivery of specific services; and (b) focusing on conflicted- and displacement- affected areas of the North East. Given the significant number of out-of-school children in the North East States, the SBMCs, Parent Teacher Associations, Parent Assemblies, and other stakeholders will be involved in identifying the out-of-school children of different ages - especially girls, but also boys - and strategizing to bring them to schools. Ensuring women representatives in the SBMCs will provide them an opportunity in decision making at the community level.

Beneficiary Feedback Mechanisms

29. The strong link required between community and SBMCs under the AF will strengthen beneficiary feedback mechanisms, and concretize the role of the community, including civil society, in contributing to a safe school learning environment. In addition, a just-in-time feedback mechanism on outputs achieved will be put in place.

Communications

30. Communications was incorporated into SEPIP as a tool for enhancing and showcasing results, and provisions were made to mainstream communication into project implementation. A

communications strategy was developed and communications specialists were recruited at the Federal and State project management levels. This AF will benefit from the already existing communication arrangements which anticipate the scaling up of the implementation of the communication strategy, including a communication action plan for 2016.

Governance and Accountability

31. The project aims at strengthening institutional effectiveness and accountability at three levels: State level through capacity building including for human resource management, local government level through the enhancement of the role played by LGEAs in school supervision, and at school level through the operationalization of SBMCs. It aims at mitigating the endemic problem of fraud, corruption, and patronage both in human resource management and in pupils' enrollment which can be all the more deleterious in a conflict situation where it may exacerbate tensions and public distrust in institutions and contribute to political alienation.

32. At school level, the project operationalizes SBMCs which have been institutionalized across the country since 2012 based on UBEC guidelines and which are the main social accountability mechanism in basic education at school level. SBMCs are officially mandated to fulfill three main functions: (a) foster community mobilization, awareness, and inclusiveness for basic education; (b) improve school management including by enhancing the management capacity of school principals and their accountability; and (c) enhance universality, quality, and equity of basic education (for example, enrolment retention and completion rates). They prove to be fulfilling their mandate when provided adequate support to overcome well identified challenges.¹⁴

33. *Inclusiveness:* SBMCs prove to be an effective opportunity for enhanced women participation as well as for the participation of schoolchildren. They also prove instrumental in raising the awareness of the community and community leaders about gender equity in basic education with tangible results: in Kano state, a significant increase of school girl and teacher attendance was observed as a result of the intervention of traditional leaders involved in SBMCs. The project will ensure adequate women representation in SBMCs through engagement with State authorities on the drafting and implementation of SBMCs guidelines, by monitoring women attendance to SBMC meetings, and by empowering them through adequate training.

34. *Voice:* Asymmetry of social capital between local communities and teachers in developing countries is a generic challenge for effective social accountability, especially in rural and poor environments. The project will address such challenges by providing training to SBMC members.

35. *Effectiveness:* SBMCs can contribute effectively to education outcomes by monitoring critical school-level performance indicators such as teacher and pupil attendance, the ratio of pupils per teachers, the quality of school infrastructure, and so on. But to that effect, their feedback needs to be provided to state authorities in a standardized manner so as to allow for statistical aggregation and benchmarking and sent back to SBMCs to allow them to benchmark

¹⁴ Education Sector Support Programme in Nigeria (ESSPIN). Qualitative Review of ESSPIN's support to School-Based Management Committees. May 2014.

the performance of their school as compared to others and engage with public authorities on the matter. The project will initiate such standardized reporting (based on a simple template) and iteration between SBMCs and state-level authorities. Details will be provided in the project implementation manual.

36. Given the critical need to restore public trust in government in conflict situations as part of the peace building process, SBMCs will be trained and their capacity built to report on fraud and corruption at school level (such as examination malpractices and extortion of illegal tuition fees¹⁵) and political patronage in teachers' recruitment. The project will facilitate policy dialogue between state authorities and law enforcement agencies (such as the Independent Corrupt Practices Commission, which is mandated to fight petty corruption across the three tiers of government down to frontline service providers).

37. At the local level, the project will operationalize Local Government Education Authorities (LGEAs) – the local level arm of UBEC by enabling them to exercise their mandate of school supervision effectively and by strengthening their relationship with Local Governments. The project will provide LGEAs technical assistance to ensure that they effectively fulfill their mandate by focusing on school performance and teaching effectiveness rather than on administrative and financial matters.

38. At state level, the project will strengthen institutional capacity for adequate Human Resource Management and result-based M&E. It will help state authorities collect and triangulate information on education outputs and outcomes (including on gender equity in teacher recruitment and pupil enrollment), including by processing feedback from SBMCs. It will promote the adoption and implementation of teacher recruitment and deployment policies to mitigate the risk of political patronage and enhance teachers' qualifications and competencies. The project will also provide technical assistance to State authorities on budget management to help ensure and secure adequate resource allocation to education and improve the effectiveness of expenditure (recurrent and capital). Hence it will contribute to mitigating the risk that already scarce resources be further depleted as a result of the fiscal crisis, including that of teacher salary arrears, which would undermine the performance of the project.

IV. World Bank Grievance Redress

39. Communities and individuals who believe that they are adversely affected by a World Bank (WB) supported project may submit complaints to existing project-level grievance redress mechanisms or the WB'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 WB's independent Inspection Panel which determines whether harm occurred, or could occur, as a result of WB non-compliance with its policies and procedures. Complaints may be submitted at any time after concerns have been brought directly to the World Bank's attention, and Bank Management has been given an opportunity to respond. For information on how to submit complaints to the

¹⁵ According to a recent survey, nearly half parents claim that they had to pay a bribe to get their children enrolled in school (ActionAid, Poverty and Corruption in Nigeria, 2015).

World Bank's corporate GRS, please visit <http://www.worldbank.org/GRS>. For information on how to submit complaints to the World Bank Inspection Panel, please visit www.inspectionpanel.org.

Annex 1: World Bank Engagement Framework in Northern Nigeria

Context

1. **The Boko Haram insurgency has disrupted economic and social activities and has negatively affected the productive capacity, employment, and livelihoods of over fifteen million people.** The six northeast states of Borno, Yobe, Adamawa, Taraba, Bauchi and Gombe have been adversely affected by the insurgency which has severely curtailed their ability to meet the most pressing needs of IDPs, deliver basic social services and to restore essential infrastructure. The human, social and economic losses attributed to the Boko Haram insurgency are enormous, resulting in the loss of over 20,000 lives, the displacement of over 2.0 million people (nearly 80 percent are women, children and youth) forcibly displaced by the conflict with Boko Haram, and the destruction of entire towns and villages. Furthermore, the region has witnessed a 20–30 percent decrease in crop yields and declining livestock productivity. The amount of land being used to grow food has dropped by almost 70 per cent over the past year as violence disrupted farming activities. The recently completed Northeast Nigeria RPBA¹⁶ estimates nearly US\$9.0 billion in damages across all six states. With US\$5.9 billion in damages, Borno is the most affected state, followed by Adamawa (US\$1.6 billion) and Yobe (US\$1.2 billion). The damages to the agricultural (US\$3.5 billion) and housing sectors (US\$3.3 billion) are considerable and make-up three-quarters of the total losses. The economic impact of the insurgency has also transcended the geographic borders of the country, impairing cross-border trade with Niger, Chad and Cameroon.

Government's Response

2. **The critical and immediate challenge facing the government of Nigeria today is ensuring the welfare of the IDPs, the host communities and the population in the conflict areas.** The immediate and effective provision of basic social services to the above target groups remains a government priority. Nigeria's Emergency Management Agency, in coordination with SEMAs has been monitoring IDP movements and providing a range of relief support to affected communities. According to the RPBA, food, access to clean drinking water and other emergency supplies have been provided to IDPs living in camps and many of those staying with host families in the northeast in response to Boko Haram-related violence. Emergency education for displaced children also became a priority following unprecedented attacks targeting students and teachers as well as school infrastructure. In 2014, a SSI has been setup to promote safe zones for education. In some cases, students were transferred with parental consent to other schools in states not affected by the fighting.

3. **On August 21, 2015, the Government of Nigeria requested donors' assistance in assessing the needs associated with peace building and crisis recovery efforts.** The joint Northeast RPBA was launched in January 2016 in support of the Government's efforts towards peace building and sustainable recovery in the northeast. The RPBA provided a framework for coordinated and coherent assistance to conflict-affected communities in the northeast. The proposed framework identified the immediate and urgent need for sustaining emergency transition activities while supporting in parallel stabilization initiatives along the three strategic

¹⁶ Recovery and Peace Building Assessment, (World Bank, European Union and the United Nations, April 2016)

areas of intervention, namely: (a) peace building and social cohesion; (b) infrastructure and social services and; (c) economic recovery. The total needs across the three strategic areas of interventions are estimated to be around US\$6.42 billion.

World Bank's Engagement in Northern Nigeria

4. **The World Bank has a critical role to play in supporting the Government in its efforts to restore stability and create economic opportunities for the most vulnerable.** Such an approach is well aligned with the World Bank Group's twin goals of ending poverty and boosting shared prosperity. The focus of the Bank's engagement in Northern Nigeria is twofold. First, in collaboration with the authorities, the Bank has developed the Northeast Emergency Transition and Stabilization Program (NETSP) of support for the six states in the North East. In parallel, it seeks to deepen its engagement in the Northern Nigeria through the work on the formulation of a Northern Nigeria Regional Development Framework. The Bank's support to the North East and to the North as a whole is prioritized and sequenced to complement government and development partners' interventions.

Northeast Emergency Transition and Stabilization Program

5. **The Bank is fully cognizant of the importance of bridging the gap between the two phases of emergency transition and stabilization in the northeast.** A key cross-cutting objective underpinning the Bank's support relates to addressing the service delivery gaps, livelihood deficits and social cohesion issues created by the protracted crisis. The NETSP comprises a set of coordinated emergency transition and stabilization activities and targets Borno, Yobe, Adamawa, Bauchi, Gombe and Taraba. The NETSP support includes a series of AF, and a multi-sector Emergency Crisis Recovery Project. The proposed World Bank support under the NETSP (US\$775 million) represents 12 percent of the total identified needs for recovery and peace building across the three strategic areas of interventions. This is expected to be further complemented by ongoing and/or planned programs funded by government and development partners in the targeted areas identified under the RPBA.

6. **The AF interventions under the NETSP focus on 4 areas: agriculture, health, education and social protection.** They are informed by the findings of the RPBA and represent a set of priority initiatives that have a tangible and quick impact. They are predominantly results-driven and aim at improving government service delivery while building on collaborative partnerships between governmental institutions and civil society. The implementation of the AF interventions relies on accumulated knowledge and existing institutional networks to assist with the rapid deployment of Bank resources.

NETSP Implementation Risks and Challenges

7. **In an environment where transition from conflict to peace remains fragile, the implementation of the NETSP is expected to face a number of challenges.** These relate to the dynamic nature of the conflict on one hand and to the evolving policy environment on the other. On the latter, both the design features and the technical assistance to be provided under the NETSP will mitigate the anticipated policy challenges. The NETSP interventions will provide guidance to State Governments on the formulation of appropriate support schemes and subsidy systems targeting on one hand, public assets and public services (Federal and State-owned) while

on the other, addressing private assets and the needs of private individuals. Such guidance will focus on the following:

- (a) **Selectivity and beneficiary eligibility for government support schemes:** Social groups affected by the protracted conflict in the Northeast are quite diverse. They include among others: disabled; women and girls; elderly; youth (especially child soldiers); victims of war, IDPs living in official camps; IDPs living within host communities; refugees returning from neighboring countries; host communities; residents of areas of conflict; farmers, and so on. Hence, given the limited availability of public resources at the disposal of State Governments, guidance on the hierarchy of beneficiary groups that are eligible for immediate government assistance will be provided under the NETSP interventions.
- (b) **Equity in government support schemes to private individuals and private assets:** International experience has shown that common and equitable support schemes need to be applied within beneficiary groups and across affected States (no one left behind). This is more important in situations where the Northeast States are implementing an array of interventions targeting various beneficiaries (IDPs, and so on) and private assets through: (i) cash transfers; (ii) financial support for repair and reconstruction of private housing; (iii) financial support for replacement of damaged private productive assets (farming tractors, and so on). Bank assistance under the NETSP will support State governments in formulating schemes that are equitable and well aligned behind past governments' track record following similar situations of natural and/or man-made disasters.
- (c) **Displacement management:** The nature of population displacement resulting from the conflict is complex. IDPs in the Northeast include IDPs living in official camps; IDPs living within host communities; IDPs living in schools and public buildings; refugees returning from neighboring countries and resettling in official IDP camps; IDPs settling permanently in host States and IDPs returning to States and areas of origin. Bank assistance under the NETSP will support State governments in formulating consistent government policies and support schemes addressing the respective needs of each category of IDPs.
- (d) **Resource mobilization strategy:** The magnitude and complexity of challenges necessitates the mobilization of considerable financial resources. As such, aligning both Federal and State budgets (*both recurrent and capital*) behind local needs while developing plans and resource mobilization strategies at international level would be required. Resources would need to cater for the basic functioning of the States, including salaries and pensions for the civil service and security sector which have a critical impact on the stabilization process. As such, Bank assistance under the NETSP will support State governments in formulating burden-sharing arrangements with the Federal Government and Development Partners.
- (e) **Communication with stakeholders and beneficiaries:** The NETSP involves many nonconventional stakeholders, possibly with different priorities and interests. Coordination between these entities will become extremely difficult. This risk will be mitigated through regular information sharing processes among stakeholders,

including counseling and awareness sessions for the beneficiaries to apprise them on the available support under the NETSP program.

- (f) **Security and the recurrence of militancy:** The Bank foresees the difficulties in direct monitoring and supervision in the field. High security-related risks may interfere with timely achievement of intended outcomes. Despite the external security risks, the flexibility of the NETSP design and the existing experience in quick mobilization will assist the projects in adjusting to the changing environment. Also, the government is ensuring that repatriation is announced for only those areas which have been cleared by the army and declared as safe.
- (g) **Political and governance:** Due to continued insurgency in the region and lack of formal control of the government over some areas, the institution set up and the writ of the government was weakened. This led to deterioration of the informal governance structures that were being managed through the traditional authority of local leaders. The social fiber of the region has been weakened and challenged, which has been posing challenges for the government to re-establish linkages. For local people, the time tested reliance on the local elders and leaders has also grown weak. Citizen-state relationship, improved governance and service delivery are important components of long-term development and governance reforms embedded in the NETSP.

Major Design Features of the NETSP

8. Cognizant of the implementation risks described above, the AF initiatives have incorporated a number of mitigation measures and design features that build on the findings and recommendations of the RPBA. These include:

- (a) **Building on lessons learned.** The Bank's engagement under the NETSP builds on lessons learned in similar challenging circumstances. There is no "*one size fits all*" approach and a successful response needs to be flexible, creative and rapid. For example, results and service-based financing has been successfully implemented in the health sector in Adamawa with Bank support. Initial results show significant improvements in contraceptive prevalence rates, antenatal care, and utilization of curative services. Experience has also shown that putting in place well-motivated and well-managed health workers with access to decentralized funding allows for large and immediate gains in service delivery during the post conflict transition phase. Furthermore, in areas where conflict is ongoing, strategies such as the use of mobile health teams to run free "health camps" that provide a broad array of medical services are being adopted.
- (b) **Relying on available institutional capacities.** Given the need for a rapid and timely response, the NETSP design benefits from the available institutional capacities built under ongoing Bank financed operations. The program relies on existing institutions at both state and local government levels and work with civil society, faith-based and community-based organizations.

- (c) **Factoring security concerns.** The situation in the northeast remains volatile with pockets remaining under the influence of the insurgents. To mitigate these risks, program implementation will be particularly mindful of security matters and will operate within the mechanisms established by Government of Nigeria and the military. Also, the Bank has extensive experience operating in fragile post-conflict areas and has demonstrated flexibility adapting to changing circumstances. The use of Third Party Monitoring (TPM) Agent to ensure adequate fiduciary oversight and to offset the difficulties in access by Bank staff has been adopted in the design of the various project interventions.
- (d) **Promoting demand-driven approaches.** Experience in restoring services in conflict-affected areas confirms that community-level empowerment and engagement are absolutely key. As such, the local participation of target community groups is an integral part of the NETSP design and implementation. This involves SBMCs in the education sector, Primary Health Care Development Agencies (SPHCDA), Primary Health Care (PHC) centers and non-state entities such as UN agencies and CBOs in the health sector, as well as private farmers, farming groups and farming cooperatives in the agriculture sector. Also, demand-based Community Driven Development (CDD) approaches have been adopted under the social protection interventions.
- (e) **Integrated and balanced approach.** The NETSP design has adopted an incremental and sequenced approach focusing first on the immediate and rapid restoration and sustaining of basic social services and livelihoods followed by increasing emphasis on recovery and rehabilitation of public goods.
- (f) **Targeting for maximum impact.** The NETSP supports an area-based approach that consists of a blend of statewide and LGA-specific targeting approach. Given the limited government and donor funding available, greater focus is placed on host communities and the IDPs living among them rather than on IDPs living in camps. Also, support to communities in areas of origin is envisaged so as to prepare the enabling environment for the dignified return of IDPs. The welfare impact of such an approach is justified given that several international organizations (in particular UNICEF) and civil society organizations are active in the IDPs camps providing education and health services. Moreover, none of the humanitarian donors agencies appear to be focusing on livelihood support either through labor-intensive public works or through cash transfers to IDPs and host communities. Some food distribution has taken place (for example, funded by FAO in health camps) but remain very limited in scale.
- (g) **A state-differentiated approach for budget allocation.** Considering the differing transition and stabilization needs among the six northeast states, the three conflict-affected states of Borno, Yobe and Adamawa were allocated a higher share of the NETSP funds. This reflects the extent of displacement, food insecurity and destruction witnessed. However, fund allocation among states will remain flexible to cater for variation in absorptive capacity and disbursement rates.

Annex 2: Guiding Principles on the Incorporation of RPBA Findings in the Proposed Additional Financing

Background: The North-East Nigeria Recovery and Peace Building Assessment (RPBA)

1. **On 21 August 2015, the Government of Nigeria requested assistance in assessing the needs associated with peace building and crisis recovery.** Support has been provided in accordance with the 2008 Joint European Union (EU) – United Nations (UN) – World Bank (WB) Declaration on crisis assessment and recovery planning. The RPBA has been prepared and implemented by the Federal Government, led by the Vice President’s Office, and the Governments of the six affected states, with support from the World Bank, United Nations, and European Union. A multi-stage consultation process was followed for the development of the assessment methodology, collection and validation of data and for the progressive corroboration of results, ending with consultation and validation of the RPBA findings, after which the document was fully endorsed by the different stakeholders.

2. **The RPBA informs a collective vision and strategy on peace building and recovery, and provides a framework for coordinated and coherent support to assist conflict-affected people in the North-East.** The assessment covers the six states of Borno, Yobe, Adamawa, Gombe, Taraba, and Bauchi, and provides an overarching framework for stability, peace building, and recovery. The RPBA is founded on the recognition that a durable resolution to the conflict in the North-East requires addressing the structural and underlying drivers of violent conflict. In order to assess and prioritize immediate and medium-term peace building and recovery needs, the RPBA gathered information across three components, namely: Peace Building, Stability and Social Cohesion; Infrastructure and Social Services; and Economic Recovery. The full RPBA report will be made publicly available by the Nigerian government upon its launch in mid-May.

RPBA Recovery Strategy and Framework

3. **The RPBA confirmed the need for recovery and peace building efforts, to be carried in tandem with the on-going scaling up of the humanitarian assistance.** Therefore, the Recovery and Peace Building Strategy (RPBS) will need to be closely coordinated with the Humanitarian Response Plan (HRP)¹⁷ in order to build on the HRP’s achievements and avoid overlaps.

4. **Careful and coordinated sequencing of the RPBA and subsequent support will be critical in view of the fluidity of the security environment, and the marked variation in security within and among the six states.** Priorities should be carefully assessed on a continuous basis, and adjusted as needed in light of the prevailing situation on the ground. In some areas, a humanitarian response combined with stabilisation will be needed, while in other areas, the context will permit more substantial movement towards recovery.

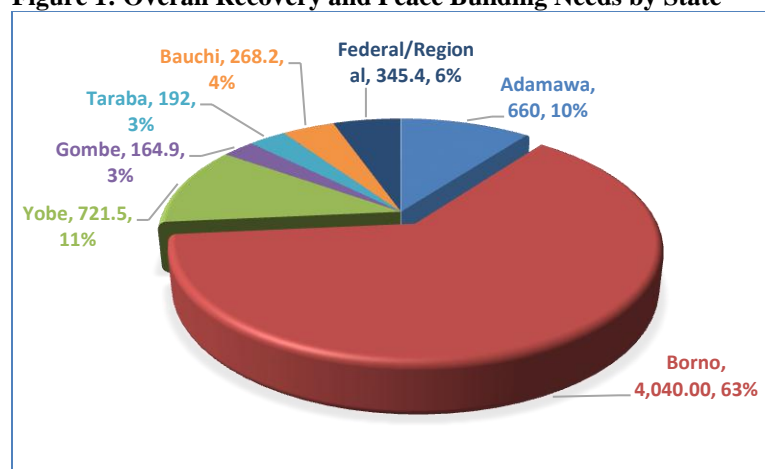
¹⁷ The HRP 2016 was prepared by the UN- Nigeria, with the purpose assessing the humanitarian conditions of the Nigerian NE and providing a framework for the continuous national response and early recovery plans and interventions to these needs. For more information, please visit: https://www.humanitarianresponse.info/en/system/files/documents/files/nigeria_2016_hrp_03032016_0.pdf

5. **An integrated and balanced approach to recovery is essential.** Peace building and social cohesion is the backbone of the assessment. Hence it is crucial to properly balance peace building, stability, and social cohesion interventions with other interventions aimed at reconstructing or rehabilitating social, physical, and productive assets. Peace building, stability, and social cohesion interventions will ensure the sustainability of recovery interventions on the ground and lay the foundation for human security to prevail. The assessment sets out four strategic outcomes for recovery and peace building: 1) Safe, voluntary, and dignified return and resettlement of displaced populations; 2) Improved human security, reconciliation, and violence prevention; 3) Enhanced government accountability and citizen engagement in service delivery; and 4) Increased equity in the provision of basic services and employment opportunities.

Overview of Overall Impacts and Needs from the Crisis under the RPBA

6. **The assessment indicates that the economic impact of the crisis is substantial, reaching nearly US\$9 billion. Needs for recovery and peace building are disproportionately concentrated in Borno, followed by Yobe and Adamawa.** Two-thirds of the damages (US\$ 5.9 billion) are in Borno, the most affected state; damages in Adamawa and Yobe account for US\$ 1.6 billion and US\$ 1.2 billion respectively. Three-quarters of the overall impacts are on agriculture (US\$ 3.5 billion) and housing (US\$ 3.3 billion). The conflict resulted in more than 400,000 damaged and destroyed housing units, 95 percent of which are located in Borno.

Figure 1: Overall Recovery and Peace Building Needs by State



7. **The total need for recovery and peace building across the three strategic areas of interventions in both the stabilization and recovery¹⁸ phase is US\$6.7 billion** (see Table 1).

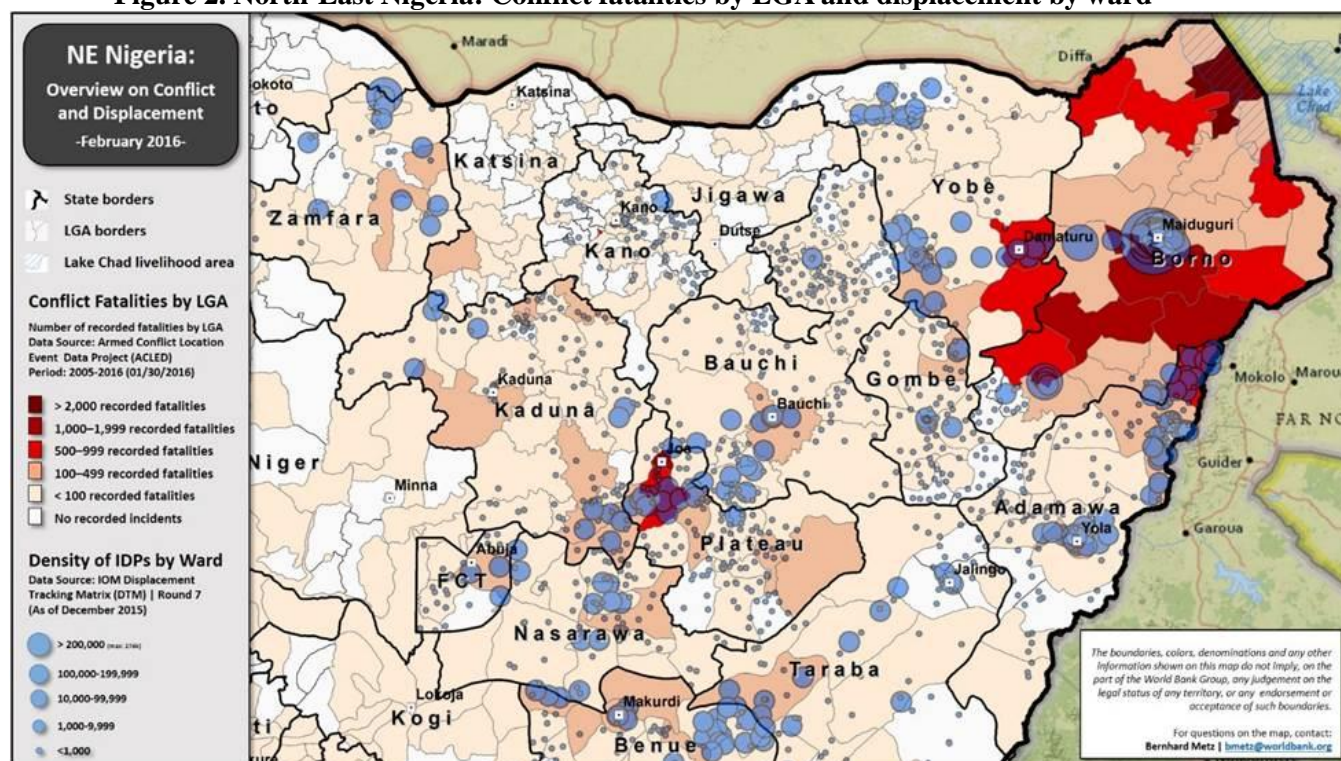
¹⁸ Stabilization generally denotes the period during which initial recovery interventions commence and start taking effect while ongoing humanitarian operations continue. These initial recovery interventions build upon humanitarian interventions, do not duplicate them, and do not address the development deficits existing before the insurgency. Recovery denotes the period during which the initial recovery interventions start galvanizing into concrete recovery outcomes while more medium-term recovery and reconstruction activities take shape, scale up and intensify. The RPBA recognizes that these periods will overlap across the territory, with some areas being ready for recovery efforts sooner than others.

Table 1: Overall Recovery and Peace Building Needs by Component

	Adamawa (US \$ million)	Borno	Yobe	Gombe	Taraba	Bauchi	Federal/Regional	Total
Peace building and social cohesion	27.5	37.8	22.5	13.6	19.4	23.9	5.7	150.5
Infrastructure and social services	594.9	3,933.3	668.3	129.1	144.9	202.9	94.7	6,040.1
Economic Recovery	37.6	68.8	30.7	22.3	27.7	41.4	245	473.5
Total	660.0	4,040.0	721.5	164.9	192.0	268.2	345.4	6,664.1

8. **Forced displacement and social cohesion are the most acute impacts of the conflict in North East Nigeria.** An estimated 2 million people have been forcibly displaced by the conflict, 1.8 of which are displaced within Nigeria, making it the country with the third largest IDP population in the world. The burden of displacement is asymmetric across regions and populations. Borno, at the heart of the crisis, hosts 67 percent. The majority of IDPs live in host communities with only 8.5 percent in camps and camp-like sites. The population of Maiduguri, the Borno State's capital, has more than doubled due to displaced persons. Yobe and Adamawa also share large burdens of IDPs, hosting 130,000 and 136,000 respectively, or around 6 percent in each state. Women, children, and the youth bear the brunt of forced displacement, accounting for nearly 80 percent of affected populations. Of the 1.8 million identified IDPs nationally, 53 percent are women, 57 percent are children (of which 28 percent are five or younger) (IOM, 2015).

Figure 2. North-East Nigeria: Conflict fatalities by LGA and displacement by ward



9. **Security remains the main factor preventing an accurate assessment of the extent of needs of displaced population, as well as any attempts of return.** Most of Borno and parts of

Yobe and Adamawa remain inaccessible due to unstable security conditions (see Figure 2). Attempts of return by IDPs have been frustrated due to attacks by Boko Haram, forcing people to displace again. More recently, reports of unexploded ordinance have increased, preventing access to farmlands and limiting the restoration of livelihoods. Displacement has also increased vulnerability in many ways, including to Sexual and Gender Based Violence. There is evidence from humanitarian agencies that sexual abuse of women and children is widespread. Girls and women who have experienced sexual violence from Boko Haram members are stigmatized by their communities, especially when they become pregnant. Men and boys also confront a range of threats, including violence, abduction, and forceful recruitment by Boko Haram and vigilante groups, and detention on suspicion of militancy sympathies.

10. **The rapid deterioration of the conflict, and vacuum of law enforcement mechanisms to contain and control conflict, resulted in widespread levels of suspicion, mistrust and stigma along ethnic, religious, political, and geographical lines.** The social fabric in the North-East was deeply damaged, eroding social relations between citizens and government, down to ethnic clans, communities and even extended families. Economic, ethnic, religious, political, and geographical divisions have hardened, affecting the way in which any recovery effort is perceived, while new divisions have emerged. The sequentially overlapping phases of humanitarian, early recovery and development assistance need to incorporate confidence and trust-building, collaboration and mutual understanding. Social impacts of efforts are central considerations in all proposed interventions in such a fragile social system.

Guiding Principles Emerging from the RPBA for Recovery and Peace Building Responses

11. The response to recovery and piece building needs in the North East will require (1) adopting holistic approaches that address the multi-dimensional impacts of the conflict; (2) retaining flexibility for future adjustment in light of post-RBPA delivery mechanisms, financial complementarity, and in-depth assessments; (3) implementation flexibility to adapt to the evolving situation around security; and (4) impact-based resource allocation along geographic, demographic and sectoral priorities.

- (a) **The RPBA indicates that the recovery and peace building of the Nigerian North East calls for a holistic approach** that promotes peace, stability, and social cohesion addresses the rehabilitation of infrastructure and services, and also addresses underlying macro-economic issues to overcome the nexus of instability, conflict, and deteriorating development. Throughout this process, principles such as sustainable recovery, do-not harm approaches and building-back-better/smarter standards should be further integrated.
- (b) **Flexibility in the design of AF project components and operational and implementation modalities greatly facilitates the alignment between the post-RPBA programmatic response and the proposed AF.** The RPBA will be followed by a more detailed conflict recovery planning, prioritization and operationalization led by the Federal and State Governments and supported by the EU, UN and WB. A formal request of the Government of Nigeria for support during this phase has been received by partners. This post-RPBA phase will produce with a programmatic response for recovery and peace building of the North East, including duly prioritized plans for recovery at the sector levels as well as institutional arrangements for recovery for the entire recovery program in the six states as a cohesive whole. It is important that AF operations built in enough flexibility as to remain aligned with this programmatic response.

- (c) **As the situation in the North East remains fluid in terms of security and forced displacement, adaptability is key to ensure positive impacts.** Security continues to be the number one reason preventing people from returning or resettling as large part of the NE remain unstable. The RPBA provides a series of recommendations on how to carry out interventions in this context, strongly advising that a series of steps are undertaken as to avoid that any harm is done to the affected populations through operations. Risk associated with return and resettlement of displaced population have been identified as particularly high, and a series of preliminary actions have been identified as critical to ensure their safe, voluntarily and dignified return and resettlement.
- (d) **Based on RPBA findings, the following emerge as key priorities for resource allocation during stabilization and recovery:** Geographically, impacts are disproportionately concentrated in Borno, where 63% of total damages and hosts 67% of all IDPs. Within Borno, damages are heavily concentrated in areas of higher concentration of attaches including LGAs around the Sambisa forest, and LGAs closer to the border with Niger, Chad and Cameroon, and in particular those in the vicinity of the Lake Chad. LGAs with the highest concentration of IDPs include Maiduguri, Jerre, Konduga and Biu in Borno, Damaturu, Potsikum and Bade in Yobe, Michica and Yola south and north in Adamawa. Demographically, while the entire population in those areas has been affected by the conflict, displaced population and host communities, women (and within this group widows and abductees), unaccompanied children, youth and the elderly were identified as particularly vulnerable populations. In terms of sectoral priorities, social cohesion and peace building were identified as the most critical area for stabilization and recovery, while infrastructure and service delivery is the area in which there is highest financial need. The following matrix summarizes the main education priorities as identified by the RPBA:

Needs	Indicators for Stabilization & Recovery
Subcomponent 2: Education	
Complete assessment of facilities damaged in six Focus States	Survey completed with precise estimates of rehabilitation/reconstruction needs (building, furniture, equipment, learning materials, textbooks)
Reconstruction or rehabilitation, refurbishment and re-equipping of educational facilities	% of facilities rehabilitated, reconstructed, re-equipped
Support service delivery: Establishment of temporary learning space during reconstruction	Number of temporary learning spaces established
Compensation to teachers of IDP students/ hardship allowances for teachers returning to conflict-affected areas	Number of teachers of IDPs students; number of teachers returning to teaching
Cash transfer/scholarship to address financial barriers to enrolment	Number of boys/girls who receive cash transfer/scholarship
Provide psycho-social support to affected children	Percent of affected children who receive support
Capacity development: Train in psycho-social support and peace building to teachers and head teachers to support children and parents affected by the conflict	Percent of teachers/ head teachers trained
Develop capacity of SBMCs, for example, to conduct enrolment drives, monitor enrolment	Percent of SBMCs that conduct enrolment drive and monitor enrolment

Annex 3: Results Framework

Project Name:	NIGERIA - Additional Financing - State Program Investment Project (P157890)						
Team Leader(s):	Irajen Appasamy	Requesting Unit:	AFCW2				
Product Line:	IBRD/IDA	Responsible Unit:	GEDDR				
Country:	Nigeria	Approval FY:	2016				
Region:	AFRICA	Lending Instrument:	Investment Project Financing				
Parent Project ID:	P122124	Parent Project Name:	Nigeria - State Education Program Investment Project (P122124)				
Project Development Objectives							
Original Project Development Objective - Parent:							
The Project development objective is to support (a) need-based teacher deployment; (b) school-level management and accountability; and (c) measurement of student learning in selected States. This will contribute to, and complement, the programs and priorities of participating States in addressing education access, quality and efficiency issues, through their own funding, financing from UBEC and other government agencies, as well as other development partners.							
Proposed Project Development Objective - Additional Financing							
The Project development objective is to strengthen the educational system by supporting: (a) need-based teacher deployment; (b) school-level management and accountability; and (c) measurement of student learning in Participating States. This will contribute to, and complement, the programs and priorities of participating States in addressing education access, quality and efficiency issues, through their own funding, financing from UBEC and other government agencies, as well as other development partners.							
Results							
Core sector indicators are considered: Yes				Results reporting level: Project Level			
Project Development Objective Indicators							
Status	Indicator Name	Core	Unit of Measure		Baseline	Actual(Current)	End Target
Revised	Teachers deployed to rural areas.	<input type="checkbox"/>	Percentage	Value	0.00		0.00
				Date	29-Nov-2012		31-Oct-2019

				Comment			
Revised	Anambra - deployment to rural areas	<input type="checkbox"/>	Percentage	Value	0.00	70.00	90.00
			Sub Type	Date	29-Nov-2012	28-Feb-2016	31-Oct-2019
			Breakdown	Comment	10,735		End target changed from 60 to 90
Revised	Bauchi - deployment to rural areas	<input type="checkbox"/>	Percentage	Value	0.00	56.00	70.00
			Sub Type	Date	29-Nov-2012	28-Feb-2016	31-Oct-2019
			Breakdown	Comment	15801.00		End target changed from 60 to 70
Revised	Ekiti - deployment to rural areas	<input type="checkbox"/>	Percentage	Value	0.00	70.00	95.00
			Sub Type	Date	29-Nov-2012	28-Feb-2016	31-Oct-2019
			Breakdown	Comment	4707		End target changed from 70 to 95
Revised	Teachers deployed by core subjects	<input type="checkbox"/>	Percentage	Value	0.00		0.00
				Date	29-Nov-2012		31-Oct-2019
				Comment			
Revised	Anambra - Teachers deployed by core subjects	<input type="checkbox"/>	Percentage	Value	0.00	82.00	90.00
			Sub Type	Date	29-Nov-2012	28-Feb-2016	31-Oct-2019
			Breakdown	Comment	1417.00		End target changed from 50 to 90
Revised	Bauchi - Teachers deployed by core subjects	<input type="checkbox"/>	Percentage	Value	0.00	30.00	70.00
			Sub Type	Date	29-Nov-2012	28-Feb-2016	31-Oct-2019
			Breakdown	Comment	1790.00		End target date changed

Revised	Ekiti - Teachers deployed by core subjects	<input type="checkbox"/>	Percentage	Value	0.00	60.00	90.00
			Sub Type	Date	29-Nov-2012	28-Feb-2016	31-Oct-2019
			Breakdown	Comment	271.00		End target changed from 86 to 90
Revised	Schools that meet agreed service standards.	<input type="checkbox"/>	Percentage	Value	0.00	50.00	70.00
				Date	29-Nov-2012	28-Feb-2016	31-Oct-2019
				Comment			
Revised	Anambra - Schools that meet agreed service standards	<input type="checkbox"/>	Percentage	Value	0.00	50.00	70.00
			Sub Type	Date	29-Nov-2012	28-Feb-2016	31-Oct-2019
			Breakdown	Comment			End target changed from 60 to 70
Revised	Bauchi - Schools that meet agreed service standards	<input type="checkbox"/>	Percentage	Value	0.00	50.00	70.00
			Sub Type	Date	29-Nov-2012	28-Feb-2016	31-Oct-2019
			Breakdown	Comment			End target changed from 60 to 70
Revised	Ekiti - Schools that meet agreed service standards	<input type="checkbox"/>	Percentage	Value	0.00	50.00	70.00
			Sub Type	Date	29-Nov-2012	28-Feb-2016	31-Oct-2019
			Breakdown	Comment			End target changed from 60 to 70
Revised	System for learning assessment at the State level	<input type="checkbox"/>	Yes/No	Value	No	No	Yes
				Date	29-Nov-2012	28-Feb-2016	31-Oct-2019
				Comment		Pilot completed	
Revised	Anambra - System for learning assessment at State level	<input type="checkbox"/>	Yes/No	Value	No	No	Yes
			Sub Type	Date	29-Nov-2012		31-Oct-2019

			Breakdown	Comment			
Revised	Bauchi - System for learning assessment at the state level	<input type="checkbox"/>	Yes/No	Value	No	No	Yes
			Sub Type	Date	29-Nov-2012		31-Oct-2019
			Breakdown	Comment		Pilot completed	
Revised	Ekiti - System for learning assessment at state level	<input type="checkbox"/>	Yes/No	Value	No	No	Yes
			Sub Type	Date	29-Nov-2012	25-Feb-2016	31-Oct-2019
			Breakdown	Comment		Pilot completed	
Revised	Students enrolled in technical and vocational schools	<input type="checkbox"/>	Number	Value	0.00	12,657	13,137
				Date	29-Nov-2012	25-Feb-2016	31-Oct-2019
				Comment			End target changed from 14,969 to 13,137
Revised	Anambra - Male Students enrolled in technical and vocational schools	<input type="checkbox"/>	Number	Value	2796.00	4971	5200
			Sub Type	Date	29-Nov-2012	25-Feb-2016	31-Oct-2019
			Breakdown	Comment			End target changed from 3,399 to 5200
Revised	Anambra - Female Students enrolled in technical and vocational schools	<input type="checkbox"/>	Number	Value	1947.00	1414	2367.00
			Sub Type	Date	29-Nov-2012	25-Feb-2016	31-Oct-2019
			Breakdown	Comment			End target date changed
Revised	Bauchi - Male Students enrolled in technical and vocational schools	<input type="checkbox"/>	Number	Value	5709.00	2586	3000
			Sub Type	Date	29-Nov-2012	25-Feb-2016	31-Oct-2019
			Breakdown	Comment			End target changed from 6,939 to 3000
Revised	Bauchi - Female Students enrolled in technical	<input type="checkbox"/>	Number	Value	869.00	950	1200

	and vocational schools		Sub Type	Date	29-Nov-2012	25-Feb-2016	31-Oct-2019
			Breakdown	Comment			End target changed from 1,056 to 1,200
Revised	Ekiti - Male Students enrolled in technical and vocational schools	<input type="checkbox"/>	Number	Value	868.00	1000	1200
			Sub Type	Date	29-Nov-2012	25-Feb-2016	31-Oct-2019
			Breakdown	Comment			End target changed from 1,055 to 1,200
Revised	Ekiti - Female Students enrolled in technical and vocational schools	<input type="checkbox"/>	Number	Value	126.00	140	170.00
			Sub Type	Date	29-Nov-2012	25-Feb-2016	31-Oct-2019
			Breakdown	Comment			End target changed from 153 to 170
Revised	Direct project beneficiaries [State EMIS will provide disaggregation by gender and geography]	<input type="checkbox"/>	Number	Value	1,677,776	1,750,000	2,412,275
				Date	29-Nov-2012	25-Feb-2016	31-Oct-2019
				Comment			End target changed from 1,813,675 to 2,412,275
Revised	Anambra - Direct Beneficiaries	<input type="checkbox"/>	Number	Value	1,028,932	961,595	1112275
			Sub Type	Date	29-Nov-2012	25-Feb-2016	31-Oct-2019
			Breakdown	Comment			End target date changed
Revised	Bauchi - Direct Beneficiaries	<input type="checkbox"/>	Number	Value	474,242	1,027,909	1100000
			Sub Type	Date	29-Nov-2012	25-Feb-2016	31-Oct-2019
			Breakdown	Comment			End target changed from 512,656 to

							1,100,000
Revised	Ekiti - Direct Beneficiaries	<input type="checkbox"/>	Number	Value	174602.00	180,000	200,000.00
			Sub Type	Date	29-Nov-2012	25-Feb-2016	31-Oct-2019
			Breakdown	Comment			End target changed from 188,745 to 200,000
New	Teachers deployed in insurgency-affected areas	<input type="checkbox"/>	Percentage	Value	0		46,790
				Date	31-Mar-2016		31-Oct-2019
				Comment			
New	Adamawa - Teachers deployed in insurgency-affected areas		Number	Value	0		9,450
			Sub Type	Date	31-Mar-2016		31-Oct-2019
			Breakdown	Comment			
New	Bauchi - Teachers deployed in insurgency-affected areas		Number	Value	0		9,000
			Sub Type	Date	31-Mar-2016		31-Oct-2019
			Breakdown	Comment			
New	Borno - Teachers deployed in insurgency-affected areas		Number	Value	0		16,070
			Sub Type	Date	31-Mar-2016		31-Oct-2019
			Breakdown	Comment			
New	Gombe - Teachers deployed in insurgency-affected areas		Number	Value	0		4,500
			Sub Type	Date	31-Mar-2016		31-Oct-2019
			Breakdown	Comment			
New	Taraba- Teachers deployed in insurgency-affected areas		Number	Value	0		5,400
			Sub Type	Date	31-Mar-2016		31-Oct-2019
			Breakdown	Comment			
New	Yobe - Teachers deployed in insurgency-		Number	Value	0		2,370

	affected areas		Sub Type	Date	31-Mar-2016		31-Oct-2019
			Breakdown	Comment			
New	Adamawa - Schools receive grants against approved SIPs submitted by SBMCs		Number	Value	0		490
			Sub Type	Date	31-Mar-2016		31-Oct-2019
			Breakdown	Comment			
New	Bauchi - Schools receive grants against approved SIPs submitted by SBMCs		Number	Value	0		160
			Sub Type	Date	31-Mar-2016		31-Oct-2019
			Breakdown	Comment			
New	Borno - Schools receive grants against approved SIPs submitted by SBMCs		Number	Value	0		870
			Sub Type	Date	31-Mar-2016		31-Oct-2019
			Breakdown	Comment			
New	Gombe - Schools receive grants against approved SIPs submitted by SBMCs		Number	Value	0		74
			Sub Type	Date	31-Mar-2016		31-Oct-2019
			Breakdown	Comment			
New	Taraba - Schools receive grants against approved SIPs submitted by SBMCs		Number	Value	0		110
			Sub Type	Date	31-Mar-2016		31-Oct-2019
			Breakdown	Comment			
New	Yobe - Schools receive grants against approved SIPs submitted by SBMCs		Number	Value	0		240
			Sub Type	Date	31-Mar-2016		31-Oct-2019
			Breakdown	Comment			
New	Adamawa – Direct Beneficiaries [State EMIS will provide disaggregation by gender and geography]	<input type="checkbox"/>	Number	Value	0		400,000
			Sub Type	Date	31-Mar-2016		31-Oct-2019
			Breakdown	Comment			
New	Bauchi – Direct Beneficiaries [State EMIS will provide disaggregation by gender and geography]	<input type="checkbox"/>	Number	Value	0		150,000
			Sub Type	Date	31-Mar-2016		31-Oct-2019

	<i>gender and geography]</i>		Breakdown	Comment			
New	Borno – Direct Beneficiaries <i>[State EMIS will provide disaggregation by gender and geography]</i>	<input type="checkbox"/>	Number	Value	0		450,000
			Sub Type	Date	31-Mar-2016		31-Oct-2019
			Breakdown	Comment			
New	Gombe – Direct Beneficiaries <i>[State EMIS will provide disaggregation by gender and geography]</i>	<input type="checkbox"/>	Number	Value	0		100,000
			Sub Type	Date	31-Mar-2016		31-Oct-2019
			Breakdown	Comment			
New	Taraba – Direct Beneficiaries <i>[State EMIS will provide disaggregation by gender and geography]</i>	<input type="checkbox"/>	Number	Value	0		200,000
			Sub Type	Date	31-Mar-2016		31-Oct-2019
			Breakdown	Comment			
New	Yobe – Direct Beneficiaries <i>[State EMIS will provide disaggregation by gender and geography]</i>	<input type="checkbox"/>	Number	Value	0		300,000
			Sub Type	Date	31-Mar-2016		31-Oct-2019
			Breakdown	Comment			
Intermediate Results Indicators							
	Indicator Name	Core	Unit of Measure		Baseline	Actual(Current)	End Target
Revised	System for teacher placement and deployment to rural areas	<input type="checkbox"/>	Number	Value	0		3.00
				Date	29-Nov-2012		31-Oct-2019
				Comment			End target date changed
Revised	Anambra - System for teacher placement and deployment to rural areas	<input type="checkbox"/>	Number	Value	0		3.00
			Sub Type	Date	29-Nov-2012		31-Oct-2019
			Breakdown	Comment			End target date changed
Revised	Bauchi - System for teacher placement and deployment to rural areas	<input type="checkbox"/>	Number	Value	0		3.00
			Sub Type	Date	29-Nov-2012		31-Oct-2019

			Breakdown	Comment			End target date changed
Revised	Ekiti - System for teacher placement and deployment to rural areas	<input type="checkbox"/>	Number	Value	0		3.00
			Sub Type	Date	29-Nov-2012		31-Oct-2019
			Breakdown	Comment			End target date changed
Revised	System for school-specific core-subject teacher placement and deployment.	<input type="checkbox"/>	Number	Value	0		3.00
				Date	29-Nov-2012		31-Oct-2019
				Comment			End target date changed
Revised	Anambra - System for school-specific core-subject teacher placement and deployment	<input type="checkbox"/>	Number	Value	0		3.00
			Sub Type	Date	29-Nov-2012		31-Oct-2019
			Breakdown	Comment			End target date changed
Revised	Bauchi - System for school-specific core-subject teacher placement and deployment	<input type="checkbox"/>	Number	Value	0		3.00
			Sub Type	Date	29-Nov-2012		31-Oct-2019
			Breakdown	Comment			End target date changed
Revised	Ekiti - System for school-specific core-subject teacher placement and deployment	<input type="checkbox"/>	Number	Value	0		3.00
			Sub Type	Date	29-Nov-2012		31-Oct-2019
			Breakdown	Comment			End target date changed
Revised	Program for measuring student learning and achievement levels	<input type="checkbox"/>	Text	Value	0	In progress	Program in place
				Date	29-Nov-2012	25-Feb-2016	31-Oct-2019
				Comment			End target date changed
Revised	Anambra - Program for measuring student	<input type="checkbox"/>	Text	Value	0	In progress	Program in place

	learning and achievement levels		Sub Type	Date	29-Nov-2012	25-Feb-2016	31-Oct-2019
			Breakdown	Comment			
Revised	Bauchi - Program for measuring student learning and achievement levels	<input type="checkbox"/>	Text	Value	0	In progress	Program in place
			Sub Type	Date	29-Nov-2012	25-Feb-2016	31-Oct-2019
			Breakdown	Comment			End target date changed
Revised	Ekiti - Program for measuring student learning and achievement levels	<input type="checkbox"/>	Text	Value	0	In progress	Program in place
			Sub Type	Date	29-Nov-2012	25-Feb-2016	31-Oct-2019
			Breakdown	Comment			End target date changed
Revised	Partnerships between technical and vocational colleges and private sector	<input type="checkbox"/>	Number	Value	0		6.00
				Date	29-Nov-2012	25-Feb-2016	31-Oct-2019
				Comment			End target date changed
Revised	Anambra - Partnerships between technical and vocational colleges and private sector	<input type="checkbox"/>	Number	Value	0	2.0	6.00
			Sub Type	Date	29-Nov-2012	25-Mar-2016	31-Oct-2019
			Breakdown	Comment			End target date changed
Revised	Bauchi - Partnerships between technical and vocational colleges and private sector	<input type="checkbox"/>	Number	Value	0	2.0	6.00
			Sub Type	Date	29-Nov-2012	25-Mar-2016	31-Oct-2019
			Breakdown	Comment			End target date changed
Revised	Ekiti - Partnerships between technical colleges and private sector	<input type="checkbox"/>	Number	Value	0	4.00	6.00
			Sub Type	Date	29-Nov-2012	25-Mar-2016	31-Oct-2019
			Breakdown	Comment			End target date changed
Revised	Courses accredited in technical and vocational	<input type="checkbox"/>	Number	Value	0	Ongoing	

	schools			Date	29-Nov-2012		31-Oct-2019
				Comment			
Revised	Anambra - Courses accredited in technical and vocational schools	<input type="checkbox"/>	Number	Value	0	0.0	3.00
			Sub Type	Date	29-Nov-2012		31-Oct-2019
			Breakdown	Comment		In progress	End target changed from 2 to 3
Revised	Bauchi - Courses accredited in technical and vocational schools	<input type="checkbox"/>	Number	Value	0		3.00
			Sub Type	Date	29-Nov-2012		31-Oct-2019
			Breakdown	Comment		In progress	End target date changed
Revised	Ekiti - Courses accredited in technical and vocational schools	<input type="checkbox"/>	Number	Value	0		5.00
			Sub Type	Date	29-Nov-2012		31-Oct-2019
			Breakdown	Comment			End target date changed
Revised	SBMCs that received education quality grants for SIPs for the year in accordance with performance standards specified in SBMC Manual	<input type="checkbox"/>	Percentage	Value	0		
				Date	29-Nov-2012		31-Oct-2019
				Comment			End target date changed
Revised	Anambra - SBMCs that received education quality grants for SIPs for the year in accordance with performance standards specified in SBMC Manual	<input type="checkbox"/>	Percentage	Value	0	46	70.00
			Sub Type	Date	29-Nov-2012	25-Mar-2016	31-Oct-2019
			Breakdown	Comment			End target date changed

Revised	Bauchi - SBMCs that received education quality grants for SIPs for the year in accordance with performance standards specified in SBMC Manual	<input type="checkbox"/>	Percentage	Value	0	30.00	70.00
			Sub Type	Date	29-Nov-2012	25-Mar-2016	31-Oct-2019
			Breakdown	Comment			End target date changed
Revised	EKITI - SBMCs that received education quality grants for SIPs for the year in accordance with performance standards specified in SBMC Manual	<input type="checkbox"/>	Percentage	Value	0	40.00	70.00
			Sub Type	Date	29-Nov-2012	25-Mar-2016	31-Oct-2019
			Breakdown	Comment			End target date changed
New	Teachers trained in psychosocial pedagogy	<input type="checkbox"/>	Number	Value	0		46,800
				Date	31-Mar-2016		31-Oct-2019
				Comment			
New	Adamawa - Teachers trained in psychosocial pedagogy		Number	Value	0		9,450
			Sub Type	Date	31-Mar-2016		31-Oct-2019
			Breakdown	Comment			
New	Bauchi - Teachers trained in psychosocial pedagogy		Number	Value	0		9,000
			Sub Type	Date	31-Mar-2016		31-Oct-2019
			Breakdown	Comment			
New	Borno - Teachers trained in psychosocial pedagogy		Number	Value	0		16,070
			Sub Type	Date	31-Mar-2016		31-Oct-2019
			Breakdown	Comment			
New	Gombe - Teachers trained in psychosocial pedagogy		Number	Value	0		4,500
			Sub Type	Date	31-Mar-2016		31-Oct-2019

			Breakdown	Comment			
New	Taraba - Teachers trained in psychosocial pedagogy		Number	Value	0		5,400
			Sub Type	Date	31-Mar-2016		31-Oct-2019
			Breakdown	Comment			
New	Yobe - Teachers trained in psychosocial pedagogy		Number	Value	0		2,370
			Sub Type	Date	31-Mar-2016		31-Oct-2019
			Breakdown	Comment			
New	Adamawa - SBMCs functional		Number	Value	0		600
			Sub Type	Date	31-Mar-2016		31-Oct-2019
			Breakdown	Comment			
New	Bauchi - SBMCs functional		Number	Value	590		1,400
			Sub Type	Date	31-Mar-2016		31-Oct-2019
			Breakdown	Comment			
New	Borno - SBMCs functional		Number	Value	40		700
			Sub Type	Date	31-Mar-2016		31-Oct-2019
			Breakdown	Comment			
New	Gombe - SBMCs functional		Number	Value	75		450
			Sub Type	Date	31-Mar-2016		31-Oct-2019
			Breakdown	Comment			
New	Taraba - SBMCs functional		Number	Value	337		700
			Sub Type	Date	31-Mar-2016		31-Oct-2019
			Breakdown	Comment			
New	Yobe - SBMCs functional		Number	Value	59		400
			Sub Type	Date	31-Mar-2016		31-Oct-2019
			Breakdown	Comment			

New	Communities engaged in planning and implementation of school-level management activities	<input type="checkbox"/>	Number	Value	0		
				Date	31-Mar-2016		31-Oct-2019
				Comment			
New	Adamawa - Communities engaged in planning and implementation of school-level management activities	<input type="checkbox"/>	Number	Value	0		600
			Sub Type	Date	31-Mar-2016		31-Oct-2019
			Breakdown	Comment			
New	Bauchi - Communities engaged in planning and implementation of school-level management activities	<input type="checkbox"/>	Number	Value	590		1400
			Sub Type	Date	31-Mar-2016		31-Oct-2019
			Breakdown	Comment			
New	Borno - Communities engaged in planning and implementation of school-level management activities	<input type="checkbox"/>	Number	Value	0		700
			Sub Type	Date	31-Mar-2016		31-Oct-2019
			Breakdown	Comment			
New	Gombe - Communities engaged in planning and implementation of school-level management activities	<input type="checkbox"/>	Number	Value	0		450.00
			Sub Type	Date	31-Mar-2016		31-Oct-2019
			Breakdown	Comment			
New	Taraba - Communities engaged in planning and implementation of school-level management activities	<input type="checkbox"/>	Number	Value	0		700.00
			Sub Type	Date	31-Mar-2016		31-Oct-2019
			Breakdown	Comment			
New	Yobe - Communities engaged in planning and implementation of school-level management activities	<input type="checkbox"/>	Number	Value	0		400.00
			Sub Type	Date	31-Mar-2016		31-Oct-2019
			Breakdown	Comment			

Annex 4: Project Description

Project Development Objective

1. The revised PDO focuses on the need for system strengthening in the current context of the North East States. Thus, the PDO is revised as follows: The project development objective is *to strengthen the educational system by supporting*: (a) need-based teacher deployment; (b) school-level management and accountability; and (c) measurement of student learning in the Participating States. This will contribute to, and complement, the programs and priorities of participating states in addressing education access, quality, and efficiency issues through their own funding, financing from the Universal Basic Education Commission (UBEC), and other government agencies, as well as other development partners.

Project Beneficiaries

2. The direct beneficiaries from the participating states are pupils who attend basic education schools and integrated Islamiyya schools funded by government, and teachers in these schools who will receive training and financial support. The project will put particular emphasis on IDP populations in the project areas. Indirect beneficiaries include government staff at Federal, State, and LGA levels, as well as members of SBMCs and the communities they represent.

PDO Level Results Indicators

3. Success in meeting the PDO associated with the AF will be measured by the following indicators:

Table 4.1. Key Indicators

Project Development Objective	Additional PDO-level Indicator
(a) Need-based teacher deployment	(1) Teachers trained in psychosocial pedagogy (2) Teachers deployed in insurgency-affected areas
(b) Improved school-level management to enhance school effectiveness and accountability in insurgency-affected project areas	(1) SBMCs functional (2) Schools receive grants against approved SIPs submitted by SBMCs

Project Description

4. The AF is expected to enhance education service delivery. It is anticipated that the reconstruction and recovery in infrastructure, school equipment, and furniture would be covered under the auspices of the PCNI with support from international development partners. The SEPIP AF is intended to complement the planned infrastructure program to address access, quality, and equity issues in education service delivery in the project areas by ensuring teacher availability and providing grants to schools based on plans (SIPs) submitted by SBMCs. In addition, a package of psychosocial intervention services will be implemented to specifically mitigate the psychological impact of the insurgency on students, teachers, and communities. The role of the community mobilization in reviving schools and guaranteeing the safety of students and teachers is paramount.

Project Components

5. The revised project comprises of three components: (1) *Results Based Support to Education Sector Reform Program*; (2) *Technical Assistance*; and (3) *Improving Access to Quality Education and Learning Environment in the North East States*.

Component 1 – Results Based Support to Education Sector Reform Program (Original Project: US\$125 million; AF Project: IDA: US\$0.0 million, GoN: 0)

Component 2 – Technical Assistance (Original Project: US\$25 million; AF Project: IDA: US\$19.7 million GoN: 0)

6. The original SEPIP **Component 2: Technical Assistance** will be scaled up to include interventions for the North East States as well as additional interventions at the Federal level. To this end, the TA for the original 3 States will be subsumed under a new **Component 2.1(a) – Technical Assistance – Improving Education Quality in Anambra, Bauchi, and Ekiti States**, which supports specific activities to strengthen the institutional capacity of Anambra, Bauchi, and Ekiti States in the implementation of results-based financing mechanisms. No additional funds will be allocated to Component 2.1(a) under the AF.

7. A new **sub-component 2.1(b) – Technical Assistance to the North East States** is proposed under the AF, which will support institutional capacity strengthening of North East States, including the following six areas (most paralleling the TA under the original project, with psychosocial and social cohesion training being the addition under the AF):

- (a) Developing teacher management, teacher workforce analysis and incentive structures, learning assessments, Education Management Information System (EMIS), and quality assurance;
- (b) Developing education sector plans of the North East States – results-based approaches will be encouraged;
- (c) Monitoring and evaluation – supporting third party validation of the performance targets;
- (d) Strengthening financial management and procurement and ensure compliance to the ESMF;
- (e) Psychosocial training and enhancements in pedagogy to address chronic stress and trauma in children and integrate these into the curricula; and
- (f) Training for SBMCs in order to reactivate them if they are dormant, build their capacity in designing SIPs, as well as their ability to foster social cohesion and prevent violence in the wider community.

8. A new **sub-component 2.2 – Technical Assistance - Federal Level** will strengthen the institutional capacity of FMOE and UBEC in overall Project coordination, provide an enabling environment for Project implementation in line with national policies, and design Project scale-up activities and ensure sustainability of Project interventions. Activities include: (a) capacity building for carrying out standardized large-scale assessments; (b) supporting UBEC in developing results-based financing mechanisms in the basic education sector; (c) carrying out technical studies to support other states to implement results based mechanisms and annual Project reviews; (d) supporting third party monitoring and validation; and (e) supporting the day to day administration, financial management, procurement, environmental and social management, monitoring and evaluation, and coordination of Project activities at the federal level.

9. Additional training to teachers on how to address the effects of chronic stress and trauma will be a key intervention under the AF. Depending on the severity of the psychosocial issues, a comprehensive psychosocial program that can simultaneously impact on teachers and SBMC members (adults) and children could be designed. Or, separate programs could be designed for adults and children using psychological language appropriate for each level. There are current programs on psychosocial training being applied by UNICEF, International Rescue Committee, Save the Children, and Education Crisis Response (USAID) in the North East States, and thus, the training would build upon their methodology. Expressive arts therapy to encourage healing and resilience, psychological first aid, relaxation and mindfulness exercises, and use of play, or indigenous coping techniques are becoming more available. Furthermore, the States have Guidance and Counseling Associations that are active in this area. The “do no harm” principles would be important to incorporate in these methods – such as inclusiveness, respect for culture and local customs, neutrality, inter-personal skills, peace-building, and conflict-mitigation. In addition, the role of the wider community cannot be underestimated, so that this psychosocial training will be imbedded in the larger community-wide efforts at rehabilitation. In particular, teachers themselves, in addition to providing support to their students, will need to access services themselves – and for some period of time, that is, not just on a one-off basis.

Component 3 – Improving Access to Quality Education and Learning Environment in the North East States (Original Project: US\$0.0 million; AF Project: IDA: US\$80.3 million, GoN: 0)

10. This new **Sub-component 3.1 – Teacher Incentive Grants** aims to improve access to quality education by incentivizing teachers to return to teaching (once they have completed the required psychosocial and pedagogical training) through salary top-ups financed under the AF. The objective is to provide incentives for teachers to be deployed in the hard-to-staff schools in the insurgency-affected project areas – assuming that Government and local leaders have declared these areas to be safe to live in or return to. Placing teachers where their skills are most needed is crucial in education recovery in the insurgency-affected LGAs. In particular, the need to deploy teachers with qualifications is key. Several groups of teachers that would need to be incentivized include: (a) teachers in schools that are hosting IDP children; (b) teachers who currently volunteer their services to teach children of IDPs and are receiving no pay; and (c) teachers in conflict-affected areas. Even before the start of the Boko Haram insurgency, schools

in the North East states have large class sizes, so the influx of additional (IDP) children further exacerbates a difficult situation.

11. At the same time, the project is not financing salaries per se, but top-ups in the range of 10–20 percent of the salary. This top-up approach implies that the project is not incentivizing over-hiring of teachers – on the contrary, the project aims to work with States through Component 2 on improving human resource management systems and the development of a teacher deployment program. In addition, the top-up approach has already shown positive results in the original SEPIP where deployment of teachers in rural areas and in certain subjects has been incentivized. Finally, the salary top-ups foreseen under **Subcomponent 3.1** are intended to be a transitional emergency response to encourage return to teaching. It is not envisaged that the top-ups would remain in place beyond the lifetime of the project.

12. This new **Sub-component 3.2 – School Grants** aims to improve the learning environment by financing grants to schools in the North East whose SBMCs have produced approved SIPs. While SBMCs are part of the school service delivery landscape in Nigeria, many schools do not have active committees—only about half of these are active in the project LGAs and their effectiveness varies widely from school to school. There are national and state guidelines for SBMCs. The objective of this component is to strengthen school-level management for improved school performance, through annual SIPs, financed by school grants which are discretionary funding to empower SBMCs to implement these plans. SBMCs and school grants programs have been implemented successfully in many schools in Nigeria, and these programs would be scaled up in the project areas. School grants would be provided to SBMCs in primary and junior secondary schools to augment the school’s non-salary expenditures. These discretionary funds are designed to improve the learning environment and thereby the learning performance of students. Under the original SEPIP, school grants were geared to quality inputs such as teaching and learning materials, special teacher training, and so on. Given the emergency situation in the North East, where schools buildings have been damaged, or indeed are not open for/accessible by IDP children, it is expected that school grants will have a different focus under the AF. School grants, for example, are likely to finance rehabilitation and other minor repairs in schools, as well as possibly tents or other temporary schooling accommodation for IDP children. The school grants are not intended for construction and major rehabilitation as Government actors are active in this regard (see Box 4.1 – Examples of School Grant Activities which will be included in the project implementation manual (indicative positive and negative lists).

Box 4.1. Examples of School Grant Activities**TEACHER TRAINING:**

- Training for teachers
- Subject matter knowledge, lesson planning, pedagogy, use of teachers' manual
- Transportation expenses for teachers to attend appropriate meetings

TEACHING/LEARNING

- Minor incidental expenses associated with free coaching (Mathematics, English, and Science), for example, venue of coaching
- Interconnectivity for structured learning (including long-distance learning)

LEARNING MATERIALS AND ACTIVITIES:

- Paper, notebooks, and pens (for teachers, Parent Teacher Associations (PTAs), and students)
- Teaching aids, blackboards, posters, flip charts, and other material
- Library books, reading corner books
- Extra set of textbooks
- Educational multimedia materials
- Costs of holding Sports Day or similar activities

COMMUNITY PARTICIPATION:

- Parent training (school readiness, hygiene, supporting children in learning, reports checking, participation in school planning)
- Parent participation in planning and monitoring school development activities
- Parent Assemblies to review school performance and carry out social audits
- Transportation expenses for SBMC/PTAs to attend appropriate meetings

TEMPORARY ACCOMMODATION

- Rental of physically adequate facility (to be approved by the State Ministry of Education)
- Physically adequate tents
- Mobile Classrooms

MINOR REHABILITATION

- Roof Repairs
- Rent Assemblies

EXAMPLES OF ACTIVITIES *NOT* COVERED BY SCHOOL GRANT**SCHOOL INFRASTRUCTURE AND SALARIES:**

- No new infrastructure
- School buildings and site development
- Landscaping and boundary walls
- Desks, chairs, and furniture
- Sanitation (toilets, etc.) and water provision (wells, etc.)
- Regular Teacher and Principal salaries
- Non-school related specific expenditures (for example, arms, weapons, hazardous materials, etc.)

Annex 5: Estimate of Project Cost

Table 5.1. Project Costs by Component

Component	Original Credit IDA (USD M)	Additional Financing IDA (USD M)	Total Financing IDA (USD M)
1. Results-Based Support to Education Sector Reform Program	125.0	-	125.0
2. Technical Assistance			
2.1. (a) Technical Assistance – Improving Education Quality in Anambra, Bauchi, and Ekiti	20.0	-	20.0
2.1. (b) Technical Assistance to North East States	-	18.6	18.6
2.2. Technical Assistance – Federal Level	5.0	1.1	6.1
3. Improving Education Quality and Learning Environment in North East			
3.1. Teacher Incentives Grants	-	31.3	31.3
3.2. School Grants	-	49.0	49.0
TOTAL	150.0	100.0	250.0

Table 5.2. Estimated Allocation of Additional Financing

STATE/AGENCY	COMPONENT (USD Million)			
	Component 1	Component 2 /a	Component 3	Total
1. Borno State		8.2	31.7	39.9
2. Yobe State		2.4	8.3	10.7
3. Adamawa State		4.7	18.4	23.1
4. Bauchi State		1.6	9.8	11.4
5. Taraba State		1.1	6.7	7.9
6. Gombe State		0.7	5.3	6.0
7. UBEC (Federal)	-	0.6	-	0.6
8. FMOE (Federal)	-	0.6	-	0.6
TOTAL	-	19.7	80.3	100.0

Note: a/ Includes Operating Costs for each State and UBEC and FMOE.

Annex 6: Implementation Arrangements and Support

Implementation Arrangements

1. The implementation arrangements would largely remain the same as the original project, which builds upon existing government administrative structures. Roles and responsibilities will be fine-tuned to reflect lessons of implementation experience. In the North East States, given the challenging context, implementation capacity would need to be strengthened through the deployment of education service providers and implementing partners such as civil society organizations (CSOs) and community-based organizations. The revised organization structure reflects the relationships among the various units/agencies, including communities and civil service societies (Appendices 1 and 2 to this Annex). The roles and responsibilities will be clearly described in the Project Implementation Manual, which will be revised to reflect activities under the AF in the North East States.
2. Given that the project will be implemented largely at the state level or below, the responsibility for project implementation will lie with the Ministry of Education of each of the participating states, with the Federal Ministry of Education (FMOE) undertaking overall project oversight and coordination, mainly through the Universal Basic Education Commission (UBEC). The FMOE will be the ultimate sectorial authority for the project, while the State Ministry of Education (SMOE), led by the Commissioner of Education, will assume this responsibility at the state level, in concert with the extended arm of UBEC, the State Universal Basic Education Board (SUBEB). The following describes the institutional arrangements, including roles and responsibilities of the various institutions.
3. **Federal level.** At the Federal level, the Federal Ministry of Education (FMOE) will provide policy guidance and chair the National Project Steering Committee (including representation of NEMA, PCNI, development partners, international and national non-government organizations), which will be responsible for overall coordination and monitoring of project implementation, assisted by UBEC, whose role will be to focus on technical aspects of basic education such as infrastructure provision, learning assessments, school-based management, and monitoring and evaluation. The FMOE, through the Federal Project Support Unit, will also be responsible for coordinating project activities at federal level, including technical assistance and verification of achievement of indicator targets pertaining to teacher incentive grants and school grants, and providing implementation support to states, through a newly established Federal Project Support Unit. Financial responsibility for technical assistance under the Additional Financing will rest with UBEC. Federal Ministry of Finance will be a member of the National Project Steering Committee, and will be expected to provide support through participation in project annual joint reviews. In addition, the Federal Project Financial Management Department (FPFMD) will manage financial management arrangements at the federal level. Given the critical role of the Federal Ministry of Finance as the interlocutor of multilateral and bilateral financing agencies in Nigeria, the Ministry in liaison with the Bank will carry out its oversight functions for project implementation with a view to ensuring maximum project impact.
4. **State-level arrangements in participating states.** The major part of implementation will occur at this level. Under the guidance of a State Project Steering Committee (SPSC)

including representation of SEMA and non-state actors such as development partners, international and national non-government organizations, the main responsibility for this will lie with the State Ministry of Education. A Technical Committee consisting of representatives from SMOE will support the State Project Steering Committee in dealing with technical matters. The SMOE in each state will comprise a State Project Technical Support Unit (SPTSU) with a project coordinator from SMOE. This Unit will liaise with various implementing partners, closely track project progress and compliance with fiduciary safeguards (financial management, procurement, social and environment). It will also play a key role in planning, implementing, monitoring and reporting, as well as acting as a focal point for coordination with the Bank, and other agencies, including concerned civil society organizations.

5. The SMOE will be assisted in financial management by a State Project Financial Management Unit (at the Accountant-General's Office), responsible for the management of donor-funded projects. For the AF Project, the SPFMU will serve as the Fund Holder for Components 2 and 3, and manage the financial management arrangements under the Technical Assistance Component.

6. In addition, the State Ministries of Finance and Planning, and the State Universal Basic Education Boards, Local Government Authorities, and key education parastatals such as the Teacher Boards, as well as other agencies including civil service societies, will also be involved in project management at state level primarily through their involvement in the State Project Steering Committee.

7. **Local Government Education Authority.** Under the guidance of local government project steering committee (including representation of non-state actors such as NGOs, CBOs etc.) and with oversight mainly from SUBEB, the LGEA is responsible for assisting with coordination of educational activities at LGA level through educational planning, budgeting, administering schools, and resolving program implementation bottlenecks. Moreover, they assess school educational inputs requirements through basic school data collection. Furthermore, they act as an intermediary for disseminating information to schools/SBMCs (including policy notifications and instructions). They coordinate capacity support to SBMCs, conduct school visits, and perform some monitoring of school activities. In addition, they will assist SMOES/SUBEBs in program coordination and implementation.

8. **School level.** Responsibility for project implementation will lie primarily with Head Teachers/Principals, assisted by functional School-Based Management Committees (including non-state actors such as NGOs, CBOs etc.), which will support the schools in developing education improvement plans, and manage activities under such plans, as approved by the SMOEs, in compliance with approved operations manual, satisfactory to IDA. In addition, SBMCs, assisted by NGOs, will be responsible for organizing meetings with relevant community members (e.g. Parent-Teacher Association meetings, parents' assemblies, social audits, etc.) to discuss, inter alia, school performance against their improvement plans and targets.

Results Monitoring and Evaluation

9. Rigorous monitoring of results is critical to generate evidence of progress towards achieving the PDO. The proposed AF bases the M&E framework on the Government's

established education monitoring system for assessing progress in the project's outcomes and results. M&E is integrated into the SEPIP AF project design and is supported through a clearly established results framework against which to evaluate project performance, including risk mitigation, and progress toward the SEPIP development objective. The responsibility for monitoring activities will lie with the M&E units in each of the State Ministries of Education, complemented by overall monitoring by the Universal Basic Education Commission on behalf of the Federal Ministry of Education at the Federal level, and civil society organizations at the school level.

10. The project will strengthen the existing system in the States to improve monitoring of results in the sector. The main features of the monitoring systems include systematic school-based data collection using registers and records, monthly routine data collection by Local Government Education Authorities (LGEAs), quarterly summary of results and progress reports by State Ministries of Education (SMOE), an annual school census. Independent Third Party monitoring and verification, including third party monitoring by qualified CSOs/CBOs selected competitively, has also been built into the technical assistance component to validate results reported through the monitoring system. Third party monitoring by CSOs will complement the usual monitoring and evaluation mechanism under the project.

11. Measuring results accurately and reliably at desired intervals is critical to the success of the SEPIP AF Project. M&E will be a key responsibility of the SMOE in the context of the SEPIP. There will be an annual assessment of project performance, which will, in case of continued poor performance, also consider possibilities for intra-state re-allocation in consultation with the Federal Ministry of Finance, after a notice of six months for redress is given to the State(s) concerned. The results framework in Annex 3 will be jointly reviewed by mid-term (July 2016), based on an external evaluation to be carried two months prior to this review, and a final one about eight months prior to project closing.

12. The M&E mechanism will: (a) verify the data provided by schools and the States' Ministries of Education; (b) contribute to improving the reliability of routine Education Management Information System (EMIS) through technical support and benchmarking and tracking improvements; (c) monitor the progress on performance improvements through periodic independent sample surveys for tracking changes at LGA and School levels; and (d) establish closer links with UBEC on the development of large-scale surveys. Monitoring that is specific to fiduciary functions, and environmental and social safeguards, is described below.

13. **Data collection methodologies for the Results Framework:** Primary data sources will be used to measure the indicators for PDO and intermediate results in the results framework and for measuring performance for implementation purposes more generally.

- (a) **Routine EMIS reporting systems:** Data on selected key indicators will be obtained periodically by the SMOE from routine reporting systems and school registers. The EMIS will be strengthened in each State Ministry of Education to function effectively as the data management system and produce/transmit information to various users.

- (b) **Annual School Census:** The Annual School Census (ASC) is an activity designed to capture relevant data as needed for adequate planning and administration of education in Nigeria. The main purpose of the census is to collect and collate data on schools in terms of infrastructure, teacher status, enrolment, retention and completion rates, teacher to pupil ratio, teacher to classroom ratio, pupil to classroom ratio that will inform stakeholders and form a basis for improved activity-based planning and budgeting for education in the three States participating on the project. The TA component of the project will support the strengthening of logistics of the ASC exercise to enhance the efficiency of the process and improve the quality of results.
- (c) **Beneficiary Assessments:** Qualitative and quantitative surveys will be conducted by an independent consultant at baseline, year 2 and year 3 in the three comparable states. The Beneficiary Assessments will include school-based classroom observation studies that will assess improved learning conditions and the use of pedagogical methods by teachers.

14. **SEPIP AF will build sector M&E capacity.** M&E capacity is currently weak and technical assistance in M&E has been identified to develop a culture of results monitoring by strengthening the systems, which provide the information and incentivizing the use of more credible information. The technical assistance plan, drawn on the basis of implementation experience, aims to support implementation, and to respond to emerging needs. Thus, the technical assistance plan for M&E will focus on strengthening evidence-based planning and management: (a) developing enhanced monitoring instruments; (b) independent validation of information; (c) analysis of information from administrative data, where required; (d) more in-depth analysis and information dissemination to support policy-making; and (e) to the extent possible, impact evaluations and cost-effectiveness of various interventions. Moreover, technical assistance under M&E can help advance progress in technical areas, such as learning assessment and examinations, and teacher deployment and recruitment.

15. **Third-party assessments.** Given the fragile context of the Participating States, and to ease the administrative burden on the State Ministry of Education, as well as to take advantage of knowhow and capacity of the private sector, and more importantly, for greater credibility, the State Ministries of Education through the State Project Technical Support Units, plans to carry out third-party assessments of program implementation progress and performance by contracting individuals/firms from the private sector. This emphasis on third-party assessments is imbedded in the verification protocol, through reviews, validations and evaluations to be conducted by third-party organizations at appropriate points over the implementation period.

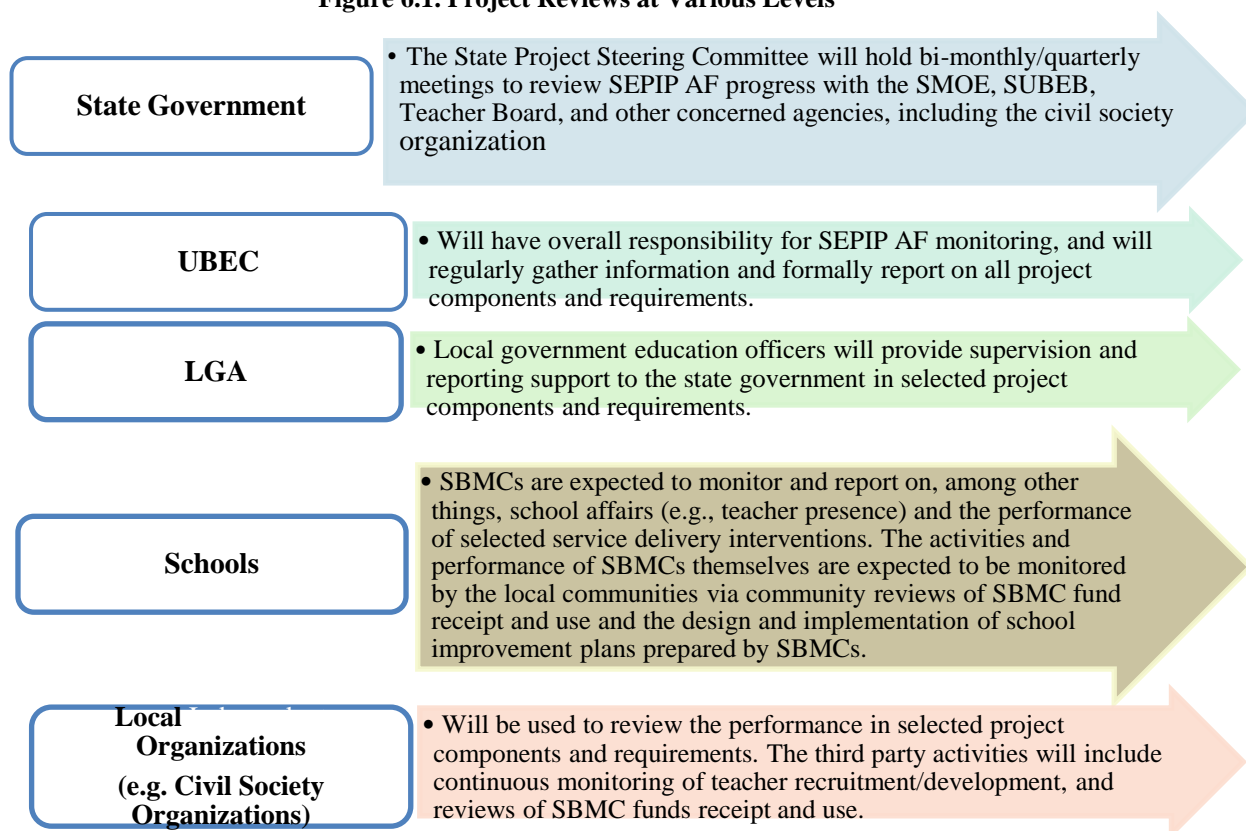
16. **Implementation Support and Reporting.** The States will collaborate with the World Bank to carry out at least two joint implementation support missions annually, with more frequent missions planned during the first year as required. World Bank supervision will comprise of semi-annual joint missions (which will include visits to schools), additional visits by World Bank country office staff and technical consultants (including third party technical assistance) as the need arises, and continuous electronic communication and follow-up to review SEPIP AF implementation progress and performance. In particular, the World Bank will monitor progress towards the achievement of results indicators, compliance with stipulated FM,

procurement, and safeguard requirements, and implementation of the proposed project's TA component. The State Ministries of Education, the SUBEB/LGEAs, SBMCs and local communities, and independent local organizations, such as civil society organizations will also make regular visits on a need basis to support implementation. If the security situation limits mission travel or the scope of supervision during missions, the States will intensify supervision from their offices via regular audio conferences and electronic communication.

Monitoring Evaluation - Chart

17. Project Reviews will be held on periodically at various levels as illustrated in the chart below:

Figure 6.1. Project Reviews at Various Levels



Financial Management

18. The Additional Financing will cover all the six states in the North East of Nigeria namely: Adamawa, Bauchi, Borno, Gombe, Taraba and Yobe. Due to the emergency nature of the Bank's interventions in these North East States, the DLI/EEP based implementation arrangements, using a results-based approach, shall not apply to the additional financing. Rather, payment of 'Teachers Incentive Grants' and 'School Management Grants' as defined in a new component 3 shall apply, using a transaction-based disbursement arrangement. In addition, additional financing under Component 2 of the original project (Technical Assistance) will be

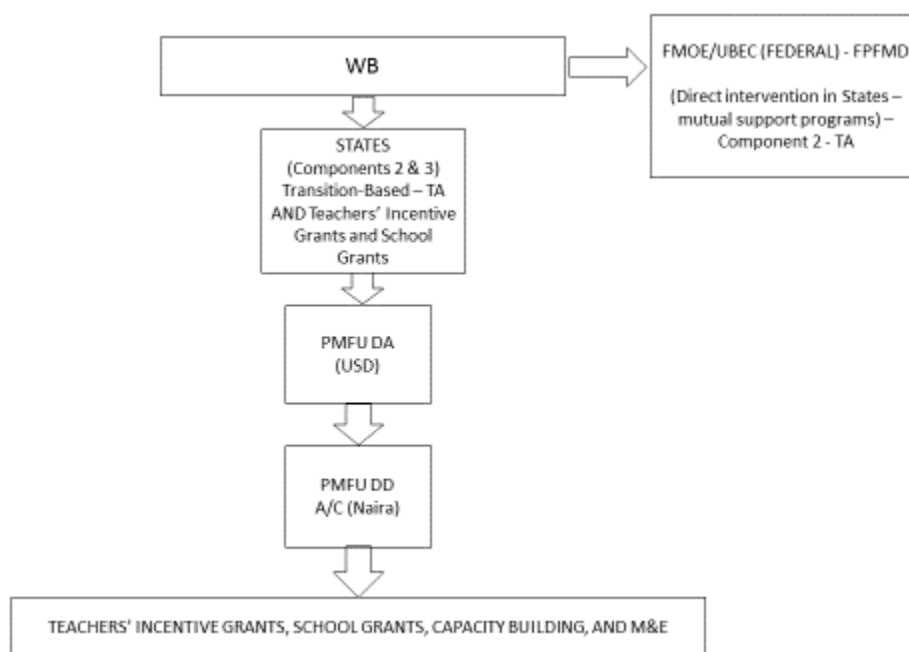
provided to cater for the ‘Goods, non-consulting services, consultants’ services (including audits), Operating Costs, and Training, Workshops and Study Tours’ needs of the six States and the Federal agencies (UBEC and FMOE) as defined below.

Disbursement Arrangements and Funds Flows under AF

19. The underlying principle to be applied in the disbursement and funds flow arrangements under the AF will generally follow the transaction-based traditional investment project financing approach as highlighted above and as schematized below. This will allow the AF to be adopted to the implementation capacities of the North East States and thus facilitate project implementation and the achievement of the related outcomes in an emergency situation, while ensuring the required fiduciary assurances are in place.

20. The operation provides for the establishment of new segregated Designated Accounts (DA) for each of the new States under Additional Financing (Borno, Yobe, Adamawa, Taraba, and Gombe) but excluding Bauchi that already has an established DA for pooling the AF resources. The Federal agencies – UBEC and FMOE – also already have designated accounts into which the AF resources will be pooled.

Figure 6. Fund Flow Arrangements - SEPIP Additional Financing



21. Three disbursement categories shall be established, two covering the States, and one covering the Federal implementation activities to allow for the required implementation flexibility, bearing in mind the need for flexible response to the emergency situation in the North East.

Table 6.1: Disbursements under Original and AF Projects (US\$, millions)

Disbursement Category	Original	AF	Total
(1) EEPs required for Part 1 of the Project and to be financed out of DLI Sub-financings for:			
(a) Anambra State	41,666,667	-	41,666,667
(b) Bauchi State	41,666,667	-	41,666,667
(c) Ekiti State	41,666,667	-	41,666,667
(2)(a) Goods, non-consulting services, consultants' services (including audits), Operating Costs, and Training, Workshops and Study Tours under Part 2.1 of the Project for:			
(a) Anambra State	6,666,667	-	6,666,667
(b) Bauchi State	6,666,666	-	6,666,666
(c) Ekiti State	6,666,666	-	6,666,666
(2)(b) Goods, consulting and non-consulting services, training, and operating costs under Part 2.1 of the Project:			
(a) Borno State		8,300,000	8,300,000
(b) Yobe State		2,400,000	2,400,000
(c) Adamawa State		4,700,000	4,700,000
(d) Bauchi State		1,600,000	1,600,000
(e) Taraba State		1,200,000	1,200,000
(f) Gombe State		700,000	700,000
(3) Goods, non-consulting services, consultants' services (including audits), Operating Costs, and Training, Workshops and Study Tours under Part 2.2 of the Project	3,100,000		3,100,000
(a) UBEC			
(b) FMOE		550,000	550,000
		550,000	550,000
(4) Refund of Preparation Advance	1,900,000	-	1,900,000
(5) (a) Grants under Part 3.1 of the Project for:	-		
(a) Borno State		10,000,000	10,000,000
(b) Yobe State		2,400,000	2,400,000
(c) Adamawa State		6,100,000	6,100,000
(d) Bauchi State		5,800,000	5,800,000
(e) Taraba State		40,900,000	40,900,000
(f) Gombe State		3,400,000	3,400,000
(5) (a) Grants under Part 3.2 of the Project for:			
(a) Borno State		23,000,000	23,000,000
(b) Yobe State		6,000,000	6,000,000
(c) Adamawa State		12,300,000	12,300,000
(d) Bauchi State		4,000,000	4,000,000
(e) Taraba State		2,800,000	2,800,000
(f) Gombe State		1,800,000	1,800,000
TOTAL	150,000,000	100,000,000	250,000,000

22. **Accounting:** The AF will be accounted for using the cash basis, augmented with appropriate records and procedures to track commitments and to safeguards assets. All

accounting and control procedures are documented in the Financial Procedures Manual, which will be regularly updated and shared with IDA.

23. **Financial Reporting and Monitoring:** Timely preparation of accurate financial reports for the sector will be one of the key Financial Management performance indicators to be monitored. In addition, the Federal Project Financial Management Department at the Federal level, will prepare the Project Financial Statements (interim and annual), showing the sources of project funds and their uses, while the States' PFMUs will be responsible for the preparation of these reports at the level of the States. The Project Financial Statements will take the form of quarterly Interim Unaudited Financial Reports and Annual Financial Statements. Adequate notes and disclosures consistent with acceptable international practice will be provided, at least as part of the annual financial statements. The interim quarterly financial reports will be submitted to the Bank, within 45 days after the end of each quarter, while the annual financial statements would be prepared and submitted for audit in good time to allow the audits to be completed and the audit report submitted to the Bank by the due date.

24. **Internal Control:** Internal controls under the current project will continue to be maintained under the AF. In addition to this however, an enhanced accountability framework will be in place and the underlying principles will be incorporated in the PIM to ensure funds allocated to training, workshops and study tours etc., are used for the intended purposes with due attention to economy and efficiency. Accordingly, all training (local and international) would require clearance from the Bank. The requests for clearance should, at a minimum, include the following:

- (a) A demonstrated linkage between the rationales of the workshop.
- (b) Form part of the Annual Work Plan to which the activity falls.
- (c) The number of trainees, their function and, mode selection. This should also include the number of times during the past 18 months listed trainees had benefitted from training.
- (d) The process used for selection of training provider and if foreign training, rationale for not proposing local training.
- (e) The training prospectus.
- (f) The detailed cost of the event-venue, how venue was or is proposed to be selected, venue rental, refreshments/lunches, per diem, transport cost (air or land travel cost per trainee);

25. Only on the basis of the above submissions and IDA prior clearance will expenses be committed and become eligible for financing under the project.

26. **External Audit:** The audited financial statements and management letter for the Federal component and each of the States components shall be submitted to the Bank within 6 months of the end of the Government fiscal year. Acceptable audited financial statements for the project

would show, inter alia, sources and uses of funds according to components and subcomponents, according to activities, and according to disbursement categories.

27. With the financial management arrangements anchored on the basis as above defined, the arrangements are acceptable to the Bank. The FM risk for the additional financing is rated Substantial.

Procurement

28. **Procurement Arrangement and Guidelines.** Procurement under this project will largely involve goods, and a few works, consultancy services and non-consulting services packages. Procurement financed under the AF will be carried out in accordance with the World Bank's "Guidelines: Procurement of Goods, Works and Non-consulting services under IBRD Loans and IDA Credits and Grants by World Bank Borrowers" published in January 2011 (revised July 2014), in the case of goods, works, and non-consulting services; and "Guidelines: Selection and Employment of Consultants under IBRD Loans and IDA Credits and Grants by World Bank Borrowers" published in January 2011 (revised July 2014) in the case of consultants' services, and the provisions stipulated in the Legal Agreement. "Guidelines on Preventing and Combating Fraud and Corruption in projects Financed by IBRD Loans and IDA Credits and Grants, (the Anti-Corruption Guidelines)" (October 15, 2006, revised in January 2011); and the provisions stipulated in the Legal Agreement. For each contract to be financed by the Credit, the different procurement methods or consultancy services selection methods, estimated costs, prior review requirements, and time frame have been agreed between the Borrower and the World Bank in the procurement plan.

29. **Procurement Risk Assessment.** The fiduciary assessment carried out for SEPIP AF indicates "substantial" risk in procurement operations and contract management. The main drivers to the risks are associated with the acute capacity constraint of the new schools, highly de-centralized nature of procurement activities, delays in processing procurement activities. While several risk-mitigating measures have been incorporated into the design of the procurement arrangement of original credit, the Procurement Implementation Plan will be used to mitigate procurement implementation weaknesses and risks identified for the implementation of project activities, and to strengthen the internal procurement systems of the implementing agencies. In addition to procurement supervision missions, a number of additional measures will also be undertaken to improve overall procurement and capacity. The procurement unit of the World Bank would be providing hand-holding supports to the project team to ensure smooth procurement operations and contract management.

30. **Managing procurement risks.** In order to minimize the procurement associated risks, the following measures have been agreed upon with the concerned agencies. Parts of these measures are already in place, while the remaining will be implemented during implementation of the Project.

- (a) **Procurement training:** the AF would undertake a comprehensive procurement training program for the new polytechnic institutes and refresher training for the existing agencies. e-GP trainings would be arranged for all implementing agencies;

- (b) **Due-diligence measures:** the following steps will be followed as part of procurement and implementation arrangements: (a) All tenders for National Competitive Bidding (NCB) and International Competitive Bidding (ICB) will be published on the World Bank Website and at least in two widely-read national newspapers (a) all bid evaluation reports will include verification of recommended bidders' post-qualification information; (b) make bidders generally aware about fraud and corruption issues; (c) preserve records and all documents regarding procurement (including correspondences with the potential bidders as well as complaints/clarification requests etc.), in accordance with the Bank Guidelines and PPA/PPR, to facilitate smooth procurement audit or post-review; and (d) publish contract award information and the respective agencies website within two weeks of contract award (and in UNDB online for ICBs or international consultancies).

31. **Procurement plan.** For each contract to be financed under the AF, the different procurement methods or consultant selection methods, the need for pre-qualification, estimated costs, prior review requirements and time frame have been agreed between the Borrower and the Bank in the Procurement Plan. All expected major procurements will be announced in the General Procurement Notice (GPN), published in the Bank external website and United Nations Development Business (UNDB). The project has shared an 18-month procurement plan with the Bank which was reviewed and cleared. The procurement plan will be updated upon the completion of the project of procurement strategy and semi-annually (or as required) using STEP system of the Bank.

32. **Particular methods of procurement of goods, works and non-consultancy services.** Except as otherwise agreed in the procurement plan, works and goods may be procured on the basis of International Competitive Bidding. Procurement of goods and works having estimated value less than the ceiling stipulated in the Procurement Plan may follow National Competitive Bidding (NCB) using the Bureau of Public Procurement (BPP) bidding document as agreed with the World Bank, Framework Agreement, and Shopping (Request for Quotations) methods. Direct Contracting may be allowed under special circumstances with prior approval of the Bank. NCB would be carried out under Bank Procurement Guidelines following procedures using standard/model bidding documents satisfactory to the Bank. For the purpose of NCB, the following shall apply:

- Post bidding negotiations shall not be allowed with the lowest evaluated or any other bidder;
- Bids should be submitted and opened in public in one location immediately after the deadline for submission;
- Lottery in award of contracts shall not be allowed;
- Bidders' qualification/experience requirement shall be mandatory;
- Bids shall not be invited on the basis of percentage above or below the estimated cost and contract award shall be based on the lowest evaluated responsive bid price of compliant bid from eligible and qualified bidder; and

- Single-stage two-envelope procurement system shall not be allowed.

33. **Methods of procurement of consultants' services.** Selection of Consultants will follow the Bank's Consultant Guidelines and standard documents in all types of selection processes. The following methods will apply for selection of consultants: Quality and Cost based Selection (QCBS), Quality-based selection (QBS), Fixed Budget Selection (FBS), Consultants' Qualification (CQ), Least Cost Selection (LCS), and Single Source Selection (SSS). Single Source Selection may be allowed under special circumstances with prior approval of the Bank. Shortlist of consultants for services estimated to cost less than US\$500,000 equivalent per contract may be composed entirely of national consultants. The Procurement Plan specifies the circumstances and threshold under which specific methods will be applicable, along with the Bank's review and implementation support requirements.

34. **Use of standard procurement documents.** For procurement through International Competitive Bidding and for selection of consultants, the Bank's Standard Bidding Documents (SBDs) and Standard Request for Proposals (SRFPs) will be used respectively, including the form of contract attached with SBDs and SRFPs. For all NCB, Shopping packages, and Framework Agreements, the implementing agencies will use model tender documents (MTD) agreed with the Bank.

35. **Prior review thresholds.** The Procurement Plan shall set forth those contracts which shall be subject to the Bank's prior review. All other contracts shall be subject to Post Review by the Bank.

36. **Post review/integrated fiduciary review.** For compliance with the Bank's procurement procedures, the Bank will carry out sample post review of contracts that are below the prior review threshold. Such review (ex-post and procurement audit) of contracts below the threshold will be subject to the risk rating of the post-review contracts in the project. Procurement post-reviews will be done on annual basis depending on the number of post-review contracts.

Safeguards - Monitoring and Evaluation

37. The M&E arrangements for the original project have been functional and are being carried out by the M&E unit of the State Project Support Technical Support Unit. The M&E unit will be further strengthened under the proposed AF to cope with the substantial increases in the scope of interventions and the number of project beneficiaries. Key M&E activities include maintaining the M&E MIS, producing project progress reports semi-annually with regular monitoring on results framework indicators, holding regular meetings of Project Steering Committees (PSC) at both Federal and State level, and gathering quantitative and qualitative information through field visits. Impact assessments and tracer studies are carried out to assess the benefits and challenges of various project interventions.

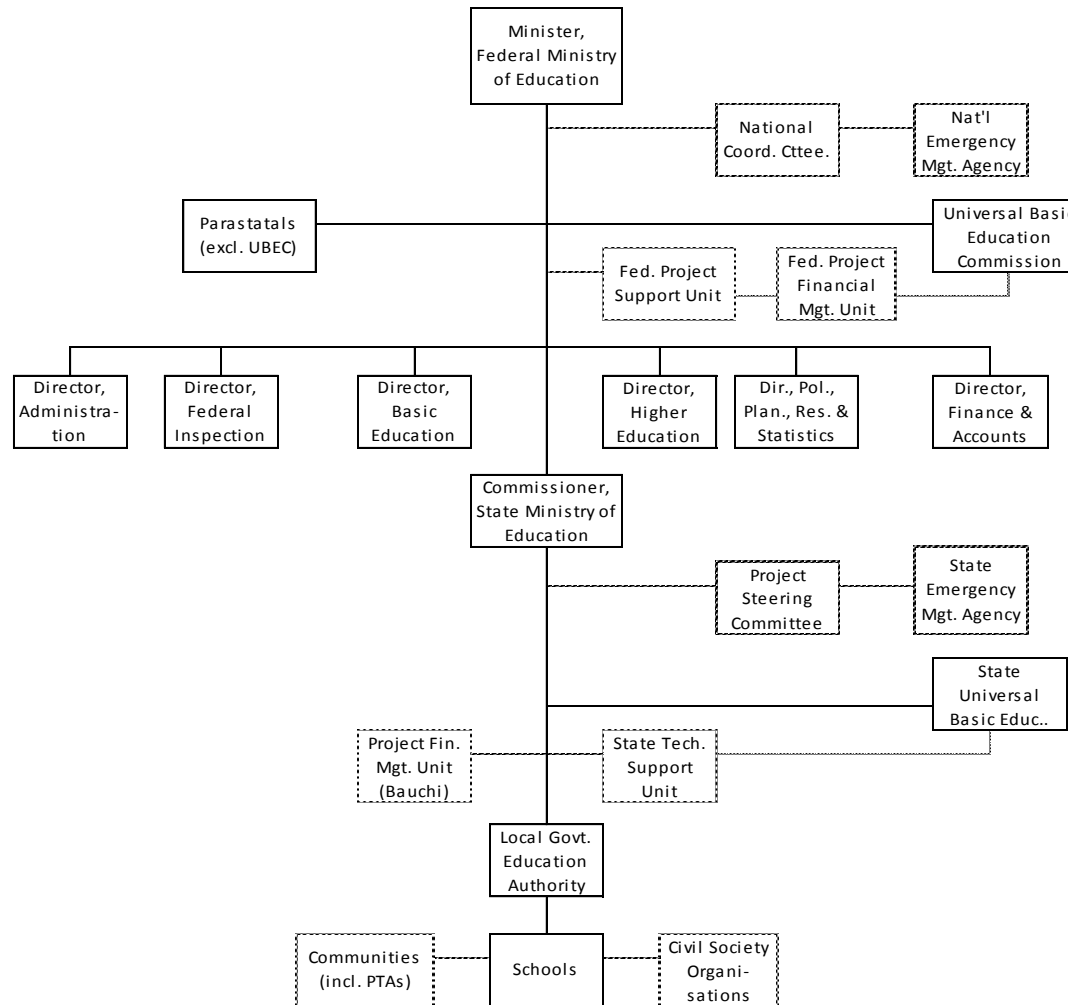
38. The proposed AF would have limited civil works resulting from proposed interventions in the conflict afflicted schools in the six North East states of Borno, Yobe, Adamawa, Bauchi, and Gombe. Operational Policy (OP) 4.01 on Environmental Assessment will be triggered given the potential environmental concerns around the rehabilitation and/or reconstruction activities of schools and also disposal of debris from the demolished school structures.

39. According to the proposed activities, the potential environmental risks are considered to be small in scope, site specific and easy to avoid, prevent and manage as well as remediate to acceptable levels. Furthermore, with the experience from the ongoing projects, there seems to be some improved capacity to assess and address environmental issues in the education sector. Thus, the risk are manageable and can be mitigated through development and implementation of site specific Environmental and Social Management Plans.

40. In Nigeria, a well-defined Environmental Assessment Legal system (EIA Act, Cap EI2LFN2004) for safeguarding the environmental aspects of projects exists, but due to the present situation in the conflict –afflicted areas, while the updated Environment and Social Management Framework (ESMF) was updated and disclosed in country and in Infoshop on May 16, 2016, the preparation of site specific safeguards instruments such as ESMPs will be prepared during implementation. But before any relevant project activities commence, the client will prepare an ESMP that will cover the entire scope of potential investment sub-projects (i.e. school grants) which defines the suggested, specific instruments and processes. This would also be the instrument that will need to be disclosed and consulted, before any physical activities would start. The ESMP will also include a positive list of likely activities and investments to be financed, and a negative list of activities, equipment, and goods that will not be financed by the project due to their potential, negative environmental impacts.

Annex 6 – Appendix 1: Additional Financing – State Education Program Investment Project (SEPIP)

Draft Implementation Structure



Annex 6 – Appendix 2: State Education Program Investment Project (SEPIP) – Additional Financing

Organizational Implementation Structure – State Project Technical Support Unit (SPTSU)

