

**PROJECT  
IMPLEMENTATION  
MANUAL**



**FEDERAL MINISTRY  
OF EDUCATION**

# **ADOLESCENT GIRLS INITIATIVE FOR LEARNING AND EMPOWERMENT (AGILE) PROJECT**

OPERATING MODEL DESIGN  
AND IMPLEMENTATION STRATEGY  
PLAYBOOK — VOLUME I



**WORLD BANK ASSISTED PROJECT**

– February 2021 –

## – DOCUMENT DATA SHEET –

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<b>Project:</b>	Adolescent Girls Initiative for Learning and Empowerment (AGILE)
<b>Deliverable:</b>	Project Implementation Manual
<b>Deliverable Description:</b>	This deliverable contains detailed guidelines and procedures relating to planning, budgeting, monitoring and evaluation, procurement, financial management, accounting, disbursements and safeguards including reporting modalities. .
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<b>Document Version</b>	1.2
<b>Document Status</b>	Pre-Activation
<b>Produced by</b>	PIM Development Consultant
<b>Owned by:</b>	AGILE Project (Federal Republic of Nigeria and beneficiary States)

### Document Change History

Name of Reviewer	Review Date	Approval Date

## A CLARION CALL TO ALL ON GIRLS EDUCATION IN NIGERIA



**Girls' education** is a human right and also our collective responsibility. Educating girls contributes significantly to the development of a stable, prosperous and healthy nation state whose citizens are active, productive and empowered. Yet data indicate that in Nigeria:

- Over 5.5 million girls are out-of-school (UNESCO, 2014)
- 40% women and 28% men have never attended school (NPC, 2009)
- Nearly two-thirds of women in the North-West and North-East regions have no education, compared to less than 15% in the South-South (ibid.)
- The Net Enrolment Rate at primary school level is 56% for girls and 61% for boys (UNESCO, 2014)
- Drop-out rates are highest at the sixth grade of primary school and higher among girls than boys (NPC, 2009).
- Of the staggering 10.5 million out-of-school children in Nigeria today, the majority are girls and most are from the poorest families in rural areas of the North-West and North-East regions.

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<b>Abbreviations and Acronyms</b>	
AGILE	Adolescent Girls Initiative for Learning and Empowerment
ANRiN	Accelerating Nutrition Result in Nigeria
API	Application Programming Interface
ASC	Annual School Census
AWP	Annual Work Plan
BESDA	Better Education Service Delivery for All
BoQ	Bill of Quantities
CBA	Cost-Benefit Analysis
CBN	Central Bank of Nigeria
CBT	Community-Based Targeting
CBTT	Community-Based Targeting Team
CCT	Conditional Cash Transfer
CDD	Community-driven development
CE	Citizen Engagement
CoC	Code of Conduct
CPF	Country Partnership Framework
CPMC	Community Project Management Committee
CPS	Country Partnership Strategy
CRI	Corporate Results Indicator
CSDP	Community Social Development Project
CSO	Civil Society Organization
CTF	Cash Transfer Facilitator
DA	Designated Account
DFID	U.K. Department for International Development
DHS	Demographic and Health Survey
DP	Development Partner
E&S	Environmental and Social
EMIS	Education Management Information System
ENGINE	Education Nigerian Girls in New Enterprises
EPAG	Economic Empowerment of Adolescent Girls and Young Women
ERGP	Economic Recovery and Growth Plan
ESIA	Environmental and Social Impact Assessment
ESMF	Environmental and Social Management Framework

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<b>Abbreviations and Acronyms</b>	
ESMP	Environmental and Social Management Plan
ESRS	Environmental and Social Review Summary
ESS	Environmental and Social Standard
FA	Financing Agreement
FAAC	Federal Account Allocation Committee
FCT	Federal Capital Territory
FCV	Fragility, Conflict and Violence
FGM	Female Genital Mutilation
FM	Financial Management
FME	Federal Ministry of Education
FMF	Federal Ministry of Finance
FMH	Federal Ministry of Health
FMHDMSD	Federal Ministry of Humanitarian Affairs, Disaster Management and Social Development
FMWA	Federal Ministry of Women Affairs
FMY	Federal Ministry of Youth
FPFMD	Federal Project Financial Management Department
FPM	Financial Procedures Manual
FSP	Financial Service Provider
GAR	Gross Attendance Rate
GBV	Gender-Based Violence
GDP	Gross Domestic Product
GER	Gross enrollment rate
GHS	General Household Survey
GNI	Gross National Income
GR	Grievance Redress
GRC	Grievance Redress Committee
GRM	Grievance Redress Mechanism
GRS	Grievance Redress Service
GSP	Girls Scholarship Program
H2H	House-to-house mobilization
HCDV	Human Capital Development Vision
HCI	Human Capital Index
HILWA	High-Level Women Advocates

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<b>Abbreviations and Acronyms</b>	
ICT	Information and Communication Technology
IDA	International Development Association
IDEAS	Innovation Development and Effectiveness in the Acquisition of Skills Project
IE	Impact Evaluation
IFR	Interim Financial Report
IDP	Internally displaced person
IFR	Interim Financial Report
IMF	International Monetary Fund
IPF	Investment Project Financing
IPSAS	International Public Sector Accounting Standards
IPV	Intimate Partner Violence
IRR	Internal Rate of Return
ISM	Implementation support mission
ISR	Implementation status and results report
IT	Information technology
IVA	Independent Verification Agent
JRM	Joint Review Mission
JSS	Junior Secondary School
LGA	Local Government Area
LGEA	Local Government Education Authority
LMIC	Lower-Middle-Income Country
LMP	Labor Management Procedure
LMS	Learning Management System
M&E	Monitoring and Evaluation
MDA	Ministries, Departments and Agencies
MDAs	Ministries, Departments, and Agencies
MDG	Millennium Development Goal
MICS	Multiple Indicator Cluster Survey
MIS	Management Information System
MMO	Mobile Money Operators
MPA	Multiphase Programmatic Approach
MSP	Ministerial Strategic Plan
MTEF	Medium-term Expenditure Framework

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<b>Abbreviations and Acronyms</b>	
MTR	Mid-term review
NASSP	National Social Safety Nets Project
NBR	National Beneficiaries Registry
NEDS	Nigeria Education Data Survey
NGO	Non-Governmental Organization
NIPEP	Nigeria Partnership for Education Project
NPA	National Personnel Audit
NPCU	National Project Coordination Unit
NPHCDA	National Primary Health Care Development Agency
NPSC	National Project Steering Committee
NPV	Net Present Value
NSR	National Social Registry
OAGF	Office of the Accountant-General of the Federation
PAD	Program Appraisal Document
PAP	Program Action Plan
PDO	Project Development Objective
PFM	Public Financial Management
PIM	Project Implementation Manual
PMT	Proxy Means Test
PPA	Public Procurement Act
PPP	Purchasing Power Parity
PPR	Procurement Post Review
PPSD	Project Procurement Strategy for Development
PTA	Parent-Teacher Association
QCBS	Quality and cost-based selection
RfQ	Request for Quotation
RH	Reproductive Health
RTL	Religious and traditional leader
SBD	Standard Bidding Document
SBMC	School-Based Management Committee
SCD	Systematic Country Diagnostic
SEA	Sexual Exploitation and Abuse
SH	Sexual Harassment

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<b>Abbreviations and Acronyms</b>	
SEP	Stakeholder Engagement Plan
SEPIP	State Education Program Investment Project
SIG	School improvement grant
SIP	School improvement plan
SME	State Ministry of Education
SMWA	State Ministry of Women Affairs
SMY	State Ministry of Youth
SORT	Systematic Operations Risk-rating Tool
SPD	Standard Procurement Document
SPFMU	State Project Financial Management Unit
SPHCDA	State Primary Health Care Development Agency
SPIU	State Project Implementation Unit
SPSC	State Project Steering Committee
SRA	Security Risk Assessment
SSA	Sub-Saharan Africa
SSEB	State Secondary Education Board
SSN	Social Safety Net
STEP	Systematic Tracking of Exchanges in Procurement
SUBEB	State Universal Basic Education Board
SWEDD	Sahel Women's Empowerment and Demographic Dividend
TA	Technical Assistance
TLM	Teaching and Learning Material
TOT	Training of Trainers
TSA	Treasury Single Account
TTL	Task Team Leader
UBE	Universal Basic Education
UBEC	Universal Basic Education Commission
UNCAC	United Nations Convention Against Corruption
UNICEF	United Nations Children's Fund
USAID	U.S. Agency for International Development
VAPP	Violence against persons prohibition
WA	Withdrawal Application
WASH	Water, Sanitation and Hygiene

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<b>Abbreviations and Acronyms</b>	
WDR	World Development Report
YESSO	Youth Employment and Social Support Operation

## **OBJECTIVE AND PURPOSE OF THE PROJECT IMPLEMENTATION MANUAL (PIM)**

1. The Project Implementation Manual (PIM) is designed in a way that gives the users an in-depth information available on the Adolescent Girls Initiative for Learning and Empowerment (AGILE) project. The Manual provides general background and descriptions on the nature of the AGILE project, its objectives and methods and most importantly specific guidance on the procedures to be followed in the implementation of the Project. The PIM contains guidelines and procedures relating to planning, budgeting, monitoring and evaluation, procurement, financial management, accounting and disbursements including reporting modalities. The PIM also explains the objectives, general framework of the budget systems and principles of the project design
2. The PIM aims to:
  - Promote greater understanding of the project implementation processes in order to enhance working relationships among implementing parties;
  - Establish procedures and criteria that would enable relevant agencies and oversight bodies implementing the various components of the project effectively as well as to avoid or mitigate internal risks; and
  - Establish internal control procedures so that the government can be fully accountable to the Public, Development Partners and other stakeholders.
3. The World Bank and other donors have a number of policies that are binding to all the countries that receive financing from the Bank. These policies cover a range of areas including project execution in general, financial management, procurement, safeguards, disbursement, accounting and auditing. The Financial Agreement between Nigeria and the World Bank sets out the basic parameters for implementation including detailed prescriptions for planning, budgeting, procurement, financial management, accounting and disbursements, monitoring & evaluation, safeguards, procurement, disbursement, etc. It is important to keep in mind that all the procedures prescribed in this manual are an integral part of the legal agreement between the World Bank and the Government of Nigeria and must therefore be treated as such. Staff and consultants involved

in implementation need to become familiar with relevant parts of this manual and use it as a basic reference for procedures.

4. In this regard, the manual would be made available for reference purposes to all the project implementing parties, auditors and other stakeholders who may be interested in understanding all aspects of the AGILE Project. Users of this manual are therefore encouraged to read it carefully and raise any queries to the NPCU or the SPIUs.

### **5. Adoption and Amendment of PIM**

This manual was developed through a series of reviews and consultations with relevant stakeholders (fund providers, Federal, State and local tiers of government.). Consequently, the emerging document is a reflective of the views of a wide spectrum of the key stakeholders.

6. It is expected that the manual, as a “living document”, may be reviewed and updated when necessary, especially during the mid-term review, in order to incorporate lesson learnt during the course of implementation. This exercise should be conducted by the National Coordination Unit and State Project Implementation Units (in consultation with all other implementing agencies and departments), in agreement with the National Project Steering Committee and the World Bank.

### **7. Structure and Users of the PIM**

This manual is designed principally for use of everyone involved in the implementation of the Project, including Coordination and Oversight committees and units (National & States), State Policy and Monitoring Teams (in State Ministries of Education), State Project Implementation Units, Independent Verification Agents, Project Management Consultants, Activities Executing MDAs at State levels, as well as stakeholders who are involved in the implementation arrangement of the Project.

The manual is modular in nature; every section is organized in such a way that the users don't have to read the whole document in order to understand the topic that's discussed. The users may therefore feel free to jump through sections to suit their specific needs.

**8. The various sections of the PIM are as follows:**

***CHAPTER ONE:***

This section provides an introduction that describes the Nigerian Education System and its governance as well as the importance of Girls Education. The section also highlights the issues and challenges of Adolescent Girls’

education and the need for the AGILE intervention, in supporting the government to tackle the issues.

***CHAPTER TWO:***

This section highlights the AGILE Project development objectives, Project Scope, Beneficiaries and Duration, as well as provide detailed description of the project Components & Sub-Components.

***CHAPTER THREE:***

This section provides the Institutional Arrangement of the AGILE Project. It also explained the roles and functions of key agencies to be involved in the implementation of the Project and Technical Assistance activities of AGILE.

***CHAPTER FOUR:***

This section describes the detailed Implementation Arrangement for the components of the project. It equally provides the steps and operational procedures relating to coordination and oversight arrangement for the project. These include administrative, procurement, financial management, monitoring & evaluation and safeguards as well as reporting modalities,

***CHAPTER FIVE:***

This section provides detailed Environmental and Social Safeguard Arrangement for the AGILE Project. It also provides Environmental and Social effects of the project as well as the Action plan for Environmental and Social management.

***CHAPTER SIX:***





This section provides a summary of the steps and operational procedures on Information, Education and Communication Strategy & Advocacy Framework to be deployed in the implementation of the AGILE Project.

***ANNEXURE:***

This section contains various supporting tables, forms and other relevant information, as part of the main sections of the manual.

### 9. Icons Used in This PIM

In order to help the users navigate easily and efficiently in this manual, the following icons are used to identify important pieces of information by category.

	This icon requires careful attention as it points to information that will directly improve users' understanding of the project implementation.
	This icon highlights information that users should keep in mind when implementing the AGILE Project.
	This icon highlights potential pitfalls to avoid, while implementing the AGILE Project.
	This icon points to some key sections with handbooks containing detailed implementation guidelines and procedures.

### 10. Where to Go from Here

This Manual is organized so that users can jump around from topic to topic.

## CHAPTER 1 – INTRODUCTION

### 1.1. THE NIGERIAN EDUCATION SYSTEM AND INSTITUTIONAL CONTEXT

The Nigerian education system can be described as a ‘1-6-3-3-4’ system: one pre-primary year (recently introduced), six years of primary, followed by three years of junior secondary education—which together comprise basic education; the next three years are senior secondary education followed by four years of tertiary education. The responsibility of Education sector in the country lies jointly on the three tiers of Government—federal, state, and local. Though Nigeria has made some progress in improving the well-being of girls and women towards achieving gender parity in education, health, and access to jobs, these improvements have not occurred evenly across regions and socio-economic groups. Progress has not reached all girls and women especially those from the poor households and rural areas of the country. Indeed Education outcomes at the secondary level among adolescent girls is particularly concerning.

**Education efforts in Nigeria aim to be inclusive of all children – throughout the country, including girls, children with disabilities, and indigenous populations**

### 1.2 THE CONSTRAINTS OF ACCESS AND COMPLETION OF SECONDARY EDUCATION FACING ADOLESCENT GIRLS IN NIGERIA:

11. Adolescent girls in Nigeria face a set of complex and multi-dimensional supply- and demand-side constraints in accessing and completing secondary education. These include:
  - (i) *Lack of secondary schools*: For many girls, there is no secondary school where they live.
  - (ii) *Poor condition of infrastructure and a lack of water, sanitation and hygiene (WASH) facilities*: Underinvestment has left a legacy of secondary schools with poor infrastructure and dilapidated buildings and total lack of basic amenities.
  - (iii) *Prevailing social and cultural norms*: Traditions, social norms, misinterpretations of

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religious teachings and gender biases often prevent girls from accessing and completing secondary school.

- (iv) *Costs of secondary school:* Close to 80 percent of poor households are in the north – and for these families – it is difficult to cover the direct or indirect cost of schooling.
- (v) *Lack of relevance of secondary education/limited returns to education:* The prevailing perception among many households is that secondary school will not help their daughters to acquire the skills and knowledge relevant for the labour market.
- (vi) *Girls are at risk of violence in and around schools:* Girls are often required to travel long distances to the nearest school placing them at risk of sexual exploitation and abuse (SEA) and forms of gender-based violence (GBV).
- (vii) *Gaps in planning and provision of secondary education:* Inefficient Schools Management arising from non-delineation of roles and responsibilities SMES and SUBEBs at the state level thus exacerbating supply-side constraints to girls’ education.
- (viii) *Lack of data to assess current programs and to guide decision-making to support girls’ schooling:* There is limited information on girls’ education outcomes and data on education trends, particularly for girls at the senior secondary level. The latest school level data from the 2017/18 NPA survey is highlighted below.

**Table 1: Status of Public Junior Secondary Schools**

Secondary schools	Borno	Kaduna	Kano	Katsina	Kebbi	Plateau
<b>Total number of JSSs</b>	<b>370</b>	<b>904</b>	<b>1,669</b>	<b>548</b>	<b>370</b>	<b>1,046</b>
<b>Total number of SSSs</b>	<b>110</b>	<b>706</b>	<b>862</b>	<b>384</b>	<b>163</b>	<b>711</b>
<b>Portion of public JSS that reported having:</b>						
At least 50% of classrooms in bad	47.2	51.4	22.9	38.4	48.6	39.9
No separate toilet for girls	57.6	27.2	18.2	16.8	43.6	42.4
No safe drinking water	61.1	29.7	20.2	19.9	15.7	35.4
Not having any power	70.7	53.3	40.4	47.7	49.3	35.8
No functional computers	85.2	72.0	60.9	67.2	59.6	34.3
No functional laboratories	92.6	60.2	69.1	48.7	70.7	32.5
Pupil textbook ratio: English	10.6	1.5	3.2	3.7	3.9	2.1
Pupil textbook ratio: Math	12.5	1.4	3.2	3.9	3.7	2.1
Pupil textbook ratio: Basic Science	11.8	1.5	4.6	5.3	4.2	2.9

Source: NPA, 2018

12. In order to respond appropriately to the above-highlighted constraints, the government has renewed its commitment to promote gender equality and girls' empowerment by introducing a number of initiatives including putting forward a set of prioritized policy and programmatic actions on doubling girls' secondary education enrolment and completion rates. In this regard, the Government has requested World Bank support to undertake a transformative initiative to improve education outcomes and the overall wellbeing and life trajectory of adolescent girls in Nigeria.

13. **The Adolescent Girls Initiative for Learning and Empowerment (AGILE) Project** seeks to improve adolescent girls' access to secondary education. The project aims to support the Government through a holistic and multi-sectorial approach to unlock binding demand- and supply-side constraints to girls' empowerment, especially in northern Nigeria. The project will use secondary schools as a platform to empower girls through education, life skills, health education (e.g. nutrition, reproductive health) GBV awareness and prevention, negotiations skills, self-agency and digital literacy skills.

### **1.3 THE WORLD BANK/GOVERNMENT JOINT INTERVENTION: THE AGILE PROJECT**

14. **The Adolescent Girls Initiative for Learning and Empowerment (AGILE) Project** was developed by the Federal Ministry of Education in collaboration with the World Bank as part of the Government's long-term education reform agenda, to adequately address the identified constraints of accessing and completing secondary education facing adolescent girls in Nigeria.

15. The Project which consists three components, seeks among others to improve the quality and efficiency of social service delivery at the state-level thereby promoting social inclusion and strengthening governance and public sector management, with gender equity and conflict sensitivity as essential elements of good governance. The project will work with the federal government and support the education programs of participating states to improve secondary education opportunities amongst girls. The project will also benefit all adolescents (boys and

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girls) in public schools (state/LGA, integrated Islamiyaa schools and community schools<sup>1</sup>) in the targeted LGAs in the seven participating states of Borno, Ekiti, Kaduna, Kano, Katsina, Kebbi and Plateau. Whereas the family financial incentive package will only be provided to households with girls. Nasarawa state expressed interest in joining the project during the negotiations stage and it was agreed that it will participate in the project by midterm.

16. AGILE would support the Government of Nigeria and State-level education programs in the selected states covering secondary education, contributing to Nigeria’s long-term objective of human capital development for sustaining economic growth and poverty reduction.

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<sup>1</sup> Definition based on NPA 2018.

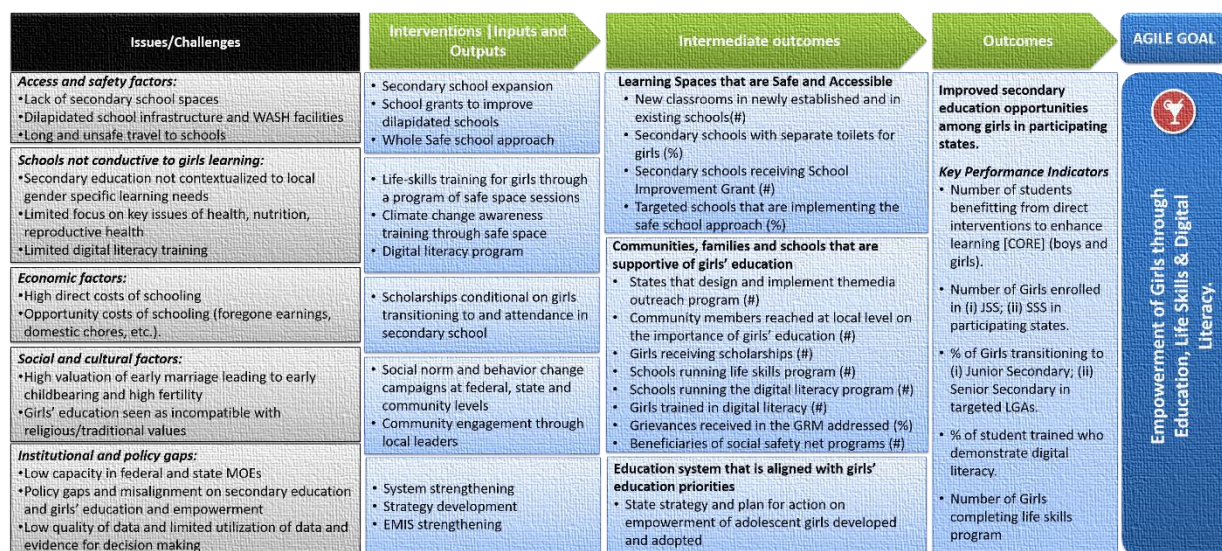
## CHAPTER 2 – THE AGILE PROJECT-DESCRIPTION

### 2.1. AGILE PROJECT DEVELOPMENT OBJECTIVE (PDO) AND KEY RESULT INDICATORS

The Project Development Objective (PDO) of AGILE aims to improve secondary education opportunities among girls, with particular attention to adolescent girls, in targeted areas in participating states. The project focuses on the human capital development for sustaining economic growth and poverty reduction through improvement in the quality and efficiency of social service delivery at the state level to promote social inclusion, strengthening governance, public sector management and gender equity. As building blocks for empowering adolescent girls to reach their full potential, the project will use schools as a platform to deliver multi-sectorial services, which include:

- (a) Education
- (b) Financial incentives to the poorest households
- (c) Life-skills training (self-determination, gender awareness, confidence)
- (d) GBV and health awareness (RH, hygiene and nutrition) and
- (e) Digital literacy and Remote Learning Platforms.

17. Within the seven participating states, all 182 LGAs and all public junior secondary and Senior Secondary Schools will benefit from AGILE. The Figure below shows the flow of Results Chain for the realization of PDO.



**Figure 1: The Project Result Chain**

**KEY PDO-LEVEL INDICATORS:**

The following outcome indicators will be measured for each of the participating States toward the achievement of the PDO:

- (a) Number of students benefitting from direct interventions to enhance learning disaggregated by gender;
- (b) Number of Girls enrolled in:
  - (i) Junior Secondary Schools in participating states and
  - (ii) Senior Secondary Schools in participating states;
- (c) % of Girls transitioning to Senior Secondary School in participating states;
- (d) % of students trained to demonstrate digital literacy;
- (e) Number of Girls completing life skills program;

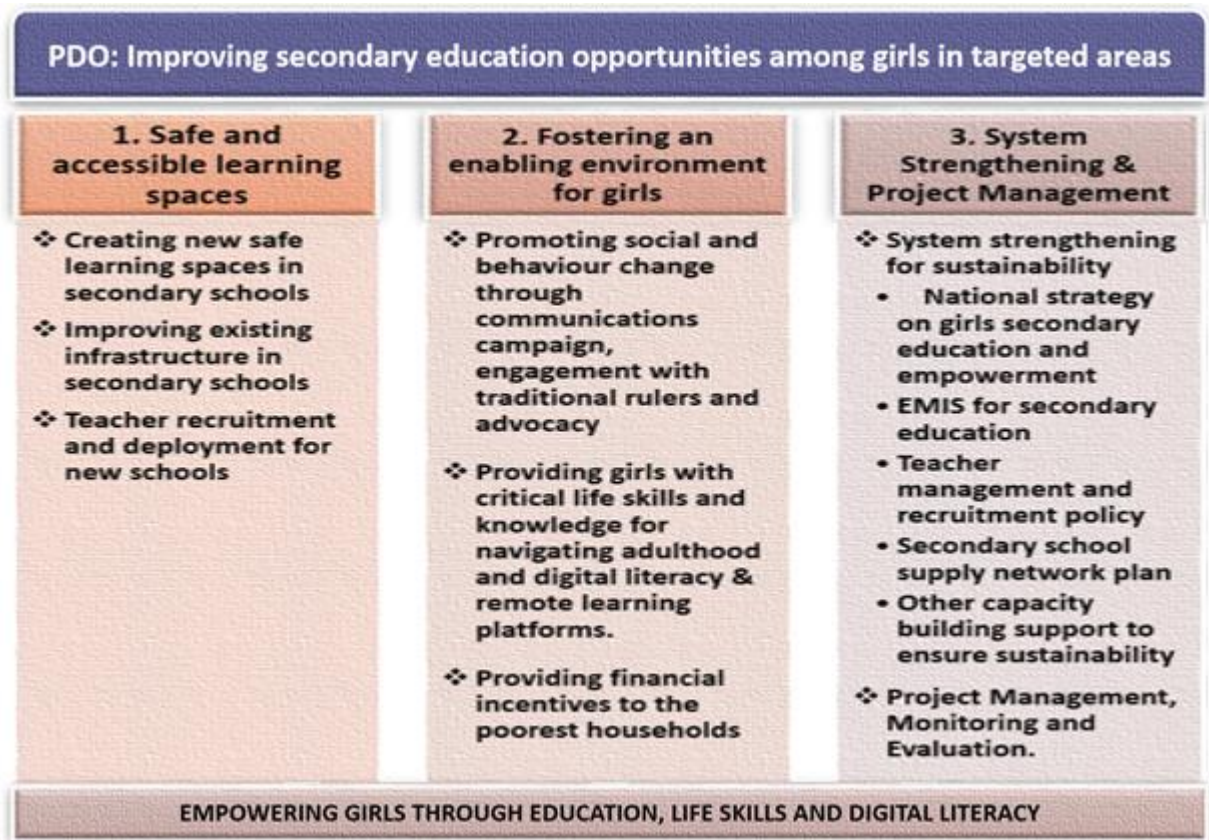
**2.2. AGILE PROJECT SCOPE, DURATION AND COMPONENTS**

**2.2.1 PROJECT SCOPE**

18. The project scope covers a set of intervention activities, highlighted in figure 1 above, and considered to be the very critical and impactful to address the identified issues/challenges for the achievement of the PDO.

19. Figure 2 below shows the schematic diagram of the elements that constitute the project scope:

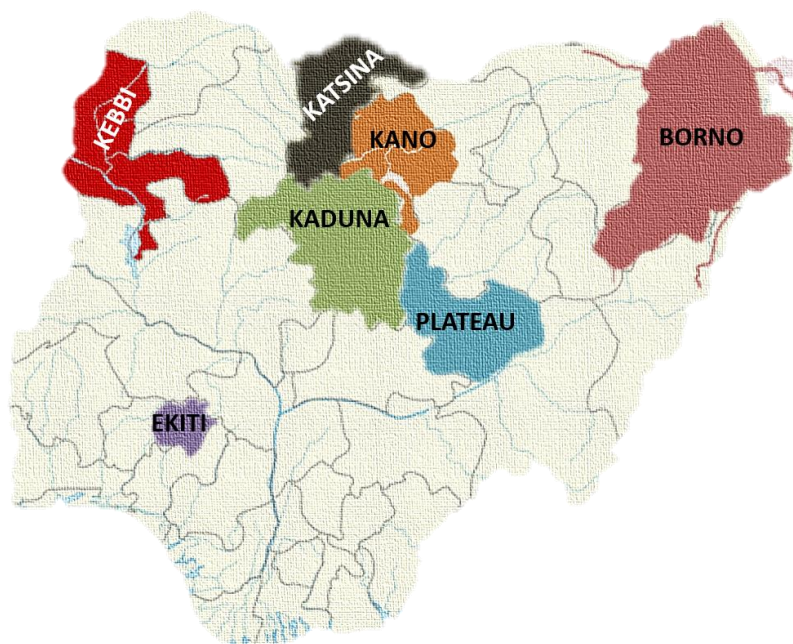
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**Figure 2: The AGILE project PDO and Component & Sub-Component**

20. The interventions shown above, constitute the basis of the project scope. The formulation of the activities are designed to address gaps in the current state of affairs as identified from the technical assessment of the secondary education at the states level. Specifically, this intervention will be implemented across the participating states , that is Borno, Ekiti, Kaduna, Kano, Katsina, Kebbi, and Plateau, as shown in the diagram below:

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**Figure 3: AGILE Project Participating States**

### 2.2.2 PROJECT DURATION

21. The duration of the AGILE Project will be five years, with the project effectiveness expected in March 29, 2021 and ends in December 2025. During the project implementation period AGILE will work with the federal government to support the education programs of participating states in order to reach almost all adolescent girls and boys in public junior and Senior Secondary Schools (state/LGA, integrated Islamiyya schools and community schools).

### 2.2.2 PROJECT BENEFICIARIES

22. The primary beneficiaries of the project are adolescent girls<sup>2</sup> ages 10 to 20 years in participating states, with a strong focus on disadvantaged adolescent girls from poor LGAs with low secondary transition rates for girls from poorest households. AGILE-supported interventions such as school construction and SIGs are likely to benefit 6.02 million girls and boys and will continue to benefit many more cohorts of students following the end of the project; hence the number of beneficiaries targeted by the project is a lower bound estimate. Direct project beneficiaries will also include families and communities in participating states (an estimated total

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<sup>2</sup> Given overage enrolment, the beneficiary age group might include young women (in their early 20s).

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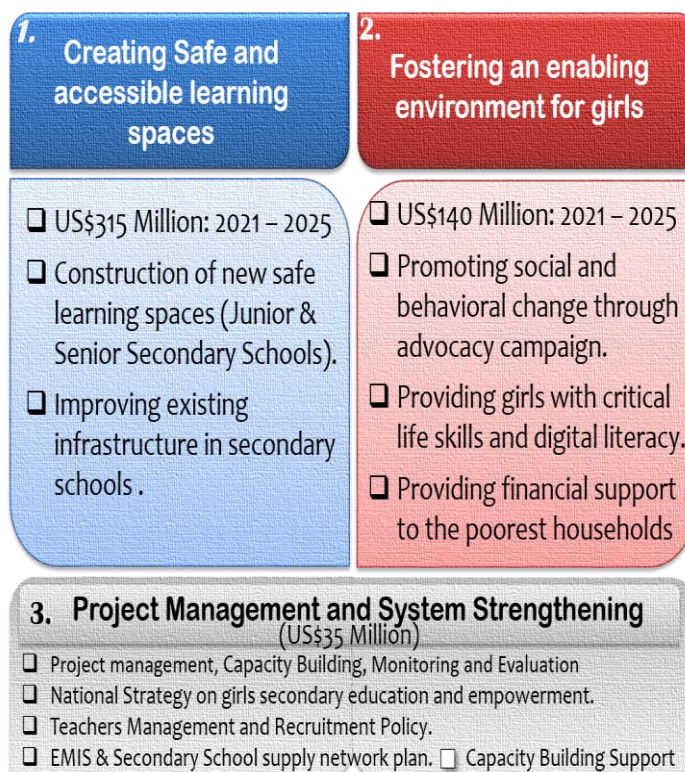
of 15.5 million people)<sup>3</sup> and staff in existing and newly constructed schools (estimated at over 13,400 teachers and administrative staff)<sup>4</sup>. Section 2 below provides a breakdown of project beneficiaries by component.

**2.2.4 PROJECT COMPONENTS AND SUB-COMPONENTS**

23. AGILE consists of three distinct but complementary components. These are:

- (1) Creating Safe and accessible learning spaces (US\$315 million equivalent).
- (2) Fostering an enabling environment for girls (US\$140 million equivalent) and
- (3) Project management and system strengthening (US\$35 million equivalent) components.

24. Details of each of the project components and sub-components is described below.



**Figure 4: The AGILE Project Components**

**Table 2. Project cost financing**

Project Components and Subcomponents		Project Financing (US\$ 'million)
<b>1.</b>	<b>Safe and accessible learning spaces</b>	<b>315</b>
	1.1- Create new learning spaces in secondary schools	180
	1,2- Improve existing infrastructure in secondary schools (school grants)	135

<sup>3</sup> The widest reach of the project will come from the social and behavioural change campaign, which will engage with all members of communities in targeted LGAs to change behaviour.

<sup>4</sup> The average Junior Secondary School is expected to have 3 sections and will require an estimated 18 teachers and 2 administrative staff to run given the large number of subjects taught at this level. The average senior secondary school is expected have 4 sections and will require 21 teachers and 2 administrative staff. Based on this, a total of 10,300 new staff are expected to be hired. Under the proposed AGILE Project, 450 Junior Secondary Schools and 150 senior secondary schools will be constructed at new sites or as extension to existing schools.

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Project Components and Subcomponents		Project Financing (US\$ 'million)
	1.3- Teacher recruitment and deployment for new schools	TBD (financed by the state government)
<b>2.</b>	<b>Fostering an enabling environment for girls</b>	<b>140</b>
	2.1- Promoting social and behavioural change through communications campaign, engagement with traditional rulers and advocacy	25
	(i) Communications campaign at the national level	10
	(ii) State-level community engagement and awareness campaigns	12
	(iii) National and state-level advocacy and policy dialogue	3
	2.2- Empowering girls with critical life skills and knowledge for navigating adulthood and Digital Literacy & Remote Learning Platforms	35
	(i) Life- skills training	15
	(ii) Digital literacy and Remote Learning Platforms	20
	2.3- Providing financial incentives to the poorest households	80
<b>3.</b>	<b>Project management and system strengthening</b>	<b>35</b>
	3.1- System strengthening for sustainability and technical assistance	15
	3.2- Project management, monitoring and evaluation	20
	<b>Unallocated</b>	<b>10</b>
	<b>TOTAL</b>	<b>500</b>

**25.** The Table above highlights the overall budget of the project by component over a five year period is US\$500 million. The budget also includes an unallocated amount of US\$10 million. The utilization of the unallocated funds will be determined during the MTR and can be allocated to any of the components or sub-components based upon states' performance.

### 2.2.5 Component 1: Safe and accessible learning spaces (US\$315 million equivalent)



Component 1: **Creating safe and accessible learning spaces (US\$315 million equivalent)**, aims to increase adolescent girls' access to secondary education by addressing supply-side constraints to girls' education

26. This component aims to increase adolescent girls' access to secondary education by addressing supply-side constraints to girls' education and make schools functional, safe, inclusive and conducive to teaching and learning. Specifically, the component will support:

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- (a) Construction of new classrooms (climate-smart infrastructure) to expand existing primary and Junior Secondary Schools to include junior and Senior Secondary Schools, respectively;
- (b) Rehabilitation of dilapidated classrooms/facilities;
- (c) Provision of teaching and learning materials (TLMs) package for secondary school

This is to ensure schools are functional, safe, inclusive and conducive to teaching and learning.



Construction and school improvement activities for **Sub-Components 1.1 & 1.2** implementation will adhere to the construction standards and processes as detailed in the **Construction and SIG Handbooks**, developed under this project.

27. Summary of each of the subcomponents is described below:

**2.2.5.1 Subcomponent 1.1: Create new safe learning spaces in secondary schools (US\$180 million equivalent)**

28. **This subcomponent will support increased access of adolescent girls to secondary education in rural communities within targeted LGAs, by constructing climate-smart junior secondary and Senior Secondary Schools.** New learning spaces will be provided by expanding existing primary schools and JSSs to include JSSs and SSSs, respectively. Junior secondary classrooms (sections) for each grade (JSS1 – JSS3) will be constructed within the compound of an existing targeted primary school while Senior secondary classrooms (sections) for each grade (SSS1- SSS3) will also be built within the compound of an existing targeted JSSs.

29. Under this subcomponent, approximately 400 Junior Secondary Schools (JSSs) and 260 Senior Secondary Schools (SSSs) will be constructed in six states namely Borno, Kaduna, Kano, Katsina, Kebbi and Plateau. These numbers may change as the project progresses. See below for the distribution of school numbers amongst the States:

**Table 3: Allocation of new schools across states, budget, and number of beneficiaries**

S/No	State	Number of JSS	Number of SSS	Budget+20% (US\$)	No of Staff required	No of Beneficiaries
1.	<b>Borno</b>	35	15	12,240,000	800	18,480
2.	<b>Kaduna</b>	90	65	41,400,000	2,600	46,200

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S/No	State	Number of JSS	Number of SSS	Budget+20% (US\$)	No of Staff required	No of Beneficiaries
3.	<b>Kano</b>	75	55	35,280,000	2,200	36,960
4.	<b>Katsina</b>	90	60	39,600,000	2,500	46,200
5.	<b>Kebbi</b>	75	45	31,680,000	2,000	36,960
6.	<b>Plateau</b>	35	20	14,040,000	900	18,480
	<b>TOTAL</b>	<b>400</b>	<b>260</b>	<b>180,000,000</b>	<b>11,000</b>	<b>203,280</b>

30. The allocation of the new schools across the participating states will be based on following:

- (a) Primary-to-secondary school ratio in each state
- (b) Student population;
- (c) Security concerns; and
- (d) State network of secondary school expansion strategy (to be developed with technical assistance (TA) provided under Component 3 of the project, where not currently available)

31. The expansion of a primary school to a JSS is expected to require a minimum of *nine new classrooms* to accommodate *three streams*, while the expansion of an existing junior secondary school to an SSS is expected to include construction of minimum of *12 classrooms* to accommodate *four streams*. The construction package will adhere to *minimum standards* as described in the space planning norms, as well as include the following basic amenities:

- (i) Functional classrooms (a minimum required number, as described above) with adequate natural light, good ventilation, storage and furniture;
- (ii) An office with separate male and female toilets;;
- (iii) A multipurpose hall;
- (iv) Separate toilets for girls and boys;
- (v) WASH facilities ( Hand washing points with a continuous water supply);
- (vi) Perimeter fences

In addition to the above each SSS will also have:

- (vii) A computer room or science lab; and
- (viii) Connection to municipal electricity supply where available or electricity supply through solar panels where technically and financially feasible:

32. All construction under the project will also satisfy the following:

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- Optimized day lighting and use of solar panels where technically and financially feasible and use of energy saving bulbs for minimal use of electric lighting.
- Use of diesel generators should be avoided to eliminate emission of CO<sub>2</sub> during service life.
- Building materials considered to be toxic, including asbestos, should be avoided.
- All building should be accessible for persons (students and teachers) with disabilities.
- Building should be in a location deemed safe by the community (with a safe pathway for access from the communities to schools to minimise isolated and unsafe routes to schools) and will follow the crime prevention through environmental design (CPTED) principles<sup>5</sup> to ensure adequate safety measures and provisions.

33. The following floor area norms would be adopted when planning classrooms and other associated buildings:

<b>CLASSROOM</b>	
Standard size of a classroom	<b>40 students (average)</b>
Floor area per student in classroom	<b>1.4 sq. mt. / student</b>
Minimum floor area of a classroom	<b>56 square meter</b>
<b>OFFICE</b>	
Head master – floor area	<b>24 sq. mt.</b>
2 Staff rooms (one each for female and male teachers). Office to be planned in one staff room.	<b>4.0 sq. mt. per teacher</b>
First aid room with sick bay	<b>18 sq. mt.</b>
A male and a female toilet	
<b>EITHER COMPUTER LAB OR SCIENCE LAB</b>	
Computer room	<b>As large as classroom</b>
Science Lab @3.5 sq. mt. per student	<b>140 sq. mt.</b>
<b>TOILET</b>	
Cabins (boys)	<b>One seat per 60 boys</b>
Cabins (girls)	<b>One seat per 25 girls</b>
Toilet cabin size	<b>1.2mt X 1.5 mt.</b>
Washbasins (where water is available)	<b>Same number as seats</b>
One toilet cabin each for physically challenged boys and girls	<b>Minimum size = 1.5mt. X 2.0mt. with ramp access</b>
<b>MULTIPURPOSE / ASSEMBLY HALL</b>	
Size to be decided as per enrolment	<b>Unit area 1.5 sq. mt. per student.</b>

<sup>5</sup> The four main principles of CPTED are: natural surveillance, natural access control, territorial reinforcement and maintenance.

34. The processes for the construction of the JSS and SSS Building will be handled by different entities as highlighted below:

**35. Junior Secondary School Construction:**

A **community-led school construction** modality will be used for construction of JSSs buildings, using Community Social Development Project (CSDP) construction approach. Under this approach, the states that already have CSDP project are expected to leverage on the existing community structure for the construction of JSS, which should be expanded to include SBMCs. The existing or newly established<sup>6</sup> Community Project Management Committee (CPMC) for each targeted community would have the following members:

- i. Village head or Ward head = 1
- ii. Head Teacher = 1
- iii. Representative of teachers = 2 males; 2 females
- iv. Representative of pupils = 1 male; 1 female
- v. Representative of community = 1 male; 1 female
- vi. Representative of old pupils = 1
- vii. Representative of youth = 1
- viii. Representative of community-based association = 1 male; 1 female
- ix. Representative of PTA = 1 male; 1 female
- x. Representative of Artisans = 1
- xi. Representative of religious organisation = 1 male; 1 female

36. From the above list Chairman, Vice Chairman, Treasurer, Financial Secretary, Secretary, Assistant Secretary, Auditor would be designated. Female community members should be encouraged to be well represented, with no less than three membership being made up of women one of which should be a signatory to the CPMC bank account. There would be no two members of the same family in a CPMC.

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<sup>6</sup> The SPIU and Community and Social Development Agency (CSDA) in the LGA would facilitate the formation of community CPMC) in communities selected for school construction/rehabilitation in communities where they do not already exist.

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37. The CPMC will work closely with the relevant state departments and State Project Implementation Unit (SPIU) to perform the following functions:

- a. Deepen sensitization and mobilization of the entire community members, school students, parents and members of SBMC about the school project.
- b. Open a bank account in the name of the school
- c. Approve and sign the building plans prepared by DPP as a token of acceptance.
- d. Sign an MoU with SPIU for construction of the school.
- e. Make a Building Sub-Committee of at least four members viz. chairman, school head teacher, representative of community and representative of PTA. This sub-committee would work with the Clerk of Works to be posted by the Department of Physical Planning (DPP) for day-to-day supervision of construction. This sub-committee would ensure that:
  - the clerk of works follows the quality assurance and construction supervision protocols diligently;
  - contractor's performance and progress of work is as per agreed implementation schedule;
  - the building is being constructed as per the drawings and technical specifications of construction materials; and
  - the required documentation is submitted to SPIU timely for release of tranches for construction so that continuity is maintained in construction.
- f. Make a Procurement Sub-Committee consisting of the chairman, school head, representative of teachers (preferably a woman), village head, representative of community and representative of PTA. This Sub-Committee's responsibilities would be the following:
  - Procure needed goods/services contracts;
  - Procure contractors for construction of buildings as per Bank's procurement norms with guidance from SPIU;

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- Use Regional Competitive Bidding for procurement of contractors for construction; and
  - Work closely with DPP's and SPIU's procurement experts during procurement process.
- g. Maintain financial records as per the FM manual developed for the project.
- h. Designate a person from SBMC to submit photos of buildings twice a month as specified by the Third-Party Monitor to be appointed by the World Bank;
- i. Collect and collate information and data requirement on construction related matters;
- j. Conduct bi-monthly review meeting of construction activities with community and other stake holders to inform them on progress of construction;
- k. Submit and display required construction progress reports (monthly, quarterly etc.) to SPIU, community and other stakeholders;
- l. Disseminate information about the project to SPIU, DPP, World Bank or as and when required;
- m. Ensure implementation of environmental and social safeguards; and
- n. Participate in the grievance redress committees (GRCs).
38. The list of schools will be validated by the SPIU and approved/endorsed by the State Project Steering Committee (SPSC). The training to CPMC members on construction, environmental and social (E&S) risks management and compliance will be provided by specialised consultants based on various training manuals. The consultant would be hired by the SPIU.
39. Specifically, officers from SUBEB and the DPP and Research and Statistics departments of the SME/SSEB would serve as technical focal points to the CPMC. For compliance of E&S related issues, E&S officers of the SPIU would review all relevant E&S instruments<sup>7</sup> prepared by specialized consultants to ensure adherence to World Bank Environmental and Social

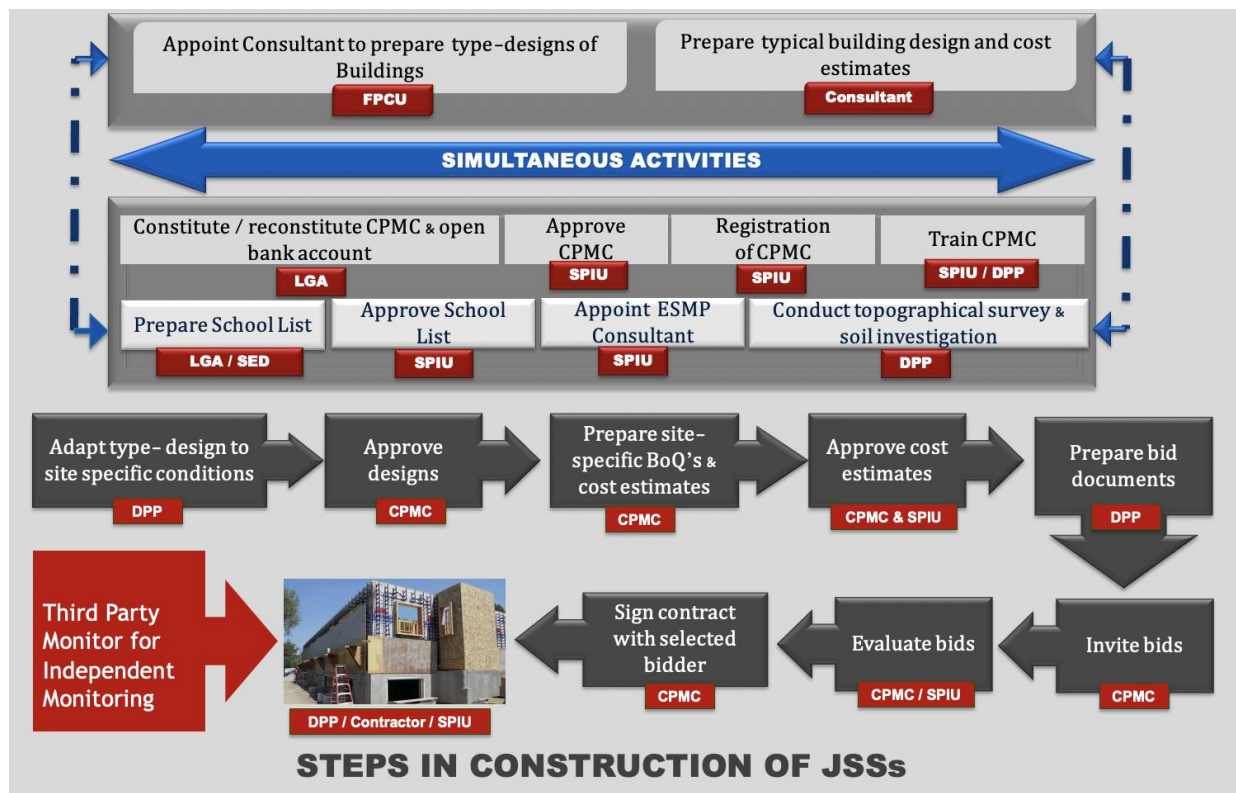
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<sup>7</sup> These may include site specific Environmental and Social Management Plans (ESMPs), Environmental and Social Impact Assessment (ESIAs), Resettlement Action Plans (RAPs) or Abbreviated Resettlement Action Plans (ARAPs)

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Framework (ESF) and the Nigeria Environmental and social guidelines as well as to ensure that all E&S issues are adequately addressed. Below is the steps of implementation for construction of JSS.

40. NPCU would appoint a consultant at federal level to prepare standard building designs and bills of quantities and state specific cost estimates for these standard designs so that the buildings constructed under AGILE have similar standards across the participating States and the cost variations, if any, can be rationalized. Simultaneously with designing at federal level, the States can identify sites for construction of JSSs and SSSs and do all other preliminary work like topographical and soil survey etc. After the designs are finalized by the NPCU consultant, the respective DPPs and CPMCs of States will be responsible preparing site specific designs and cost estimates from the standard designs and implement construction. The diagram below shows flow of various activities:



**Figure 5: The flow of steps of implementation for construction of JSS**

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**41. *Funding for the construction*** will be transferred from the project account to the CPMC’s bank account after the contract is signed with the selected contractor and exact cost of construction is known. In case a CPMC is mandated to construct more than one school, it would open a separate bank account to for each school. The Funds would be transferred to the designated account in the following three tranches:

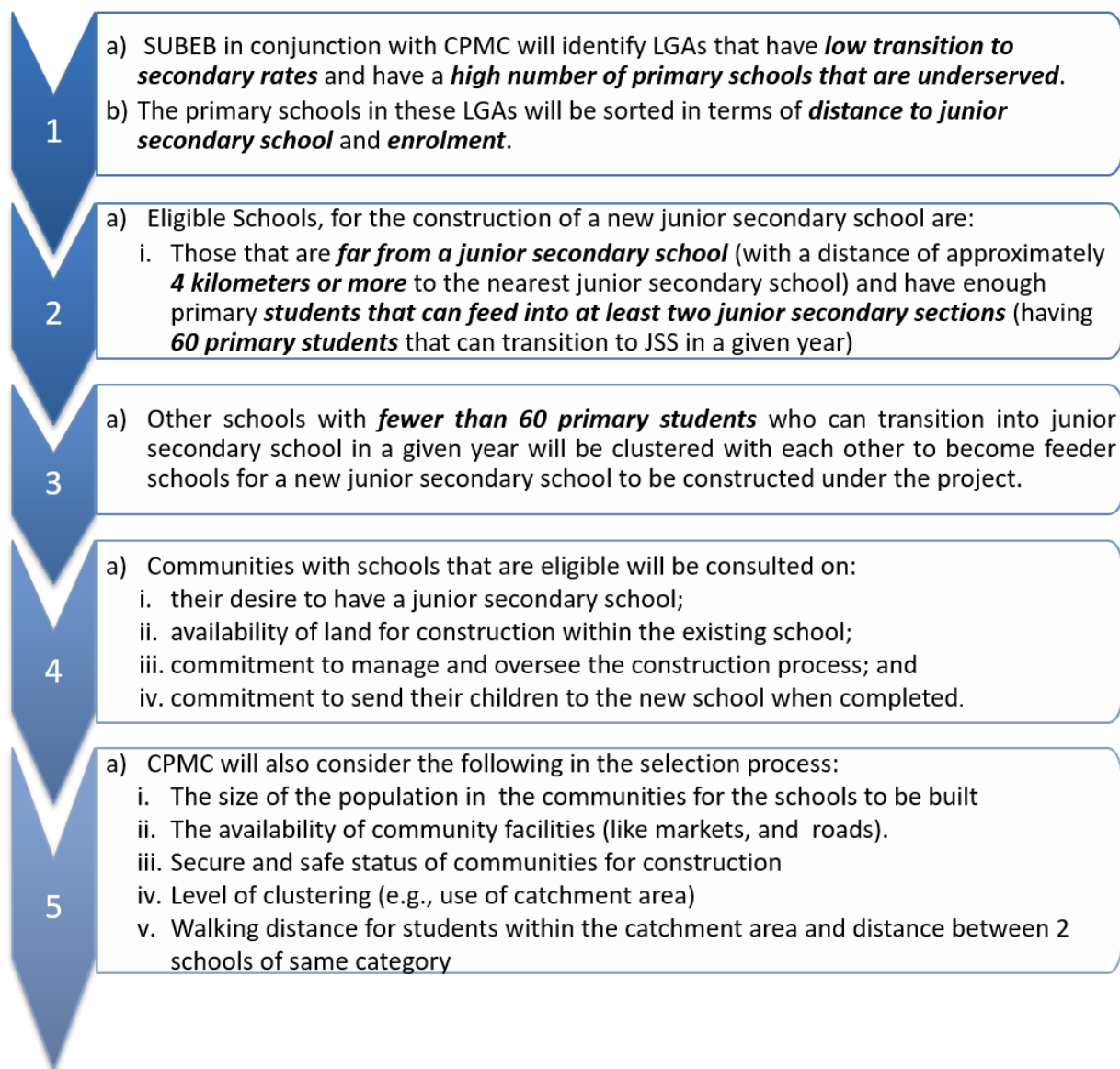
- (i) **30 %** upon approval of the construction project by the SPSC,
- (ii) **50 %** upon verification of works completed by SPIU according to the Bill of Quantities (BoQ), and
- (iii) **20 %** upon verification of the accumulated work completed according to the BoQ.

**42. Procedure for targeting new Junior Secondary Schools:**

To ensure effective selection and distribution of schools, the following protocol would be adopted for identifying communities within the participating states that will benefit from the construction of new JS schools under the project:

**Figure 6: Protocol for targeting JSS**

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**43. Senior Secondary School construction:**

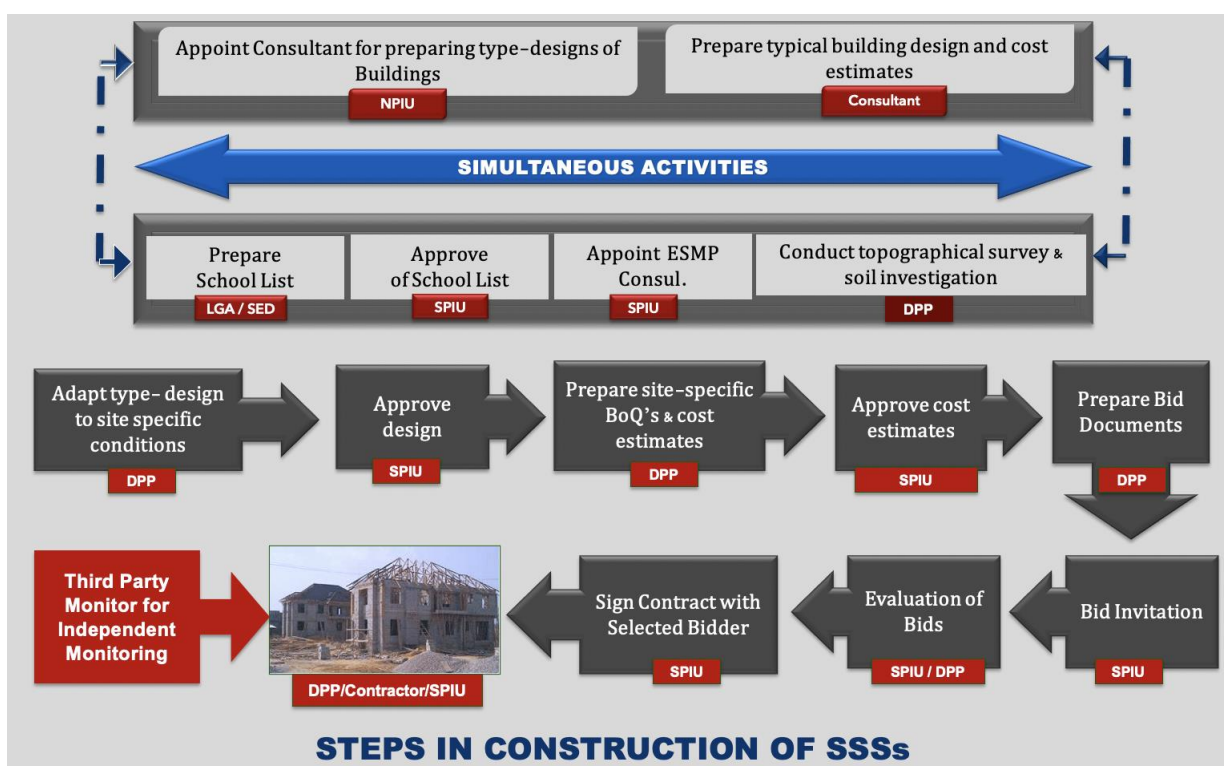
An **SME- and SPIU-led approach** will be used for the construction of SSS and the SPIU will manage the construction process. Following is the broad list of SPIU's activities:

- Selection of sites for new construction (requiring confirmation of land availability within or outside the candidate Junior Secondary School);
- Engage with DPPs who will prepare site-specific designs (using standard type designs prepared by NPCU consultant) and bidding documents;
- Undertake the bidding process and awarding of the contract;

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- Supervise the construction through DPP to ensure quality of construction
- Monitor relevant consultants work and progress of work;
- Make payments to contractors based on the bills certified by DPP; and
- Compliance with E&S standards

44. Following the JSSs construction process, simultaneously with designing at federal level, the SPIUs can identify sites for construction of SSSs and do all other preliminary work like topographical and soil survey etc. After the designs are finalized by the NPCU consultant the respective DPPs of States will be engaged by SPIUs to prepare site specific designs and cost estimates from the standard designs and implement construction. The diagram below shows flow of various activities:



**Figure 7: The flow of steps of implementation for construction of SSS**

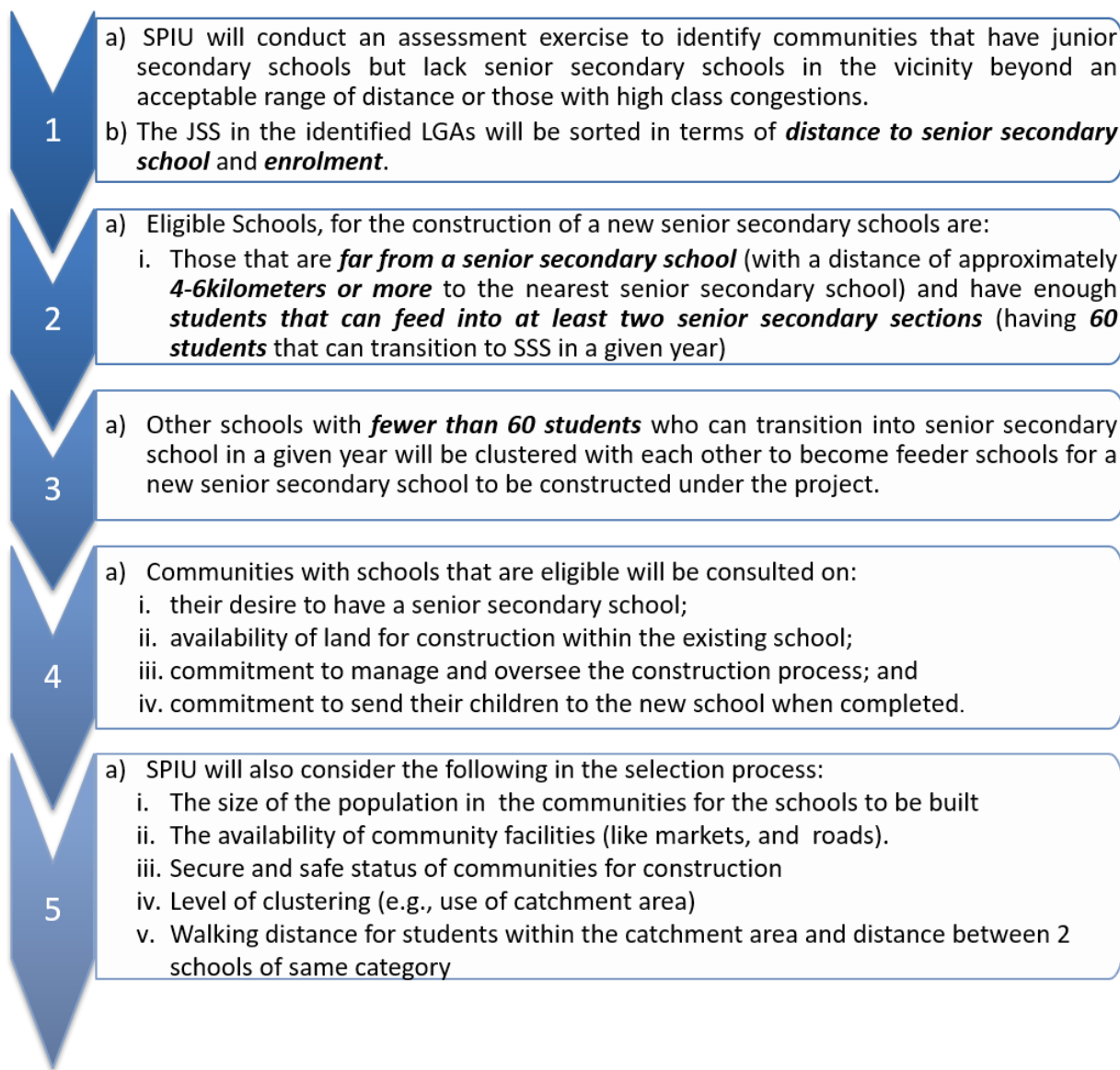
45. The NPCU, in consultation with the Bank, would appoint a Third-Party Monitor (TPM) to visit the construction sites to review the construction quality for both JSSs and SSSs.

**46. Procedure for targeting new Senior Secondary Schools:**

To ensure effective selection and distribution of schools, the following protocol would be adopted for identifying communities by the participating states that will benefit from the construction of new SS schools under the project:

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**Figure 8: Protocol for targeting SSS**



47. Summary of the identified key activities in the construction of JSSs and SSSs Building under this sub-component are as follows:

**Table 4 : Key Steps in the construction process of JSSs and SSSs Building**

S/No.	Activities	JSS	SSS	Responsibility
1	Constituting / reconstituting CPMC and bank account	√	×	LGA

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S/No.	Activities	JSS	SSS	Responsibility
2	Approval of CPMC	√	×	LGA
3	Training of CPMC	√	×	SPIU / DPP
4	Approval of school list	√	√	SPIU and SPSC
5	Appointment of ESMP consultant	√	√	SPIU
6	Preparation of ESMP / RAP	√	√	ESMP Consultant and SPIU
7	Appointment of consultant to prepare type designs	√	√	NPCU
8	Finalization of type designs	√	√	NPCU Consultant
9	Topographical survey and soil investigation of sites	√	√	DPP
10	Preparation of site specific designs and drawings	√	√	DPP
11	Approval of Designs	√	√	CPMC in case of JSS and SPIU in case of SSS
12	Preparation of site specific Bills of Quantities	√	√	DPP
13	Preparation of site specific cost estimates	√	√	DPP
14	Approval of cost estimates	√	√	CPMC/SPIU
15	Preparation of bid documents	√	√	DPP
16	Bid invitation	√	√	CPMC in case of JSS and SPIU in case of SSS
17	Evaluation of bids	√	√	CPMC in case of JSS and SPIU in case of SSS
18	Signing of contract with selected bidder	√	√	CPMC in case of JSS and SPIU in case of SSS
19	Execution of construction	√	√	Contractor
20	Supervision of construction	√	√	SPIU through DPP for SSS and CPMC through DPP's designated engineer for JSS
21	Payment to contractor	√	√	CPMC for JSS and SPIU for SSS

48. Following from above, the summary of implementation responsibilities of each entity under this sub-component will be as follows:

**Table 5: Key Entities Responsible for Construction Activities under the Sub-Component**

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<b>Component 1: Safe and accessible learning spaces</b>
<b><i>Subcomponent 1.1: Creating new safe learning spaces in secondary schools</i></b>
<b><u>Construction of Junior Secondary Schools</u></b>
<b><u>SPIU</u></b>
<ul style="list-style-type: none"> <li>• Provide general oversight and management of the activities</li> <li>• Support the establishment of CPMC in targeted communities</li> <li>• Verify that existing CPMCs are functional or create new CPMCs, as the case may be</li> <li>• Validate list of selected schools</li> <li>• Engage consultants to provide CPMC with capacity-building training on construction management and E&amp;S management</li> <li>• Engage consultants to develop E&amp;S manual and provide training to CPMCs</li> <li>• Monitor and oversee all construction</li> <li>• Review of ESIA/ESMPs documents prepared by E&amp;S consultants</li> <li>• Ensure that E&amp;S issues triggered by the project are adequately addressed</li> <li>• Assist CPMCs in procurement of contractors for construction</li> <li>• Approve the construction plan prepared by CPMC and draw agreement on activity milestones and disbursement of funds</li> <li>• Verify that works are completed according to designs and technical specifications</li> <li>• Transfer funds in tranches from project account to CPMC's account after ensuring progress as per agreed milestones</li> </ul>
<b><u>CPMC</u></b>
<ul style="list-style-type: none"> <li>• Engage with the local community and other stakeholder</li> <li>• Sign agreement with SPIUs on activity milestones and fund disbursement (in tranches based on achievement of milestones)</li> <li>• Manage and oversee the processes of procuring building contractors</li> <li>• Manage and supervise construction and ensure quality of construction</li> <li>• certify contractors bills for payment</li> </ul>
<b><u>SPSC</u></b>
<ul style="list-style-type: none"> <li>• Endorse list of selected schools for construction</li> <li>• Approve CPMC proposed construction plan, in conjunction with SPIU</li> <li>• Continuous oversight of implementation of the component, in conjunction with SPIU</li> </ul>
<b><u>LGEA</u></b>
<ul style="list-style-type: none"> <li>• Identify primary schools for expansion</li> <li>• Assist in regular monitoring of the construction activities in the communities</li> </ul>
<b><u>DPP</u></b>
<ul style="list-style-type: none"> <li>• Prepare site specific designs (using the type designs prepared by the consultants appointed by NPCU), cost estimates and bid documents for each primary school for expansion</li> <li>• post a site supervisor to provide continuous technical support to CPMC</li> </ul>
<b><u>Consultant to be hired by SPIU for E&amp;S</u></b>
<ul style="list-style-type: none"> <li>• Prepare ESMP manual for component 1.1 and train CPMCs</li> <li>• Prepare ESMP plans for each school and get them approved by SPIU and the Bank.</li> </ul>

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<ul style="list-style-type: none"> <li>• Prepare and obtain Bank’s approval of Resettlement Action Plans where required</li> </ul>
<b><u>Consultant to be hired by NPCU</u></b>
<ul style="list-style-type: none"> <li>• Prepare type designs and cost estimates for all buildings to be constructed under the project:</li> <li>• Prepare a report on space standards to be adopted</li> <li>• Prepare report on construction methodology /methodologies to be adopted in the project</li> <li>• Prepare a Construction Manual</li> </ul>
<b><u>Construction of Senior Secondary Schools</u></b>
<b><u>SME</u></b>
<ul style="list-style-type: none"> <li>• Identify Junior Secondary Schools for expansion</li> <li>• Work with DPPs for preparation of building designs using the standard designs prepared by the NPCU consultant</li> <li>• Prepare bidding documents, undertake bidding process and award of the contract</li> <li>• Supervise the construction process</li> <li>• Make payments to consultants/ firm based on the BoQ</li> <li>• Undertake efforts to ensure compliance with E&amp;S measures</li> </ul>
<b><u>SPSC</u></b>
<ul style="list-style-type: none"> <li>• Endorse list of selected schools for construction</li> <li>• Approve CPMC proposed construction plan</li> <li>• Continuous oversight of implementation of the component</li> </ul>
<b><u>SPIU</u></b>
<ul style="list-style-type: none"> <li>• Provide general oversight and management of the activities</li> <li>• Validate list of selected schools</li> <li>• Engage consultants to develop E&amp;S manual and provide training to CPMCs</li> <li>• Review of ESIA/ESMPs documents prepared by E&amp;S consultants</li> <li>• Ensure that E&amp;S issues triggered by the project are adequately addressed</li> <li>• Approve drawings of each school prepared by DPP to ensure that all elements proposed for construction are included in the drawings and also approve the cost estimates for each school</li> <li>• Verify works completed according to designs and technical specifications</li> <li>• Make payments to contractors based on the bills certified by DPP</li> </ul>
<b><u>DPP</u></b>
<ul style="list-style-type: none"> <li>• Prepare site specific designs (using the type designs prepared by the consultants appointed by NPCU), cost estimates and bid documents for each primary school for expansion</li> <li>• Post a site supervisor to provide continuous construction supervision to ensure quality of construction at sites</li> <li>• Certify interim payments for contractors</li> </ul>
<b><u>Consultant to be hired by SPIU for E&amp;S</u></b>
<ul style="list-style-type: none"> <li>• Prepare ESMP manual for component 1.1 and train relevant stake holders</li> <li>• Prepare ESMP plans for each school and get them approved by SPIU and the Bank.</li> </ul>
<b><u>Consultant to be hired by NPCU</u></b>
<ul style="list-style-type: none"> <li>• Prepare type designs and cost estimates for all buildings to be constructed under the project:</li> <li>• Prepare a report on space standards to be adopted</li> </ul>

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- Prepare report on construction methodology /methodologies to be adopted in the project
- Prepare a Construction Manual

49. As an integral part of creating healthy, safe schools that support high quality education and promote sustainable and healthy communities, the following climate change mitigation measures will be observed in the construction of the school:

- **School Location:** School buildings will be located and oriented on sites according to climatic considerations to minimize solar heat gain, prevailing wind direction for cross ventilation and required protection from flash floods, soil erosion and water flowing down hill on sloping sites. The implications of the school location in terms of safety of students and developing safe routes to schools that can support alternative modes of transportation like cycles and walking will be considered so that the fuel consumption is reduced.
- **School design:** Schools will be designed to ensure optimized day lighting to minimize the use of electric lighting; natural ventilation in buildings; energy efficiency measures and environment friendly features including use of automatic controls for efficient lighting systems with controlled luminance, use of LED bulbs, solar panels to replace or reduce their current power consumption will be considered. Water boreholes, if and where required, would be dug at safe distances from toilets to avoid contamination of groundwater while the use of diesel generators to reduce emission of CO<sub>2</sub> will be avoided.
- **Eco-friendly school construction material:** Only non-toxic building materials will be used for construction. Chemical exposures such as lead, mercury and polychlorinated biphenyls (PCBs), asbestos from building materials is strictly prohibited.
- **Barrier free access:** Appropriate ramps would be provided to facilitate barrier free movement for physically challenged students and teachers. Separate toilets with appropriate dimensions and grab-bars etc. will be incorporated in the design.

2.2.5.2 ***Subcomponent 1.2: Improving existing infrastructure in secondary schools (US\$135 million equivalent)***

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50. This subcomponent will provide School Improvement Grants (SIGs) to improve existing infrastructure in secondary schools in about 2,786 JSSs and 1,914 SSSs, a total of 4,700 schools.

The main objectives of this sub component are to:

- (i) encourage an increase in girls’ enrolment and accommodate girls transition to secondary schools; and
- (ii) ensure that the school environment is safe, accessible, inclusive and conducive to teaching and learning.

Two types of SIGs will be provided under AGILE, viz. small grants (US\$ 8,000-16,000) - to rehabilitate the school and provide WASH facilities; and large grants (US\$ 30,000 – 60,000) - to build additional classrooms.

51. The key element of the two SIGs are presented in the table below:

Features	Small SIG	Large SIG
Support area for funding	<ul style="list-style-type: none"> <li>▪ Improvement of WASH facilities;</li> <li>▪ Provision of school furniture</li> <li>▪ Teaching and Learning materials (textbooks, exercise books, writing materials, ICT materials etc.)</li> <li>▪ Classroom materials (chalk/marker boards, BB ruler, Duster etc.) and</li> <li>▪ Activities to promote adoption and implementation of an environmentally friendly and ‘whole school approach’ for violence prevention and response</li> </ul>	<ul style="list-style-type: none"> <li>▪ Construction of a three classroom block or rehabilitation of existing building to reduce overcrowding of existing schools that will be the beneficiaries of the Girls’ Scholarship Program (GSP) and ensure adequate spaces for students in the schools</li> </ul>
Amount (Depend on the capacity of the school)	<ul style="list-style-type: none"> <li>• Schools with less than <b>250</b> students will receive <b>US\$8,000</b>.</li> <li>• Schools that have between <b>250</b> and <b>400</b> students will receive <b>US\$12,000</b>.</li> <li>• Schools that have more than <b>400</b> students will receive <b>US\$16,000</b></li> </ul>	<ul style="list-style-type: none"> <li>• Targeted toward overcrowded schools that have more than <b>50</b> students per functional classroom who receive an additional 50 girls from the GSP.</li> <li>• Each school under this category will receive from <b>US\$30,000</b> to <b>US\$60,000</b></li> </ul>

Table below also present the details on the projected number of schools per states to benefit from grants

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**Table 6: Number of schools to benefit from SIGs**

State	No of public Junior Secondary Schools	No of public Senior Secondary Schools	School Grants for WASH including 20% operation cost (US\$)	School grants for classroom construction (US\$)
Borno	229	70	4,444,800	2,003,803
Ekiti	190	199	6,192,000	8,276,577
Kaduna	364	340	12,139,200	5,227,312
Kano	1150	590	26,961,600	14,941,400
Katsina	302	245	9,878,400	4,399,654
Kebbi	280	162	7,344,000	3,746,240
Plateau	271	308	8,952,000	11,805,013
<b>Total</b>	<b>2786</b>	<b>1914</b>	<b>80,000,000</b>	<b>55,000,000</b>

52. **Implementation arrangements:** The arrangement and responsibility for the project implementation at the school level will reside with the SBMCs/PTAs, as described in the SIG handbook. The key points from the handbook are mentioned below:

- ❖ Each school head teacher, as a member of the School-Based Management Committees (SBMC), who would collaborate with other committee members to develop or update, where already exist, the SIP and present to SPIU for necessary endorsement.
- ❖ SIP would be subsequently verified and approved by the SME.
- ❖ SPIU will be responsible for hiring consultants/firm to
- ❖ Assist SBMCs to prepare a costed SIP, develop an E&S manual and train SBMC, monitor the progress and validate the achievements of agreed milestones before payments to the SBMC accounts.
- ❖ SBMCs will be responsible for both SIP implementation and SIG management and will be trained by consultant, hired by the SPIU, as mentioned above

53. . To be eligible for a school grant, the school must have established a fully functional SBMC and the committee must fulfil the following criteria:

- (a) Opened a bank account at a commercial bank;
- (b) Received training in school improvement plan (SIP) development and its implementation, SIG utilization & management and M&E

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- (c) Develop and agree on a costed SIP, which will include prioritised activities that are eligible for funding and approved by the SPIU.
54. The school grants will be credited to the SBMC account in the following two tranches:
- i. The first tranche (50 percent) will be paid upon approval of the SIP, and
  - ii. The second tranche (50 percent) will be paid the following year upon confirmation by the SBMC and verification by the SPIU of the completion of 50 percent of the proposed SIP work plan
55. To incentivize regular student and teacher attendance, schools will receive additional US\$8,000 top-up if their student and teacher attendance is at 80% confirmed by random independent verifications. In this regard, a key required element of the SIP would include measures to increase student and teacher’s attendance as well as activities and measures that will promote inclusion and prevent violence and facilitate the “whole school approach” to ensuring safe schools.
56. The state government would be responsible for development and endorsement of the detailed and costed action plan which would be incorporated in the state budget and the budget for teacher recruitment and deployment. The SME will be responsible for the recruitment and deployment of the new teachers to the junior and Senior Secondary Schools (sections) to be constructed by the project (estimated at around 2,000 per state).
57. As an integral part of creating healthy and eco-friendly safe schools that support high quality education and promote sustainable and healthy communities, the following environmental consideration will be observed in improving existing infrastructure in the school:
- **Waste management:** Separating, reducing, reusing, recycling and composting waste will be considered for managing school waste, in order to find ways to get rid of school waste with the least negative effects on the environment. Recycling and using organic waste for composting options will be carefully reviewed and best option for the schools will be developed.
    - *Organic Waste* – students will be motivated to plant trees and to use the compost made out of the organic waste in the school gardens, which will reduce the use of fertilizer and other chemicals.

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- *Recycle waste*: Some essential recycling programmes will be developed to educate staff and students.
- Eco-clubs will be formed in schools to empower teachers and students to participate and take up meaningful environmental activities and projects to include:
  - (i) composting all non-animal based organic materials;
  - (ii) recycling materials: install recycling bins around the school and in classrooms – or have a recycling area;
  - (iii) making adjustments so that the school functioning is more eco-friendly.
  - (iv) encourage to change purchasing habits – determining if there is a greener alternative to current/proposed purchases,
  - (v) promoting good practice measures such as water-harvesting, plantations drives, etc.
  - (vi) pupils and staff will be encouraged to walk or cycle to school as much as possible.
- Bamboo chalkboards will be used- and this will save the trees.
- Communities that will be responsible for school improvement will be provided technical assistance on how to mitigate climate change and appropriate response measures;
- Promote community outreach to influence and engage their parents as well as communities to promote sound environmental behaviour; and
- Teacher training activities will include information to enhance their knowledge about environmental protection and mitigation measures.

**58.** Following from above, the summary of implementation responsibilities of each entity under this sub-component will be as follows:

**Table 7: Key Entities Responsible for Activities Execution under the Sub-Component**

<b>Component 1: Safe and accessible learning spaces</b>
<b><i>Subcomponent 1.2: Improving existing infrastructure in secondary schools</i></b>
<b>School improvement grants</b>
<b>SPIU</b>

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<ul style="list-style-type: none"> <li>• Verify that SBMC exists and is functional</li> <li>• Hire consultants/firm to prepare ESMF manual and train SBMCs in E&amp;S related issues and implementation of SIGs as well as organize capacity building for SBMCs on the development of SIPs</li> <li>• Approve/ Endorse SIPs</li> <li>• Transfer of funds to SBMC account in two instalments</li> <li>• Verify that the implementation of SIP has reached 50% stage before releasing second installment.</li> <li>• Monitor the construction and its progress</li> <li>• Hire consultants/ firm to monitor and validate completion of activities</li> <li>• Ensure compliance with E&amp;S measures</li> </ul>
<b>SBMC</b>
<ul style="list-style-type: none"> <li>• Open a functional Bank Account</li> <li>• Develop SIP including assessment of renovation works and prioritize activities that can be funded within the allocation</li> <li>• Implementation of school grant activities with supervision of activities at the school</li> <li>• Follow all guidelines and procedures of the Bank for FM, procurement and E&amp;S</li> <li>• Organize meetings with relevant community members on school improvement planning and development</li> </ul>
<b>LGEA</b>
<ul style="list-style-type: none"> <li>• Monitoring of activities in the schools</li> </ul>
<b>Consultant</b>
<ul style="list-style-type: none"> <li>• Prepare ESMP manual for component 1.2</li> <li>• Train SBMC in E&amp;S and Bank's FM, procurement norms</li> <li>• Assist SBMCs in preparing costed SIPs</li> </ul>

**2.2.5.3 Subcomponent 1.3: Teacher recruitment and deployment for new schools (To be financed by the state government):**

**59.** As part of this subcomponent, participating state governments will be responsible for the financing and execution of activities itemised below:

- States will be responsible for the recruitment, deployment and financing of approximately 2,000 secondary school teachers, of which not less than 50% should be female.
- TA will be provided, under component 3, to develop a detailed and costed action plan for the recruitment, deployment and training of the new secondary school teachers.<sup>8</sup>
- Milestones for the recruitment process, which should be agreed and endorsed by the FME, will trigger disbursements under component 1.

<sup>8</sup> The action plan will include, among others: the commitment of each state government to hire and finance the required number of new teachers, school administrators and non-teaching staff for new junior and senior secondary schools to be constructed under the project in their respective state (including a commitment to actively hire qualified female teachers including those with disabilities) with a view to ensuring an adequate teacher-student ratio and an appropriate number of teachers by subject areas needed.

- The process of recruitment and deployment of teachers is expected to start as soon as the construction sites have been identified and should be completed at least six months before the first school year starts in the newly built schools.

## 2.2.6 Component 2: Fostering an enabling environment for girls (US\$140 million equivalent)



Component 2: ***Fostering an enabling environment for girls (US\$ 140 Million equivalent)***, aims to galvanize support for girls' education and empowerment among families, communities and schools by addressing demand-side constraints to girls' participation in education

**60.** This component aims to galvanize support for girls' education and empowerment among families, communities and schools by addressing demand-side constraints to girls' participation in education. Specifically, this Component will:

- (a) support information, awareness and communication activities to shift social norms and community's perceptions of the role of girls and the value of girls' secondary education;
- (b) provide girls with the opportunity to acquire relevant life skills and digital literacy skill as well as access to remote learning platforms; and
- (c) provide assistance to families to remove financial barriers to secondary education.

**61.** As an integral part of creating healthy and eco-friendly safe schools that support high quality education and promote sustainable and healthy communities, the climate change mitigation measures to be observed under this component include, organisation of extra-curricular activities for students to help in raising their awareness in climate change (i.e. planting trees to preserve the green mass), these activities will also help to motivate the students through real life experience. As part of the extra-curricular activities, students will also be encouraged to conduct social responsibility activities in their neighbourhood communities to increase climate change awareness.

### 2.2.6.1 Subcomponent 2.1: Promoting social and behaviour change through communications campaign, engagement with traditional rulers and advocacy (US\$25 million equivalent)

62. This sub-component aims to promote a shift in social and cultural norms and perceptions which act as barriers to girls' schooling through **community mobilization, multi-channel media** communications campaign and advocacy – to promote girls' education and empowerment. Specifically, the subcomponent seeks to address the cultural, social norms and barriers to girls' education and to emphasize the need to provide a safe and inclusive learning environment for all children, with emphasis for girls and all children with disabilities. The project will carry out a strategic communications campaign at the federal and state levels with an overall objective of behavioural change, awareness-raising and project information dissemination. Campaigns will also promote the importance of girls' education and highlight the need for a safe, enabling and inclusive learning environment, including prevention and mitigation of GBV/SEA, and ensuring a specific focus on the inclusion of girls with disabilities to help dispel existing myths and address discrimination. Stakeholders will be actively engaged in the design of campaigns to ensure that the language, pace and targeting of the campaigns are appropriate and do not exacerbate existing exclusion, stigmatization or violence against girls, female teachers, parents or others within the community that either attend schools or wish to encourage the attendance of girls in school. The subcomponent will also create an enabling environment for girls to enrol and complete secondary school through the support of the following three activities.

- I. ***Communications campaign at the national level (US\$10 million equivalent)***. This campaign will be carried out at the national level using media, special brand and digital platforms focusing on the benefits of girls' education and empowerment. The campaign will feature a series of *edutainment* activities which will include a national debate, sports competitions and an awareness-raising platform to showcase the benefits of girls' education and empowerment. Girls will feature on different platforms to promote education, this will be aired on media platforms for wider publicity.
- II. ***State-level community engagement and awareness campaigns (US\$12 million equivalent)***. Each state will carry out state-level community engagement and awareness campaigns. Messages will be conveyed to parents, families, traditional rulers and community members by key stakeholders including local Religious and Traditional

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Leaders (RTLs), women's groups<sup>9</sup>, ward development committees and SBMCs. These messages will be conveyed through community dialogue and fora, house to house (H2H) campaigns, and engaging specific groups (e.g., boys' and men's groups) on barriers girls face in accessing secondary education and the community's role in ensuring that schools are both safe and inclusive. Messages from influential RTLs, media personalities, and leaders on social media will be amplified using digital platforms and these messages will be integrated into radio dramas, jingles, television soap operas, and social media. As part of extra-curricular activities, students will also be encouraged to carry out social responsibility activities in their neighbourhood communities to increase climate change awareness. TA will also be provided by a consulting firm with expertise on communications in each state, to be engaged, to work with the respective departments and SPIU in designing and producing creative local media content and messaging.

**III. *National and state-level advocacy and policy dialogue (US\$3 million equivalent).***

These efforts aim to expand networks to influence policies at the national and state levels by engaging with high level government officials (Governors, Ministers, Senators, etc.) and RTLs to support a larger movement towards increased coordination and effective policies for girls' education and empowerment. To this end, this subcomponent will:

- (a) develop platforms to support strategic policy advocacy that will encourage formal institutions to adopt policies and implement activities supporting girls' education and empowerment;
- (b) provide capacity-building support to relevant government officials to ensure effective and impactful communication on these issues; and
- (c) support opportunities for high-level policy dialogue, fora for communication among key stakeholders, and national and state level relevant activities.

The Communications Department and Gender Unit within the FME and Ministry of women affairs with the support of the NPCU will implement aspects of the advocacy

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<sup>9</sup> Group of mothers from communities forming associations to support their daughters' retention in school and encouraging other parents in the community to do the same. Mothers' Association are strong and active in states like Kebbi.

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efforts and policy dialogue. A communications firm with expertise in policy advocacy will be contracted to support the implementation of some of the advocacy elements of the subcomponent at the federal-level.

**63. *Implementation arrangements:*** The communication campaigns at the national level and the advocacy for policy implementation will have a nation-wide reach and will be implemented by the Communications Department and Gender Unit within the FME with the support of the National Project Coordination Unit (NPCU).

**64.** At the national level, a plan covering the overall national campaign and a framework for state level campaigns will be developed, during the first year of the project, In this regard, FME through the NPCU will be responsible for the implementation of the national campaign and advocacy, while the SPIU with the support of local consultants/firm will develop state specific content building on the state framework to design and implement community campaigns and produce creative media content and messaging specific to the local context. The SPIU will also be responsible for the implementation and monitoring of state level community engagement and communications campaign plan

**65.** Community engagement and awareness campaigns at the state level will cover six states (excluding Ekiti where the junior-to-senior secondary transition rates are relatively higher) and will reach all LGAs in these states. Increased attention will be given to poor LGAs and communities benefitting from the GSP supported under Subcomponent 2.3. The Social Mobilization and Communications Departments within the SMEs and SUBEB will be responsible for the implementation of this activity with the support of SPIUs.

**66.** A communication firm with expertise in development communication would be engaged in each state to work with the SPIUs in designing and producing creative media content and messaging for the component while Non-governmental organizations (NGOs) would be engaged in the states to implement the community engagement and mobilization aspects. Below are key activities/milestones and responsible entities.

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<b><i>Subcomponent 2.1: Promoting social and behaviour change through communications campaigns, engagement with traditional rulers and advocacy</i></b>	
<p><b><u>National Level (NPCU)</u></b>  <b><u>Responsible: Department of communications and gender supported by NPCU will</u></b></p> <ul style="list-style-type: none"> <li>• Engage technical communication /Marketing agency to support strategy and implementation of national campaign and policy advocacy</li> <li>• Development of national advocacy and communication plan</li> <li>• Develop a communication framework for states</li> <li>• Implementation of advocacy and communication plan</li> <li>• Develop Comms strategy/messaging framework</li> <li>• Implementation of advocacy, national campaign, media content &amp; buying</li> <li>• Facilitate and support high level policy dialogue with stakeholders</li> <li>• Support knowledge sharing and learning events among states and agencies</li> <li>• Facilitate and Support knowledge exchange and collaboration for RTL's and groups with national and regional platforms, e.g. SWEDD</li> <li>• Engage a communication research firm</li> <li>• Design and conduct audience/behaviour insights research with the communication research firm and SPIUs</li> <li>• Set baselines and targets with SPIUs</li> </ul>	<p><b><u>State Level (SPIU)</u></b>  <b><u>Responsible: Department of communications and social mobilization supported by SPIU will</u></b></p> <ul style="list-style-type: none"> <li>• Hire NGO to support facilitating community engagement sessions with community leaders</li> <li>• Work with community groups to spread positive messages on girls' education and empowerment</li> <li>• Facilitate the sensitization of parents to re-enrol out-of-school girls</li> <li>• Engagement of communication /Marketing agency to design and implement BCC campaign which entails:               <ul style="list-style-type: none"> <li>○ Development of messaging and creative content Deployment of multi-media across multiple channels which includes; TV, Radio, Digital platforms, events and promotions, outdoor</li> </ul> </li> <li>• Facilitate and support high level state policy dialogue with stakeholders</li> <li>• Support existing campaigns promoting girls' education</li> <li>• Engage a Comms research firm to conduct M&amp;E</li> <li>• Monitor awareness &amp; reach levels, media content consumption, Behavior change</li> </ul>

**2.2.6.2 Subcomponent 2.2: Empowering girls with critical life skills and knowledge for navigating adulthood and digital literacy & remote learning platforms (US\$35 million equivalent)**

67. The objective of this subcomponent is to provide girls with an opportunity to acquire critical socio-emotional life skills which will be useful as they transit to adulthood. Specifically, this subcomponent will provide life skills which are critical in building their confidence to effectively navigate challenges they may encounter, including in the workplace as it will also support students in achieving basic digital literacy which can better position them for entry into the labour market. The subcomponent has two main activities:

- (a) Life skills and
- (b) Digital literacy & remote learning platforms skills.

68. Life skills are critical in building girls' capacity and confidence to effectively navigate

the transition to adulthood and the workplace. In addition, elements to raise awareness of climate change and effective actions will be integrated into the life skills training programs. Under this subcomponent, support will also be provided to implement a training program to promote digital literacy & remote learning platforms skills for all girls and boys in targeted schools. Support will cover the following:

I. *Safe spaces to deliver life skills training in schools (US\$15 million equivalent)*

69. Under this subcomponent, a “safe spaces”<sup>10</sup> approach will be used to deliver life skills training in schools. The life skills training program curriculum will focus on a number of topics, including the following modules:

- (i) Life skills key topics (e.g., conflict resolution, self-determination, confidence, negotiation and leadership);
- (ii) Health awareness and information (e.g., basic health promotion, disease prevention, nutrition, reproductive health, basic hygiene, menstrual hygiene management (MHM)
- (iii) GBV/SEA awareness and safety (e.g., approaches to prevent, mitigate and respond to GBV/SEA, linkages to a referral system for additional social services) and
- (iv) Climate change (including awareness-raising and climate change adaptation approaches and skills).

70. Trainings will also incorporate non-discrimination sensitization focused on marginalized groups, such as girls with disabilities, among others. The training will be provided to all girls in schools to build their knowledge, skills and confidence in navigating life's challenges while building their social networks. Selected teachers will also receive psychosocial training on trauma and GBV response<sup>11</sup> so they will be able to identify and respond to the variety of girls’

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<sup>10</sup> A safe space refers to an adolescent girls’ group that meets over an extended period of time to learn under the mentorship of a trained female community member on a range of topics – including health, menstruation, hygiene, self-confidence and leadership. The safe space groups are female only spaces comprised of groups of girls and young women who meet on a weekly basis at a designated time and location of their choice for two hours with a mentor. The groups are segmented by age (10 to 14, 15 to 19 and 20-year-olds). They are also grouped according to characteristics and social circumstances so that the girls and young women can interact with others with whom they share similar life experiences.

<sup>11</sup> Similar training is provided to teachers in states supported by the IDA-funded State Education Program Investment Project (SEPIP) (P122124). If teachers have already received training under SEPIP, they will be provided a refresher training.

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needs, including those related to GBV or other traumatic events. This activity will include working with boys’ groups that will be established to address issues related to GBV as well as the establishment of referral pathways for girls who will need support on GBV or other health and social services.

71. **Targeting:** The safe space intervention to deliver life-skills will be implemented in all the participating states. The unit cost per girl is about US\$18 and the number of targeted beneficiaries by state is listed in the Table below.

**Table 8: Coverage of life-skills interventions and budget**

State	Life Skills	
	No of schools (JSS and SSS)	Budget including 20% operation cost (US\$)
Borno	149	1,066,069
Ekiti	194	1,275,531
Kaduna	351	2,275,948
Kano	868	5,339,725
Katsina	273	1,719,466
Kebbi	221	1,494,373
Plateau	289	1,828,887
Total (budget rounded)	2,345	15,000,000
Total beneficiary girls(estimated)	850,000	

72. **Implementation arrangements:** This activity will be implemented by the Guidance and Counselling Unit within each SME (supported by the SPIU and an identified implementing partner) in a phased manner. In the first year of project implementation, pilot will be implemented and monitored by the SPIU and will also be responsible for the following:

- ❖ Identification and formal nomination of SPHCDA and State Ministry of Women Affairs focal points
- ❖ Selection of participating schools for the pilot
- ❖ Engagement of firm/implementing partner using WB procurement guidelines to support implementation and carry out the following;
  - ✓ Develop and validate the safe space curriculum
  - ✓ Identification of mentors for safe space session

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- ✓ Community engagement for safe space curriculum review
- ✓ Validation meeting on safe space curriculum
- ✓ Providing training of master trainers, cascade training of female counsellors and mentors as well as co-facilitating sessions in at least 10 percent of junior and Senior Secondary Schools
- ✓ Cascade training of Teacher-Counsellors/Mentors
- ✓ Ensuring linkages and service referral pathways
- ✓ Support facilitation of safe space sessions in schools
- ✓ Support the capacity building for RH and Min. of Women Affairs focal points of selected LGAs on adolescent friendly health services and management of GBV.
- ✓ Development/printing/distribution of IEC materials

73. The implementing partner will also support SPIU to ensure monitoring school-level implementation and conducting regular reviews of the program implementation, by monitoring and reporting on the number of safe space sessions conducted and number of girls reached annually through safe space sessions

74. Some of the other identified key activities for the implementation of this subcomponents are as follows:

- ✓ Conduct monitoring and supportive supervision of sessions
- ✓ Training of SPHCDA/MWA focal points on GBV prevention and management
- ✓ Costing of activities
- ✓ Conduct life skills safe space sessions
- ✓ Conduct quarterly review meetings and refreshers with safe space mentors and RH/SMWA Zonal coordinators
- ✓ Routine monitoring/supervision of safe space sessions
- ✓ Mid-term project reviews
- ✓ End-of –project review
- ✓ Dissemination of results

75. The impact evaluation (IE) of the pilot interventions will be carried out in the states by an independent firm hired by the NPCU, the findings of which will be used to further guide the

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use and development of this approach and will inform decisions regarding its potential scale up and integration into secondary school program. Following a successful evaluation of the training, it will be adjusted accordingly, and scaled up to cover all secondary schools in each participating state.

76. Find below is the roles and responsibilities of relevant entities that will implement this part of the subcomponent.

**Table 9: Roles and Responsibilities of Relevant Entities**

<b><i>Subcomponent 2.2a: Empowering girls with critical life skills and knowledge for navigating adulthood</i></b>	
<p><b><u>NPCU</u></b></p> <ul style="list-style-type: none"> <li>• Engage survey firm to carry out impact evaluation</li> </ul>	<p><b><u>Department of Secondary School Services/Scholarships supported by the SPIU will perform the following activities</u></b></p> <ul style="list-style-type: none"> <li>• support the delivery of this intervention</li> <li>• Identify the female counsellors (<i>female teacher mentors</i>)</li> <li>• Facilitate the training of female teacher mentors on life skills curricula and psychosocial needs by implementing partners</li> <li>• Establish clear referral pathway between schools and identified GBV Service Providers</li> <li>• Monitor implementation of the program</li> </ul> <p><b><u>Implementing partner</u></b></p> <ul style="list-style-type: none"> <li>• Provide capacity building for female counsellors, including in psychosocial support</li> <li>• Develop age appropriate life skills curriculum</li> <li>• Co-facilitate safe space sessions</li> <li>• Support GBV referral pathways services for SEA/SH issues</li> <li>• Monitor sessions and tracking of attendance</li> <li>• Regular review of program</li> </ul>

***II. Digital Literacy and Remote Learning Platforms (US\$20 million equivalent)***

77. This will support the provision of basic digital training to secondary school students so that they can attain basic digital literacy and acquire skills on remote learning platforms which will include an ability to:

- (i) use digital mobile devices;
- (ii) search, locate, assess and critically evaluate information found on the web;
- (iii) successfully navigating the non-linear medium of digital space;
- (iv) establish and acquire skills on remote learning platforms;

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- (v) learn, read and deduce information from visuals and audio;
- (vi) create new learning outputs using digital technology;
- (vii) access online content;
- (viii) network and collaborate; and
- (ix) be safely present online through consuming content, socializing and collaborating.

78. Training will also be provided in online safety to prevent adolescents from predatorial behaviour and exploitation. The training activities will be provided on the project financed laptops, with appropriate applications and a 3G internet connection. It is expected that students will receive at least 2 - 3 hour of basic digital skills training per week. The digital skills training will initially be provided in 760 Senior Secondary Schools across the participating states.

79. To respond to the needs that have become increasingly apparent during the COVID-19 crisis, this subcomponent will also provide relevant digital literacy training through a blended ecosystem learning approach using technology and media (Television, Radio) to implement remote and distance learning programs, while leveraging on the expertise in the Federal Ministry of Education/State Ministry of Education, Local Universities; Information Technology (IT) departments, Local IT training firms and NGOs.

80. In this regard, the NPCU in conjunction with SPIUs will engage the Ministry of Communications and Digital Economy and the National Communication Commission (NCC) to ensure that any infrastructure rollout or special projects will factor in the connectivity needs for the participating schools. It is expected that each state will adapt their respective COVID-19 response protocol to develop appropriate learning platform. However, all students' particularly young girls should have access to quality learning materials (online and offline) regardless of their geographical location. As such, a learning management system (LMS) will be designed for the centralized administration and management of the courses and curriculum content based on students' performance. A digital curriculum will be developed that includes syllabus and content across digital learning streams to enable conversion of physical content into digital forms for students' remote learning. The content will be rebuilt into media audio-visual content (which can also be used for broadcasting on TV and Radio). In order to ensure inclusive access regardless

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of internet connectivity, students will be able to access learning material that can be downloaded offline. Lesson that are uploaded will be pre-recorded in both audio and video formats using interactive platforms to respond to questions from students.

81. **Targeting:** The digital literacy training will initially target 760 secondary schools. The unit cost per school is estimated at US\$10,000 to US\$15,000 including tablets and teacher training with additional budget allocated to add flexibility. The number of targeted beneficiaries by state is listed in the Table below.

**Table 10: Coverage of life-skills interventions and budget**

State	Digital skills	
	Number of schools	Budget including 20% operation cost (US\$)
Borno	80	2,080,000
Ekiti	100	2,600,000
Kaduna	150	3,900,000
Kano	150	3,900,000
Katsina	100	2,600,000
Kebbi	100	2,600,000
Plateau	80	2,080,000
Total (budget rounded)	760	20,000,000
Total beneficiary girls(estimated)	300,000	

82. **Implementation arrangements:** The project, through a technical implementing partner, will provide training to the school teachers in school to build their capacity in the use of technology for remote teaching, to enhance their digital literacy skills and to develop their capacity on the relevant digital literacy curriculum. The digital literacy and remote learning platforms activity will be managed centrally by the SPIU and IT department within the respective SME/SUBEB, with technical support from local universities' information technology (IT) departments, local IT firms or NGOs. The training curriculum will be designed by an implementing partner and could build on existing curricula. Teachers will be trained, using a training-of-trainers' (TOT) approach and the teachers will train students with guidance and supervision from the implementing partner(s). Below is summary steps guide and projected timelines for the digital literacy to enable effective implementation:

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**Table 11: Digital literacy: step by step guide**

Digital Literacy Training													
No#	Activity	Months after project effectiveness											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Gaps assessment analysis to be conducted by a technical partner at the national level, based on funding (identify gaps, software, hardware etc.)												
2	Identification of schools (only Senior Secondary Schools)												
3	Identification and contracting of Implementation partner to;												
	<ul style="list-style-type: none"> <li>• Develop curriculum based on gaps identified</li> <li>• Development of training manual</li> <li>• ToT training</li> <li>• Support the cascading of training to computer teachers</li> <li>• Set up monitoring mechanism</li> </ul>												
4	Identification of teachers to be trained (computer /IT teachers)												
5	Engage with the Ministry of Communications and DE and the Comms. Commission												
6	Provision of internet connectivity and other necessary equipment in schools												
7	Production of cards for students												
8	Distribution of cards for students												
9	Start the training program												

83. The implementation will start at the national level with gaps to identify the main gaps in terms of skills, capacities and equipment to conduct the appropriate training. This gaps assessment will be conducted by a firm with experience and knowledge on this area.

84. Most of the implementation will occur at the state level, where the Implementation partner will also support the SPIU to improve the capacity of students in the AGILE participating schools to participate in the 21st century knowledge economy. The specific assignment will also

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include:

- ❖ Analyse the results of a digital skills gaps assessment, which will include details on skills gaps on students and teachers, as well as infrastructure and equipment gaps.
- ❖ Design and develop a Digital Skills Training curriculum to fill the gaps identified in the assessment. Depending on the gaps identified, the curriculum will include either basic or intermediate digital skills.
- ❖ Develop a training manual.
- ❖ Design and develop a Digital Skills Train the Trainers curriculum, to train computer teachers on the new curriculum, under a strong collaboration with local players and following an eco-system approach, utilizing expertise in the Federal Ministry of Education/State Ministry of Education, local universities' information technology (IT) departments, local IT training firms and NGOs.
- ❖ Deploy the Train the Trainers Program for a cadre of local trainers for sustainability purposes, again with a strong proportion of women being trained.
- ❖ Set up a monitoring mechanism to ensure that the trainers train teachers in a timely manner and appropriately.
- ❖ Manage and monitor the training of teachers by qualified trainers.
- ❖ Produce and distribute identification cards for all the students who will be part of the program.
- ❖ Manage and monitor the digital skills training to students.
- ❖ Submit a proposal on how to make the training program sustainable beyond the project timeline.
- ❖ Improve the capacity of teachers to teach digital literacy skills in the support schools;
- ❖ Develop the capacity of teachers and students to undertake self-study; and
- ❖ Provide mentoring support to deepen digital literacy skills.

85. It is expected that the Consultancy firm shall have experience in education technology activities including clear understanding of how to:

- ✓ Design and deliver basic to medium skilled course curriculum and implementing

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training activities; preferably in Nigeria and the Northern Nigeria context;

- ✓ Deliver training on digital skills.
- ✓ Manage programs involving schools at scale.
- ✓ Provide computer appreciation skills;
- ✓ Use technology to navigate the internet, collect, create and use information;
- ✓ Carryout self-study using online or offline audio and visual materials;
- ✓ Develop Learning Management Systems (LSM) to carryout digital literacy;
- ✓ Develop remote learning platforms;
- ✓ Monitor participation and generate reports; and
- ✓ Support on-line safety.

86. Below is summary steps guide and projected timelines for the remote learning platform to enable effective implementation:

**Table 12: Remote learning platform: step by step guide**

Remote Learning Platform															
Activity		Months after project effectiveness													
		1	2	3	4	5	6	7	8	9	10	11	12		
1	Identification of current status, particularly activities to respond to COVID-19														
2	Procurement of a technical partner for design and implementation														
3	Selection of technical partner for implementation														
4	Definition of a plan for the development of a remote platform														
5	Development of Learning management system														
6	Testing of learning management system														
7	Development of digital curriculum and online platform														

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Remote Learning Platform													
Activity		Months after project effectiveness											
		1	2	3	4	5	6	7	8	9	10	11	12
8	Development of lessons to be broadcasted												
9	Production of digital content and online digital resources, including materials that can be downloaded offline												
10	Full implementation of Learning management system												
11	First report on results of learning platform												

87. Depending on the availability, the same implementing firm could be used for the digital literacy training and the remote learning platform.

88. In order to ensure that the activities related to the digital literacy training and the remote learning platform are implemented on a timely basis and they reach the beneficiaries accordingly, a robust monitoring mechanism will be established. The technical partners should provide regular reports on its progress according to templates that will be developed.

89. Find below is the roles and responsibilities of relevant entities that will implement this part of the subcomponent.

**Table 13: Roles and Responsibilities of Relevant Entities**

<b>Subcomponent 2.2b: Empowering girls with digital literacy skills</b>	
<p><b><u>NPCU</u></b></p> <ul style="list-style-type: none"> <li>Engage survey firm to carry out impact evaluation</li> </ul>	<p><b><u>IT Department in SME supported by the SPIU will perform the following activities</u></b></p> <ul style="list-style-type: none"> <li>support the delivery of this intervention</li> <li>Identify and engage the implementing partners</li> <li>Facilitate the training of teachers on digital literacy skills by implementing partners</li> <li>Monitor implementation of the program</li> </ul> <p><b><u>Implementing partner</u></b></p> <ul style="list-style-type: none"> <li>Analyse the results of a digital skills gaps assessment as well as infrastructure and equipment gaps.</li> <li>Design and develop a Digital Skills Training curriculum to fill the gaps identified in the assessment.</li> <li>Develop a training manual.</li> <li>Design and develop a Digital Skills Train the Trainers curriculum, to train</li> </ul>

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<b>Subcomponent 2.2b: Empowering girls with digital literacy skills</b>	
	<p>computer teachers on the new curriculum in collaboration with local players, the Federal Ministry of Education/State Ministry of Education, local universities' information technology (IT) departments, local IT training firms and NGOs.</p> <ul style="list-style-type: none"> <li>• Deploy the Train the Trainers Program for a cadre of local trainers</li> <li>• Manage and monitor the training of teachers by qualified trainers.</li> <li>• Produce and distribute identification cards for all the students who will be part of the program.</li> <li>• Manage and monitor the digital skills training to students.</li> <li>• Improve the capacity of teachers to teach digital literacy skills in the support schools;</li> <li>• Develop the capacity of teachers and students to undertake self-study; and</li> <li>• Provide mentoring support to deepen digital literacy skills.</li> <li>• Regular review of program</li> </ul>

**2.2.6.3 Subcomponent 2.3 Providing financial incentives to the poorest households (US\$80 million equivalent)**

90. **The objective of this sub-component is to address demand side financial barriers to girls' entry to and completion of secondary school.** To reduce direct and indirect costs related to girls' enrolment, attendance and completion, this subcomponent will provide support to alleviate the financial burden households face in sending their girls to school. This subcomponent will financially incentivize girls' transition to junior and Senior Secondary School and their attendance and completion.

91. To ensure sustainability, this subcomponent will leverage on existing systems and programs in the participating states, such as the National Social Safety Net program (NASSP), which provide financial support to offset costs of girls' enrolment in secondary school. In this regard, priority for accessing the financial incentive will be given to eligible poor and vulnerable households captured in the National Social Register (NSR), established under NASSP)(see box 1 for more details).

92. In addition, other households in same LGAs not captured in NSR but residing in ward and communities with high level of poverty and other forms of vulnerability including low level of school transition rate for girls will be captured for support under the project, using the

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following implementation procedure:



**Figure 9: Implementation procedure Cycle for Capturing Non-NSR Poor Households**

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**Box 1: The National Social Registry (NSR) and State Social Registry (SSR)**

The **NSR** is the database of households whose members are potential beneficiaries for the country's **social safety net programs**. It is a **single database of the poor and vulnerable** for the country which harmonises all the **SSRs**. The NSR contains an electronic list of the poorest households in Nigeria identified through the established **Community Based Targeting** process. This approach helps to limit errors of inclusion and exclusion, if the participation of community groups is broad and thorough in executing the following major actions highlighted below and further details on Annex 4:



Upon formal request and fulfilment of the requirement for mining of the data the NSR will be available to generate a consolidated common Register of Poor and Vulnerable Households for **AGILE Project**, by following the procedure below:

- ❖ Make a formal request to NASSCO which must include the following details:
  - project brief, indicating its goals and objectives,
  - criteria for mining/selecting the beneficiaries
  - location of the intervention
  - funding sources,
  - duration
- ❖ Once the request is approved, undertake an agreement with NASSCO and sign an MOU on adherence to beneficiaries and data usage protocols.
- ❖ NASSCO grant necessary access right to enable data mining exercise.
- ❖ NASSCO will also provides updated hard and soft copies of the beneficiary list while keeping a hard copy for necessary record

**93. Implementation arrangements.**

The department of scholarships within the SME and other relevant departments in the

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participating states will be responsible for managing this subcomponent supported by the SPIUs. This will be executed with the support of a consultancy firm. Activities will include the following:

- ❖ Identification and Enrollment of Beneficiaries
  - Identification of target schools using state poverty map (poor LGAs that have low transition rates).
  - Identification of potential adolescent girls at the risk of dropping out (P6/JS3)
  - Enrolment of beneficiary and parent/caregiver of child beneficiary (Preferably Mother)
- ❖ Verification of Achievement of Conditions and Authorization of Fund Transfers
  - Verify fulfilment of scholarship conditions/requirements
  - Open a bank account for the caregiver/parent; or collect bank account details of the registered girls' parent/ caregiver
- ❖ Scholarship Disbursement
  - Defining payment mechanism
  - Develop payment delivery guidelines
  - Identification and partner with Financial Service Providers
  - Transmit the verified list of names to the FSPs to effect scholarship funds transfers (conditioned on their transition/attendance).
- ❖ Project Management Information System
  - Beneficiary Management
  - Payment Module
  - Monitoring and verification
  - Data sharing between other information systems
- ❖ Monitoring and Supervision Structures
  - Develop and deploy SPIU monitoring systems
  - Define compliance criteria (attendance etc.)

- Periodic monitoring by State verification teams
- Hiring of third-party monitors to carry out spot checks

#### 94. **Targeting Process of the Beneficiaries**

Under this subcomponent, the following principles are to guide the targeting mechanism:

- **Participatory process:** Communities should be involved in the selection and have an opportunity to verify and validate the final selection list of households.
- **Fairness:** Households should be selected on the basis of agreed criteria and not included or excluded on the basis of personal relationships or nepotism.
- **Transparency:** Communities and households should be involved in and aware of the selection criteria. The identified beneficiaries list is verified through public meetings during which it is read aloud and validated. The list is finalized after endorsement by the community representatives, the process drivers, and the supervisors.
- **Access to a Grievance Redress Mechanism:** Communities will have access to an effective grievance redress mechanism to address errors of inclusion or exclusion through the GRM at the Community, LGA, State and National levels

95. The subcomponent will be focusing initially on girls within the eligible poor and vulnerable households captured in the NSR, and enrolled in primary 6 school that are within 6 km of Junior Secondary School as well as those girls enrolled in Junior Secondary School 3. Girls that have dropped out but re-enrolled as well as those from households though not captured in the NSR but residing in wards and communities with higher poverty and other forms of vulnerability, will also be eligible and targeted as a priority.

96. Specifically, the selection process entails SPIU MIS extracting a subset of poor and vulnerable households, with adolescent girl, from the NSR using the following criteria:

- (a) Adolescent girl must enrolled in targeted JSS1 or SS1 focused-school with minimum 50 students' enrolment.
- (b) The girl must be transiting from primary 6 school that are within 6 km of the targeted JSS or from JSS3 to targeted SS1 (within the same vicinity).
- (c) In instances where the primary school is farther away (distance greater than 6 kilometer), girls in these primary schools will be targeted for the financial support package upon the

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completion of construction of new Junior Secondary School under the project at or near the primary school<sup>12</sup> These girls will become eligible and start to benefit for the financial support package upon completion of the construction of the new Junior Secondary Schools.

**97. Cohort targeting:**

It is projected that four cohorts of girls transitioning from P6 to secondary and three cohorts of girls transitioning from JS3 to SS1 will be covered during the life of the project. The accompanying table below illustrates the cohorts, number of years they will be in the program and the unit cost. The unit cost per girl ranges from US\$70 to US\$196 depending on the number of years the girl stays in the program during the project years

**Table 14: Illustration of cohorts that will benefit from financial support package and beneficiaries**

	Grade in 2019/20	Grade during project implementation years					No of years of support	Unit cost (USD) for the full time
		20/21	21/22	22/23	23/24	24/25		
Junior secondary cohorts	P5	P6	JS1	JS2	JS3	SS1	4	196
	P4	P5	P6	JS1	JS2	JS3	3	126
	P3	P4	P5	P6	JS1	JS2	2	98
	P2	P3	P4	P5	P6	JS1	1	70
Senior secondary cohorts	JS2	JS3	SS1	SS2	SS3		3	126
	JS1	JS2	JS3	SS1	SS2	SS3	3	126
	P6	JS1	JS2	JS3	SS1	SS2	2	98

Note: N5000 (\$14) upon registration into the program at P6 or JS3 at the very beginning. N10,000 (\$28) upon transition. N10,000 (\$28), paid twice a year at the end of each term in each grad. Example: first cohort receive \$14 in P6 at registration, \$28 upon transition to JS1, \$28 every year in JS1, JS2, and JS3 disbursed at the end of each semester. They receive \$14 upon registration to move to the SSS level and \$28 upon transition to SS1 and \$28 during SS1.

**Table 15: Beneficiaries and budget**

<sup>12</sup> If the primary school is identified as expansion candidate, the new junior secondary school may be added to it. Otherwise, the primary school will become a feeder schools to a new junior secondary school nearby. In both case, girls enrolled in these primary schools will become eligible upon completion of the construction.

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State	Beneficiaries	Cost plus 20%
Borno	7055	1,024,457
Ekiti	21371	3,102,998
Kaduna	34124	4,954,769
Kano	143331	20,811,626
Katsina	74699	10,846,249
Kebbi	3614	524,763
Plateau	65807	9,555,138
<b>Total</b>	<b>350,000</b>	<b>50,820,000</b>

98. Upon successful targeting of beneficiaries, the candidates to be selected for CCT must also fulfil the following conditions:

❖ **Student Enrolment and Retention:**

- As stated above, the eligible girl must register as a new student in the targeted JSS or SS focused school with minimum 50 students' enrolment.
- The enrolment must be captured and available for verification in the school records (admission register).
- The names of the beneficiaries must have a unique admission number and be used to uniquely identify them in all records within and outside the school. The admission number shall be the primary key for each student/beneficiary, in order to ensure continuous supporting the right beneficiaries.
- A beneficiary shall maintain a school attendance of a minimum of **80% of school days** within a term (to be monitored monthly), in order to qualify for subsequent disbursements. Where a beneficiary fails to reach such percentage due to sickness or any other agreed reason(s), the Parents/Guardian must inform the school/class teacher in writing and this should be recorded a compliant register and made available to verification team (including SPIU CCT subcomponent lead, M&E officer, SME Quality Assurance department, SME Secondary School Services Department and a state/local NGO) for necessary investigation and conclusion. However, for protracted illnesses, a sick

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certificate is still required for records to be documented in the student's personal file, which must equally be made available for verification.

- If a girl misses school for more than 15% of the days that school is in session, in any month, without concrete reason, it will attract issuance of a warning notice. Two warnings will be issued before the grant is withdrawn on the third default.
- The school management shall also ensure all beneficiaries comes to school with complete uniform and learning materials, since the disbursement support the beneficiary with necessary school materials. The school management and safe space mentor are expected to invite the parent for discussion and necessary solution, in order to address any identified breach.

❖ **Guidelines for the Verification of Beneficiaries' School Attendance**

- In order to ensure a beneficiary is eligible for the cash transfers, initial verification along with orientation exercise shall be conducted in order to first acquaint the parents of the beneficiary on what the cash is intended for (i.e. to support the girl attend school until completion). At the school level, verification team shall conduct the verification.
- Class attendance registers shall be used to track girls' attendance. The adoption and deployment of electronic devices of attendance registration and performance documentation for accuracy is highly desirable
- Attendance verification register (Paper/Electronic Device) will be evaluated at the end of the quarter before payments are made.
- Waivers are issued where a failure to comply is beyond the control of the household e.g. If the child was absent due to verified circumstance like illnesses.
- There is the need for the development of a tool containing vital information on the beneficiary (e.g. Name, Admission number, Address, Name of mother, Address of mother, Present class, Age, etc.).
- The application shall also provide up-to-date information to support monthly/quarterly M&E reporting using real time information generation from schools, LGEA and state level details and summaries

❖ **Principles of the Cash Transfers**

99. For effective project implementation, the highlighted key principles below should be followed:

- **Primacy of transfers:** Targeted households will receive transfers. Penalties for non-compliance with co-responsibilities will be applied only after an assessment of the individual household's situation and effort to address non-compliance, carried out by the LGA.
- **Timeliness of transfers:** Transfers must be received according to the planned transfer schedule, to be developed by the responsible department in conjunction with SPIUs.
- **Predictability of transfers:** Beneficiaries must know the value of cash transfer and a reliable schedule for when they will receive it.

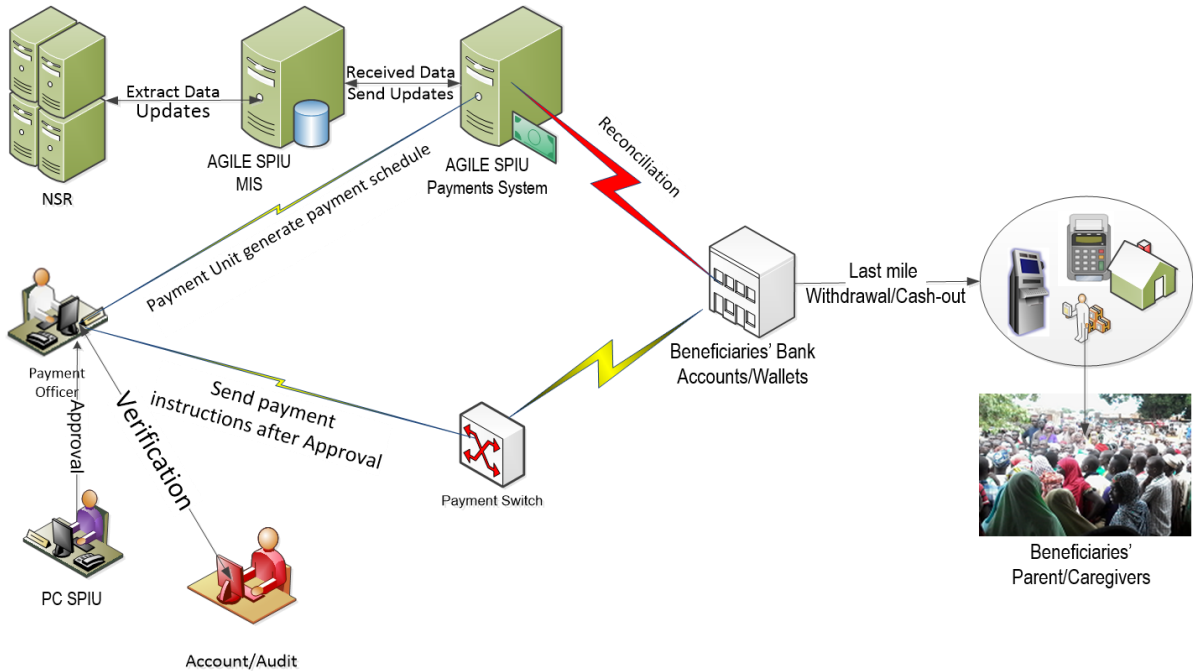
100. *The principles of cash transfer are to ensure that:*

- *Payment is made to the right person* (as identified from the NSR), and that they receive the right amount at a predictable time (effectiveness).
- *The payment is done at a limited cost* to the project administrators, systems providers and the beneficiary (efficiency).
- *The funds can be accessed close to the recipient's home*, in a way suitable to the needs of recipients with low literacy and with dignity and does not contribute to eroding value of the transfer through incurring unanticipated costs while collecting the funds. Recipients are not kept waiting in long queues to collect payment and are clearly informed about the payment process (accessibility)
- *Payments are transparent and accountable*, with adequate controls and verification/reconciliation of payments after every payment cycle (accountability).
- *Payments are secure* - the payment solution minimises the risk of funds being lost through fraud, corruption, operational inefficiencies and minimises losses to recipients through robbery or fraud at pay points. The FSP is responsible for ensuring delivery of

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the payment to these designated recipients verifying the rightful recipients through two - factor authentication.

**101. The schematic diagram of the proposed payment system is as shown below:**



**Figure 10: Proposed Payment System**

**❖ Payments Database**

- The payments database will contain banking information of beneficiaries Parent/Caregiver, including BVN (where available). Relevant beneficiaries information from the database will be extracted for the use the engaged FSPs, to enable them create necessary accounts or wallets for each receiving beneficiary (parent/caregiver). This account information is then shared with the NPCU MIS electronically via a defined interface in order to update the Payments Database.
- The Payment System will rely on a software application that can be deployed in the SPIU data centre (or another data centre of the SPIU's choice) on dedicated or virtual infrastructure, or in a cloud environment.

**❖ Opening of bank account (preferably with mothers as signatories):**

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- Each beneficiary is expected to open bank account in any commercial bank, preferably with wide spread touch-points such as PoS services, across the target LGAs and close proximity to beneficiaries' locality.

❖ **Payment Schedule Generation**

- The payment schedule will be the primary document that will provide data for payment instructions and reconciliations. The schedule will include banking information; FSP and account number, location information; state, local government area and community, beneficiary information and reference number.
- Before payments are made to beneficiary accounts, a payment schedule would be generated by the project accountant in consultation with the CCT subcomponent lead, PC and PFMU, using a set generation principle which will include CCT amounts and other amounts which may result from various processes, such as the result of a GRM case for omitted payments.

❖ **Payment Schedule Authorization**

- Once a schedule is prepared, it will be passed to the internal auditor for necessary review and authorization, to ensure that the number of beneficiaries to be paid, and the calculated funds for payment are accurate and sufficient to cater for the current payment cycle.
- The authorised schedule will then be passed to the State Project Coordinator for final approval, to enable the activation and generation of Payment Advice, to be issued to FSPs, for necessary payment transactions processes.

❖ **Disbursement Funds to the Beneficiaries:**

- The disbursement of funds to the beneficiaries will be carried out in 4 tranches as detailed in the table below:

**Table 16: Payment Tranches of Girls' Scholarship**

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TRANCHES	JSS		SSS	
	AMOUNT	PERIOD	AMOUNT	PERIOD
1	N5000 (US\$14)	Upon a girl's registration in the program at the end of primary school (P6).	N5000 (US\$14)	Upon a girl's registration in the program at the end of JSS3.
2	N10,000	On successful transition to the next grade (JSS1)	N15000 (US\$42)	On successful transition to the next grade (SSS1),
3	N5000 (US\$14)	End of 2 <sup>nd</sup> term	N5000 (US\$14)	end of 2 <sup>nd</sup> term
4	N5000 (US\$14)	End of 3 <sup>rd</sup> term	N5000 (US\$14)	end of 3 <sup>rd</sup> term

- As shown in the table above, the first disbursement to the beneficiaries is only conditional on registration as new students in a targeted JSS or SSS. However, subsequent disbursements (top-ups) are subject to the **completion of co-responsibilities** covering both soft and hard responsibilities, which focused on promoting attendance (not less than 80%), retention and performance of a girl child in school. Each state will choose their co-responsibility area, depending on their conditions and priorities, tailored to address obstacles to girl child schooling in their respective state.

❖ **Guidelines on the Disbursement Funds Process:**

- An activated schedule will be used to create a payment advice by the project accountant working with other relevant officers in SPIUs and PFMUs.
- Payment Advice will be forwarded to the FSPs and funds will be transferred electronically from the project account to the accounts of the FSPs for necessary transfers to the beneficiaries' accounts/wallets, from where each beneficiary will have access to these funds, through various instruments as provided by the contracted FSPs.
- The payment instruction will be sent through the agreed payment platform to the FSPs. This instruction will be used to debit the project account and credit FSPs' accounts using a direct credit protocol. Funds for beneficiaries not credited will be returned to the project account.
- It is expected that the result of the transaction will be received in real time. Failed transactions will be collated and forwarded to the Audit Unit for necessary review and corrective action.

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- For the beneficiaries in areas without adequate banking infrastructure, FSPs will be responsible for getting the cash to those beneficiaries via agreed platforms such as Money agents.
- Based on the cash-out schedule prepared by FSPs, they will setup cash-out points at agreed locations that are accessible to the beneficiary.
- Beneficiaries will present themselves at payment points, with their payment identification instrument provided by the FSPs, which will be used for verification and authentication. Beneficiaries who are verified will be allowed to cash out all or part of the cash available in their accounts or wallets.
- Beneficiaries will sign or thumb print on a payroll sheet/register after receiving payment, as a proof of funds collection. The SPIU Focal Officer will equally signs after monitoring the whole payment process.

❖ **Payment Reconciliation**

- Based on the disbursement records captured electronically, both for direct credit and cash-out points, FSPs will forward a payment transaction reports regarding cash transfers to SPIUs' MIS electronically. This Payment schedule will be reviewed by the Accounts, M&E and Audit units of the SPIUs working with PFMU.
- Once the schedule is accepted, it will be used to calculate a disbursement commission which will then be paid into the FSP account of choice.
- Account unit will also retain documentary evidence of each transaction paid, including date and time of transaction.
- Payment reconciliation reports generated and uploaded into SPIU MIS reporting module will be available for the use of M&E unit and other project stakeholders.
- The Audit and M&E Units will carries out a periodic check to monitor the beneficiary's accounts to ensure accountability and observance of established financial guidelines, principles and practice.

❖ **Guidelines on Suspension of Fund Disbursement to Beneficiaries.**

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- SPIU with support from the verification team would carry out compliant monitoring assessment, document findings and send notification of non-compliant cases to SPIU Account Unit.
- Account Unit will prepares report and makes appropriate recommendations to the PC SPIU
- Project Coordinator may approves or reject the recommendation based on the available evidence. PC may also request for additional information to make an informed decision.
- Grants payment to the concerned beneficiary will continue for cases which are not approved for suspension by the PC.

**102. Publication and documenting of annual photo album of beneficiaries on project website:** The project shall ensure the annual printing of photo album of all beneficiaries per school, in order to ensure tracking of all beneficiaries. This information shall be available in all schools and LGEAs level, to enable effective monitoring and tracking process.

**103. Establishment of sub-unit under GRM for complains:** The project shall establish a sub-committee under the GRM to manage complains related to omissions, discrepancies arising from payments and or other related issues. The project shall document all complains during and after disbursements to serve as learning in subsequent disbursements.

**104.** To address risks related to social conflicts over the perceived unfairness of who is eligible to participate in the Scholarship Program, it is expected that extensive stakeholder engagement with parents/guardians of parents and community will be undertaken to clearly communicate criteria for the GSP and options to ensure sustainability beyond funds provided.

**105. Guidelines on process to handle appeals and complaints**

The GRM Officer within the SPIU will among others coordinate complains related to CCT and ensure that grievances emerging from each of the participating state are investigated and responded to. The Officers will receive, evaluate and redress complaints, ensuring linkages to appropriate bodies which have the ability to make a binding decision and ensure that feedback is provided to the complainant. At LGA level, a focal person will be assigned as Grievance

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Officer from within the Community Facilitating Team. At community level, there will be 2-3 Grievance Focal Persons (independent from the targeting team) elected by communities to record grievances and forward to LGA level. GRM teams will be gender balanced to ensure that space is created for female beneficiaries (and non-beneficiaries) appeal or complain in an appropriate and comfortable way. In areas where there are existing Legal Aid Council Offices, linkages will be built to provide training for community and LGA level focal points on alternative dispute resolution.

**106.** Below is the summary of the roles and responsibilities of relevant entities that will implement this subcomponent.

**Table 17: Summary of Roles and Responsibilities of Relevant Entities**

<b><i>Subcomponent 2.3: Providing financial incentives to the poorest households</i></b>	
<p><b><u>SME:</u></b> SPIU will work with scholarship boards and other relevant department within Ministry of Education, SUBEB and other relevant MDAs</p>	<p><b><u>Department of secondary school services/ scholarships supported by SPIU will</u></b>            Hire consultancy firm to:</p> <ul style="list-style-type: none"> <li>• Develop scholarship conditions</li> <li>• Identification and registrations of beneficiary girls from school registers</li> <li>• Verification of list of beneficiaries</li> <li>• Engagement of FSPs for funds transfer</li> <li>• Ensure account opening by beneficiaries</li> <li>• Verification of scholarship conditions</li> <li>• Monitor and supervise scholarship payments</li> </ul> <p><b><u>Financial service providers</u></b></p> <ul style="list-style-type: none"> <li>• Timely payment of scholarships</li> </ul> <p><b><u>Schools:</u></b></p> <ul style="list-style-type: none"> <li>• Proper record keeping of school attendance</li> <li>• Verify girls comply with scholarship conditions (transition and school attendance)</li> </ul>

**107. Monitoring & Evaluation of CCT**

Monitoring as an ongoing activity of project implementation will seek to provide decision-makers with early indications of progress, or lack of it, in achieving stated objectives. Early indicators will ensure corrective measures are undertaken on time if necessary, to achieve desired objectives

108. Evaluation will be carried out periodically or at pre-determined intervals, whether of an impact or process nature, it will assess the performance and relevance of particular activities with a view to making appropriate design changes to programme activities. Monitoring and evaluation of activities/operations of the Conditional Cash Transfer Co responsibilities will be done through the use of appropriate intervention data collected- either Qualitative & Quantitative Assessments.

**109. Guidelines for standard operational indicators to be monitored**

The following activities will be carried out for efficient Monitoring and Evaluation of the CCT Co responsibilities;

1. **Process Evaluation** – identify activities that will be carried out and ensure that service delivery is in relation with objectives.
2. **Spot Checks** – conduct periodic reviews of critical activities relating to the Project’s objectives. e.g.: visit to households of adolescent girls at risk of dropping out, back calls to renovation and or new construction sites to quality assure progress made, etc.
3. **Outcome Evaluation** – conduct midterm reviews to assess the achievement of the program objectives and outcome.

110. Compliance monitoring of co-responsibility is a continuous activity carried out throughout the project implementation period, the process will be conducted by the relevant SPIU Focal Officer in collaboration with the Schools at the Local Government Level. The CCT Officer at the State will monitor and coordinate the process. Monitoring begins after disbursement of the first payment to the beneficiaries.

111. Monitoring formats will be in two categories of Monthly and quarterly reports, the monthly report will be submitted in the first week of the succeeding Month while the quarterly reports will be due in the second week of the first month of the next quarter.

**2.2.7. Component 3: Project management and system strengthening (US\$35 million equivalent)**



Component 3: ***Project management and system strengthening*** (US\$ 35 Million equivalent), aims to support institutional strengthening at the federal, state and local levels to manage, implement and provide oversight for the AGILE Project.

**112.** This component aims to support institutional capacity building at the federal, state and local levels in order to manage, implement and provide oversight for the AGILE Project. It also aims to enable effective coordination, supervision, monitoring & evaluation, technical support and capacity building through the provision of operating costs, and technical assistance to the relevant project actors and MDAs at the federal, state and the local levels. The component consist of two sub-components:

**2.2.7.1 Subcomponent 3.1. System strengthening for sustainability (US\$15 million equivalent)**

**113.** This subcomponent will support efforts to strengthen the institutional capacity of federal and state governments to support girls' education and empowerment. It will support the federal government and participating states in establishing a comprehensive secondary education management information data system (EMIS) to collect data on an annual basis for planning and decision making. Data will be used to track progress on girls' education outcomes including diagnosing gender gaps and identifying girls who might need targeted support. TA will be provided to the Federal and States Governments to include:

- (i) Capacity building in key functional areas (technical, fiduciary aspects of project management, M&E and E&S risk management and GBV) at the federal and state levels to support program implementation;
- (ii) Strategy development on girls' empowerment, the secondary school network expansion, disarticulation of secondary school among others;
- (iii) Strengthening data collection and analysis on secondary education data, including support to the EMIS;

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- (iv) Research and evaluation activities to inform scale up of project-supported activities;
- (v) Support for policies and interventions to respond to COVID-19 and its impact on the education sector;
- (vi) Support other key ministries (including the Federal Ministry of Women Affairs (FMWA), Federal Ministry of Youth (FMY), Federal Ministry of Health (FMH), Federal Ministry of Humanitarian Affairs, Disaster Management and Social Development (FMHDMSD) on key coordination activities on girls education and empowerment;
- (vii) Communication activities to be undertaken at the federal and state levels.
- (viii) Support and facilitate knowledge transfer and sharing through trainings and learning events to bring federal and state governments and other stakeholders together towards commitment to girls’ education and empowerment.

114. This subcomponent will be implemented by relevant departments (EMIS, policy and research) supported by the NPCU and each SPIU.

<b><i>Sub-component 3.1: System strengthening for sustainability and TA</i></b>	
<p><b><u>NPCU</u></b></p> <ul style="list-style-type: none"> <li>• Engagement of technical consultants for capacity building at the federal and state level</li> <li>• Training of federal and state staff on E&amp;S, GBV, M&amp;E, FM and procurement</li> <li>• Provision of TA on transfer of technical skills and knowledge to local ministry</li> <li>• Coordinate and monitor project activities across participating states</li> <li>• Provision of implementation support to states</li> <li>• Facilitation of annual and mid-term reviews</li> <li>• Organize annual technical audit of project activities and financial audit of project finance</li> <li>• Provide regular updates on progress and consolidation of M&amp;E reports</li> <li>• Support policy activities of FME and other relevant ministries on girl’s education</li> <li>• Support knowledge-sharing and information transfer among relevant stakeholders</li> </ul>	<p><b><u>SPIU</u></b></p> <ul style="list-style-type: none"> <li>• Engagement of consultants to fill gaps in technical and operational areas in the states</li> <li>• Provision of TA on transfer of technical skills and knowledge to staff, LGEA, SBMCs and other relevant stakeholders</li> <li>• Engage third party monitoring for project activities</li> <li>• Training and capacity building for SPIU members and local government staff members on E&amp;S, GBV, M&amp;E, FM and procurement</li> </ul>

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• Technical audits of project activities and project financial audits	
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**2.2.7.2 Subcomponent 3.2. Project management, monitoring and evaluation (M&E) (US\$20 million equivalent)**

115. The main objectives of this subcomponent are to support both federal and participating state governments for effective project coordination, procurement, financial management (FM), E&S<sup>13</sup>, M&E, and project communications. The sub-component will also finance the investment and non-salary operational costs associated with both National Project Implementation Unit (NPIU) and SPIUs to manage and supervise project-supported activities, which include following:

- (i) Coordination activities and state monitoring visits;
- (ii) Capacity building interventions for relevant staff and key agencies to ensure effective quality assurance, to establish a robust M&E and reporting system, including the delivery of technical audits, annual reviews, training & seminars related to project implementation, and other operating costs for office equipment, software, furniture and vehicles;
- (iii) Third party monitoring to validate and support analysis of project performance and implementation, by leveraging on existing civil society-government partnerships to:
  - ✓ validate and support analysis of project performance and implementation.
  - ✓ encourage greater local monitoring and facilitation of school grant implementation and girl empowerment with expected partnerships between education agencies and local CSOs/NGOs.
  - ✓ strengthened CSOs roles in improving education service delivery and accountability

**116.** The technical support for project implementation will include:

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<sup>13</sup> Notably, GBV Specialists supporting the SPIUs/Federal will be provided technical assistance to ensure GBV-related measures are implemented following international best practice and ethical considerations.

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- (a) Hiring of consultants or firms specializing in technical and operational areas of project implementation (e.g., financial management, procurement, engineers), safeguards,
- (b) Technical assistance in specialized areas (including GBV/SEA)<sup>14</sup> to ensure GBV-related measures are implemented
- (c) Assistance for M&E activities (e.g., M&E specialist, third-party monitoring<sup>15</sup>), to support implementation and to strengthen state and federal level capacity.
- (d) It will also support and facilitate knowledge-transfer and -sharing through trainings and learning events to bring federal, state governments and other stakeholders together towards promoting a sense of collaboration and shared commitment to girls’ education and empowerment.

<b>Subcomponent 3.2: Project Management, Monitoring and Evaluation</b>	
<p><b><u>NPCU</u></b></p> <ul style="list-style-type: none"> <li>• Provision of training and goods to strengthen the Secondary EMIS at the federal level</li> <li>• Support FME and all relevant agencies on the development of a national strategy on girls’ education and empowerment</li> <li>• Studies, pilots and assessment of key activities on girl’s education for scaling up and enhanced implementation of the project</li> <li>• Dissemination and facilitation of information on project progress and other activities across participating states as well</li> <li>• Undertake cross state studies on technical, education, social and economic aspects of the project</li> </ul>	<p><b><u>SPIU</u></b></p> <ul style="list-style-type: none"> <li>• Provision of training and goods to strengthen the Secondary EMIS at the state level</li> <li>• State specific studies, policy review and assessment of key activities on girl’s education for scaling up and enhanced implementation of the project</li> <li>• Support state policy (on girls) in developing effective implementation modalities (e.g., 12-year free education for girls)</li> </ul>

<sup>14</sup> TA to interagency mechanisms will also focus on strengthening their ability to prevent and respond to GBV/SEA

<sup>15</sup> Third party monitoring will also be used to ease implementation and supervision in Borno state and other hard-to-supervise areas, including ensuring measures to prevent and mitigate GBV/SEA are adhered to.

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**Table 18: Technical Assistance Areas, Activities, and Funds Requirements**

Areas	Tentative Funds Requirement	Outline of Activities
<b>Program Support at Federal Level</b>		
<b>Support to Ministry of education, the NPCU and relevant ministries (Women affairs, health, youth, Social Development)</b>	US\$5,000,000	<p>The NPCU would receive capacity strengthening for the following roles performed by Government-designated staff as needed:</p> <ul style="list-style-type: none"> <li>• <i>National Project Coordinator</i>: - capacity building area to include: <ul style="list-style-type: none"> <li>○ Management of overall intergovernmental coordination and heading the day-to-day operations of the NPCU</li> <li>○ <i>Support for interagency collaboration and peer learning</i></li> </ul> </li> <li>• <i>M&amp;E</i>: capacity building area to include: <ul style="list-style-type: none"> <li>○ <i>Strong Monitoring and tracking system for states implementation activities</i></li> <li>○ Consolidation and publication of states' annual progress reports</li> <li>○ Support on secondary education EMIS</li> </ul> </li> <li>• <i>Financial Management</i>: capacity building area to include: <ul style="list-style-type: none"> <li>○ Tracking and consolidating fund flows,</li> <li>○ Supporting the preparation of basic education consolidated budget execution/expenditure reports at federal and state levels,</li> <li>○ supporting internal audits</li> </ul> </li> <li>• <i>Procurement</i>: capacity building area to include: <ul style="list-style-type: none"> <li>○ Supporting the preparation of procurement plans for project-related activities,</li> <li>○ Procurement procedures and contract management,</li> <li>○ Electronic filing of procurement documents,</li> <li>○ Procurement of goods and works and contract management</li> </ul> </li> <li>• <i>Environment, Social and GBV</i>: capacity building area to include: <ul style="list-style-type: none"> <li>○ Implementation of ESF requirements at federal and state levels</li> <li>○ Implementation of GRM including GBV GRM</li> </ul> </li> <li>• <i>Communications</i>: capacity building area to include: <ul style="list-style-type: none"> <li>○ Undertaking project-related communications,</li> <li>○ Supporting IEC campaigns to include stakeholder engagement</li> </ul> </li> <li>• <i>Governance</i>: capacity building area to include: <ul style="list-style-type: none"> <li>○ Managing the grievance redress system and process,</li> <li>○ Formal policy and procedural guidance</li> </ul> </li> <li>• <i>Policy Research</i>: capacity building area to include: <ul style="list-style-type: none"> <li>○ Guiding the research agenda</li> </ul> </li> </ul>
<b>Program Support at State Level</b>		
<b>Direct support to all states' SPIUs on Program implementation</b>	US\$6,000,000	<ul style="list-style-type: none"> <li>• TA and capacity building for project-supported activities including construction, SIG, social norms, CCT, skills and system strengthening.</li> <li>• TA to support states to develop and implement plan for teacher recruit</li> <li>• Support to states to develop a teacher policy- as a bigger plan for the states</li> <li>• Support to states to establish GBV referral pathways to appropriate support services</li> <li>• Support states in setting up monitoring and tracking system</li> <li>• Support states in establishing EMIS</li> <li>• Support states in establishing <i>effective implementation framework</i> for environmental and social safeguards and effective functioning of the grievance redress mechanism</li> </ul>

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Areas	Tentative Funds Requirement	Outline of Activities
		<ul style="list-style-type: none"> <li>• <i>GBV</i>: Support to develop and implement GBV Action plan</li> <li>• <i>Communications</i>: undertaking project-related communications, supporting IEC campaigns to include stakeholder engagement</li> <li>• <i>IT Support</i>: IT support for Program implementation</li> <li>• <i>Procurement</i>: undertaking project-related activities for supporting the preparation of procurement plans for project-related activities, capacity building on procurement procedures and contract management, training of procurement staff on electronic filing of procurement documents, procurement of goods and works and contract management</li> <li>• Technical support on disarticulation of secondary and development of state network of secondary school expansion strategy</li> <li>• Peer learning for states on state education sector planning organized in collaboration with key education agencies</li> <li>• Support to all states on a functional review in the areas of planning and policy analysis on girls and secondary education</li> </ul>
<b>Support for development of policies and strategies</b>	US\$500,000	<ul style="list-style-type: none"> <li>• Support the states in developing an implementation strategy/ policy on girls' empowerment</li> <li>• Support to states to develop a secondary school network</li> <li>• Support to states to develop teacher management policy</li> <li>• Support to states on disarticulation of secondary school</li> </ul>
<b>Support for training program for SBMCs</b>	US\$1,000,000	<ul style="list-style-type: none"> <li>• Support the implementation of training programs</li> <li>• Development of training modality</li> <li>• Selection and training of master trainers</li> <li>• Support SBMCs in preparation of SIPs; selection of schools/teachers; selection of trainers</li> <li>• system for monitoring of attendance of teachers and students -level</li> <li>• Support schools in working with communities on sensitization activities, safeguards including GBV</li> </ul>
<b>Strengthening PFM at national and state level</b>	US\$500,000	<ul style="list-style-type: none"> <li>• Support for FM and audits for fiduciary assurance</li> </ul>
<b>Research and 10-year vision strategy</b>		
<b>Studies, assessments an research to improve implementation, scale up</b> <b>Support to develop a 10-year vision document on girls</b>	US\$1,000,000	<ul style="list-style-type: none"> <li>• Support the states in developing a strategy on girls and implementation of relevant policies</li> <li>• Support impact evaluation on activities in collaboration with other development partners</li> <li>• Use information to guide any course corrections and to inform future programs and scale up</li> </ul>
<b>Communications</b>		
<b>Program communication at national and state level</b>	US\$1,000,000	<ul style="list-style-type: none"> <li>• Support for workshops, media events, sensitization campaigns, and award ceremonies managed by NPCU</li> </ul>

### CHAPTER 3 - AGILE PROJECT INSTITUTIONAL ARRANGEMENTS

**S**uccessful implementation of the AGILE Project will require greater effort and support, in terms of improved federal-state-local level communication, coordination, and collaboration, in order to achieve the PDO.

117. To the extent possible, implementation arrangements have been developed with the objective of ensuring effective collaboration to occur within the established institutional structures and AGILE project structure. These arrangements are designed based on the Nigeria federal system and its relevant agencies, drawing on arrangements used in other World Bank-financed/supervised projects.

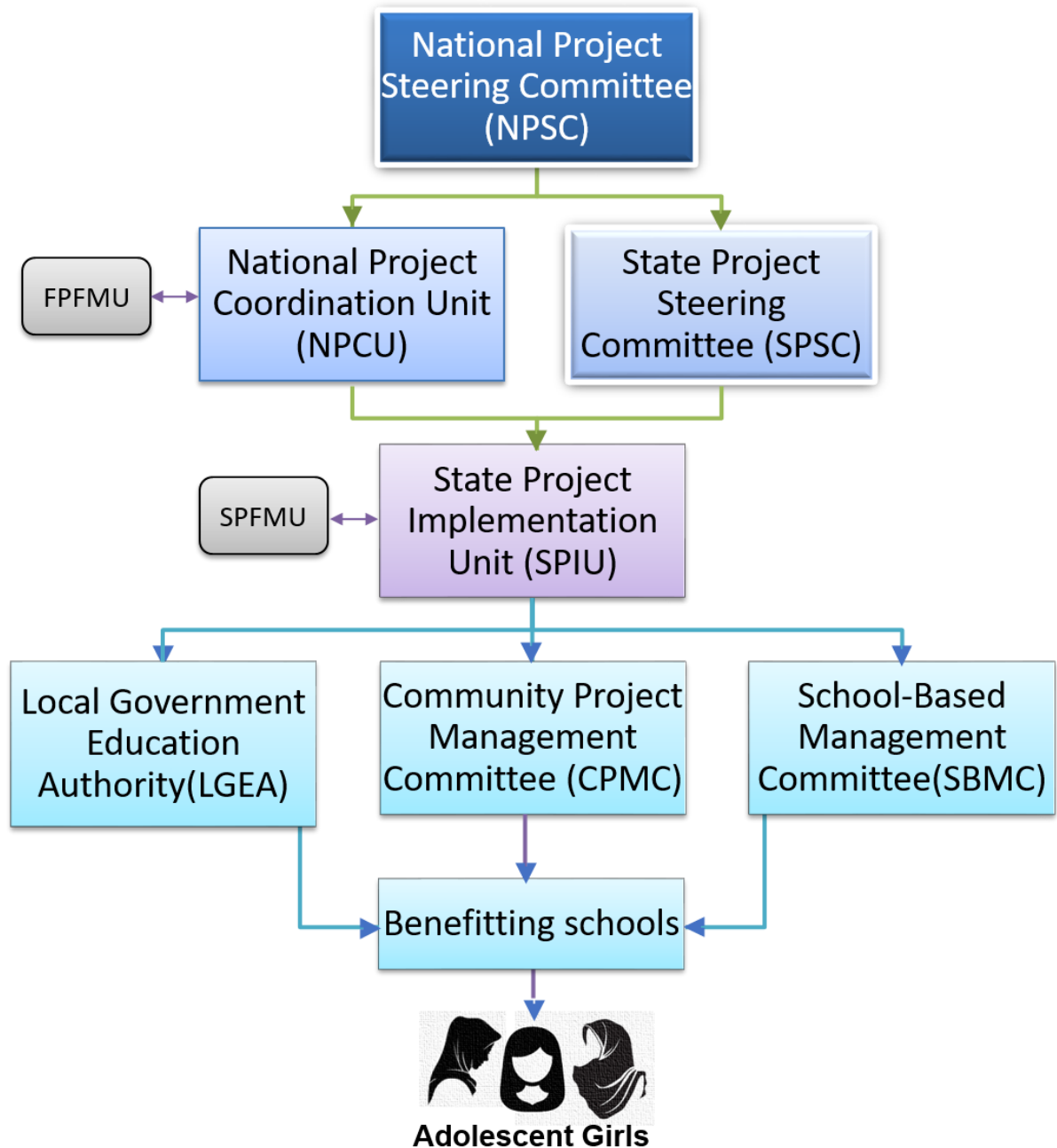
118. To this end, the AGILE will be implemented at the federal and state levels. In each participating state, the implementation will be carried out by the state and local governments, working closely with LGAs, communities and participating schools.

119. In order to ensure effective implementation, a National Project Coordination Unit (NPCU) at the federal level, and a State Project Implementation Unit (SPIU) at the state level will carry out regular coordination and implementation of project activities at their respective level, bearing in mind the following objectives:

- (a) Effective collaboration between the institutions responsible for project implementation;
- (b) Ease in the delivery of the program as a basis for promoting ownership and accountability;
- (c) Promotion of procedures mainstreaming with the current government structures;
- (d) Provision of an appropriate link between government and development partners;
- (e) Implementation of all measures outlined in the Environmental and Social Commitment Plan (ESCP) of the AGILE Project;
- (f) Compliance with the provisions of any other E&S documents required under the ESF and referred to in the ESCP, such as Environmental and Social Management Plans (ESMP), Resettlement Action Plans (RAP) and Stakeholder Engagement Plans (SEP), and the timelines specified in these E&S documents.

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- (g) Promotion of an adequate stakeholder consultation; and
  - (h) Promotion of government leadership as a basis for ensuring project sustainability.
120. The multi-level institutional and implementation arrangements for the project execution are as shown below.



**Figure 11: Overall AGILE Institution Arrangement**

### 3.1. OVERALL PROJECT COORDINATION AND IMPLEMENTATION ARRANGEMENT

121. The overview of the composition, roles and responsibilities of each of the organizations involved in project implementation is as follows:



The general principle is that the National Project Steering Committee (NPSC) and each State Project Steering Committee (SPSC) have the responsibilities for the overall project coordination, alignment of project content and approach, and oversight of activities taking place at the National level and within the participating States, respectively

Within the specific frameworks set by the Project, the National Project Coordination Unit (NPCU) and each of the State Project Implementation Unit (SPIU) have the responsibilities for the overall project coordination and practical implementation of project activities within the participating states, respectively

### 3.2. FEDERAL LEVEL COORDINATION AND MONITORING ARRANGEMENTS

122. At this level, the Federal Ministry of Education (FME), which has the mandate for policy formulation and coordination for the Education Sector in Nigeria, will provide policy guidance to the entire project. FME will have oversight and a coordinating and monitoring role in the Project and be responsible for the implementation of specific activities (e.g., communications activities under Subcomponent 2.1 and Component 3). Financial arrangements at the federal level (and FM related to Subcomponent 2.1) will be managed by the Federal Project Financial Management Department (FPFMD). The following provides the composition, roles and responsibilities of each of the organizational entities involved in project coordination and supervision at this level.

#### 3.2.1 National Project Steering Committee (NPSC):

123. The National Project Steering Committee (NPSC) will be constituted at the federal level to provide oversight and policy guidance of the project as well as review and share information about project performance at the Federal and State levels. The committee will be chaired by the Honourable Federal Minister of Education and would include representatives from key MDAs relevant to the project design including the Ministers of the following Ministries:

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- ✓ Federal Ministry of Finance,
- ✓ Federal Ministry of Women’s Affairs (FMWA),
- ✓ Ministry of Youth (FMY),
- ✓ Federal Ministry of Health (MOH), and
- ✓ Federal Ministry of Humanitarian Affairs, Disaster Management and Social Development (FMHDSD).

124. The committee will also include Commissioners of Education from the participating states and will meet at least twice a year to oversee coordination, knowledge sharing, and monitoring of implementation. The meeting will include key stakeholders responsible for project implementation and monitoring.

125. Specific roles and responsibilities of NPSC include:

- Define strategic policy direction as relating to the project implementation, management and coordination.
- Conduct overall coordination, knowledge sharing and oversight of the project implementation monitoring
- Address critical issues that could hinder the implementation of the program.
- Monitor performance progressively using approved key performance indicators for each key result areas
- Ensure intergovernmental coordination, consultation and policy alignment for the Program
- Approve annual work plan, budget and procurement plans for the Federal project component activities.
- Ensure effective communication and access to information
- Monitor feedback and grievance redressal
- Hold an annual conference to present and evaluate the extent to which program plan objectives have been achieved.
- Launch a major information campaign aimed at internal and external stakeholders.

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- Monitor and evaluate the extent to which objectives were accomplished during the life span of the project.

The NPSC will be assisted by the National Project Coordination Unit (NPCU), in FME.

### **3.2.2 National Project Coordination Unit (NPCU) and Project Financial Management Unit (PFMU)**

126. Focusing on results for the attainment of the AGILE PDO, the project will be anchored, at the federal level, by the National Project Coordination Unit (NPCU) to be established within FME, with explicit coordination and collaboration with the UBEC. The NPCU will coordinate the overall project activities, knowledge sharing and dissemination of information among project supported states and implementation of specific activities at the federal level

127. The NPCU will include key personnel from FME, representatives from UBEC, FMWA, FMoY, and FMH who would serve as project officers to provide supports to states in project implementation, monitoring of the project, technical assistance and capacity-building activities. Specifically, the Adolescent Health officer would be seconded by the Federal Ministry of Health while the NPCU will also be supported by Technical Assistants on Environmental, Social and GBV.

#### **3.2.2.1 The Main Functions of the NPCU:**

Specific responsibilities of the NPCU include:

- Coordinate the overall project at the federal level;
- Provide implementation support to the states;
- Implement subcomponent 2.1 and component 3;
- Organize annual and mid-term reviews, coordinate, consolidate and disseminate information from participating states, facilitate knowledge and experience sharing among states;
- Arrange for monitoring of project activities and financial audit of project finances;
- Provide regular updates on progress, quality assurance, and M&E including progress

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and monitoring reports submitted by states;

- Consolidate state reports at the federal level and ensure submission within the stipulated period;
- Closely track operation progress/achievement and compliance with fiduciary, E&S requirements and the Project GBV action plans
- Ensure the project is compliant with the agreed actions in the ESCP
- Undertake monitoring visits to the sub-project sites to ensure compliance with the agreed E&S mitigation measures
- Ensure the SPIU Officers conduct stakeholder engagements in line with COVID-19 protocols, with project beneficiaries, focal groups including CBOs and NGOs to obtain feedback on project performance
- Provide capacity building to project actors to ensure compliance with WB requirements
- Act as a focal point for coordination with the Bank and other agencies, including concerned civil society organizations
- Conduct communications and outreach activities for the project;
- Act as the secretariat for the National Program Steering Committee
- Support active platforms focusing on girls.
- Present semi-annual monitoring reports, with analysis of key data, to Joint Review Missions
- Undertake periodic reviews, mid-term review, and impact evaluation and preparing overall project mid-term review and impact evaluation and report.
- Develop reporting formats for each component for adoption by the states as needed.
- Arrange for annual external audit of project finances;
- Provide regular public updates on progress, M&E results;
- Support the SPIU in operationalizing a Project level GRM, and linked to the NPCU and ensure that public grievances or complaints are responded to by the appropriately

- Proactively create an environment for healthy peer competition and peer learning among States by publishing individual States performance.

128. The roles of the NPCU would be carried out under the guidance of the Permanent Secretary and Director of Basic and Secondary Education in close collaboration with UBEC. The Department of Secondary Education/ Secondary Education Commission (when established) under the FME will provide policy guidance to the unit.

### **3.2.2.2 Federal Project Financial Management Division**

129. The National Project Coordination Unit will maintain adequate FM and procurement arrangements to support the deployment of project resources at the federal level in an economic, efficient and effective manner to achieve the stated development objectives. In this regard, The Federal Project Financial Management Division (FPFMD) located in the office of the Accountant General of the Federation (OAGF) that is responsible for financial management for all the Bank-funded projects implemented at the federal level and will also handle the Federal Project Financial Management arrangements and functions at the Federal level. Consequently, the FPFMD will ensure the following:

- All transactions and balances relating to the project are correctly and completely recorded;
- Preparation of regular, timely and reliable financial statements
- Safeguarding of the entity's assets; and
- Existence of auditing arrangements acceptable to IDA.

130. The OAGF will ensure the deployment of a Project Accountant and an Internal Auditor to the NPCU to support the use of financial resources under the projects in an economic, efficient and effective manner, in compliance with the financial management requirements of the World Bank and the Federal Government. The Head of the FPFMD and the Internal Audit Coordinator are part of the Project management team and will be invited to all its management meetings while the designated Project Accountant & Internal Auditor will be invited to all project staff meetings.

### **3.2.2.3. Composition of the National Project Coordination Unit (NPCU) Team**

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131. The NPCU will be headed by the National Project Coordinator (NPC) who will not be less than the rank of a Director or Deputy Director in the civil service. He/she must possess adequate experience and expertise in project management. The NPC will be supported by a deputy Project Coordinator.

132. Below is the full complement of NPCU core team. Members are to be drawn from relevant implementation MDAs. They include the following:

**Table 19: National Project Coordination Unit (NPCU) Team**

COMPOSITION OF THE PROJECT COORDINATION UNIT	
(At the Federal Level)	
1.	National Project Coordinator,
2.	Deputy National Project Coordinator
3.	M&E Officer,
4.	Project Accountant,
5.	Internal auditor,
6.	Communication Officer,
7.	Procurement Officer,
8.	Environmental Safeguards Officer
9.	Social Safeguards Officer/GRM
10.	Gender/GBV officer
11.	Adolescent Health officer

**3.2.2.4. Main Functions of the National Project Coordination Unit (NPCU) Members:**

**[I] .National Project Coordinator**

**133. Description:**

The National Project Coordinator (NPC) will be responsible for ensuring that the NPCU functions and responsibilities are carried out efficiently and be accountable for the performance of the Team. Consequently, he/she will be responsible for the overall project progress by ensuring the realisation of the AGILE Project goals and objectives at the National level.

***Tasks and Responsibilities***

- Serve as government focal point for coordinating and facilitating all activities related to AGILE Project implementation, including disbursement arrangements, fund flows, and technical assistance requirements.

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- Lead the development of the annual work plan and budget for the TA component, covering the activities of all implementing agencies, and the annual work plan and budget for the NPCU activities.
- Review the project M&E plan and Communications plan for the project developed by the relevant specialists;
- Oversee the implementation of NPCU activities on a day-to-day basis to ensure they are carried out in accordance with the NPCU’s annual work plan and budget and the PIM;
- Manage consultants hired to support the implementation of the NPCU’s activities;
- Act as the Secretary to the Steering Committee and convene meetings in accordance to the PIM. As the Secretary, the Consultant will:
  - ✓ Be responsible for setting the agenda and preparing materials for the meetings, periodic reports to the Steering Committee on the Program’s operational and financial progress;
  - ✓ Be responsible for circulating the minutes and coordinating follow-up actions
- Work with the Communications officer to ensure effective communication to key stakeholders on the Project’s progress and achievements;
- Work with the project accountant to maintain strong systems of internal financial and operational controls and conduct effective financial and operational management and oversight to ensure compliance;
- Act as the day-to-day focal point with the World Bank for all Project implementation and supervision processes, including managing any approvals required from the World Bank;
- Regularly liaise with State Project Implementation Teams to ensure timely preparation of progress reports on AGILE implementation;
- Facilitate timely disbursement of funds to the states;
- Manage knowledge and learning related to the Project;
- Perform other duties as required within the framework of this Project.

**[II] Deputy National Project Coordinator**

**134. Description:**

The Deputy National Project Coordinator will assist the National Project Coordinator for the overall project coordination by ensuring the realisation of the AGILE goals and objectives at the National level. She/he will also assist the National Project Coordinator to be accountable to the National Project Steering Committee.

**Tasks and Responsibilities**

- Assist the National Project Coordinator in ensuring effective implementation of the project and follow up with the entire state project team.
- Monitor the availability of sufficient and appropriate personnel with the right level of resources and other support needed for successful implementation of the project.
- In consultation with the National Project Coordinator, keep in touch with key stakeholders including state government officials, NGOs, national and international organisations, civil and military authorities, as well as with other relevant sections of the society in the project area.
- Participate in negotiating collaboration and agreements between authorities at project level.
- Participate in the development and maintenances of a detailed project schedule which includes administrative tasks.
- In consultation with the National Project Coordinator, Maintain Project officers calendars.
- Perform other duties as required and requested by the National Project Coordinator.

**[III] Monitoring and Evaluation Officer**

**135. Description:**

The Monitoring and Evaluation Officer's role is to develop, coordinate, and implement effective Result-Based Monitoring and Evaluation Systems that address the need of the project with an emphasis on the adoption of transparency strategies.

**Tasks and Responsibilities**

- Enhance and conduct baseline formative research, develop indicators based on KAP

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(Knowledge, Attitude and Perceptions survey) and work with staff to create media/communications objectives.

- Develop and implement a logical framework and performance-based monitoring and evaluation strategy for the project.
- Coordinate day-to-day research, design, monitoring, and evaluation activities of the project.
- Research and continuously follow existing monitoring and evaluation literature, frameworks, materials, methodologies, best practices, and Inform project team of current research that affects project outcomes.
- Design and carry out various data collection methodologies to gather critical information that monitor and evaluate the project's progress against targeted outcomes and impact.
- Develop strategies for involving the project's local partners and community stakeholders in collecting data and learning from project findings.
- Lead training of the project's M&E methodologies and tools for staff and partners.
- Establish and maintain a repository of resources on M&E for AGILE project.
- Explore creative use of technology and media for M&E of the project activities.
- Provide monthly and quarterly reports on activities, outputs, and relevant outcome indicators to the National Project Coordinator.
- Perform other duties as required and requested by the National Project Coordinator.

#### **[IV] Project Accountant**

##### **136. Description:**

The designated project accountant position is responsible for the day-to-day management and monitoring of the flow of project finances, investigating accounting variances, executing approved expenses, and ensuring that project billings are issued and payments collected as appropriate. Additionally, He/She is to maintain a financial management system for the implementation of the AGILE Project, including budgeting, disbursement, accounting, internal

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controls, financial reporting and audits, and will liaise with the relevant bodies on all financial matters relating to the project, in compliance with the World Bank's requirements and procedures

He/She is administratively accountable to the PC and technically responsible to the Head, Federal Project Financial Management Division in the OAGF

**Tasks and Responsibilities**

- Create project accounts in the accounting system
- Consolidate the budget of NPCU and the participating states SPIU, and submit same to the National Project Coordinator and Head, FPFMD-OAGF
- Consolidate and maintain accounting records promptly in line with approved accounting standards in accordance with the Bank's and Government regulations
- Prepare and submit consolidated periodic reports (i.e. Biannually, Semi Annually and Annually) to the National Project Coordinator and Head, FPFMD-OAGF
- Ensure that all statutory revenue returns (Withholding Tax) on Contract of Consultancy are remitted to the Government.
- Consolidates the Monthly Bank Reconciliation Statements and send to the Bank and FPFMD-OAGF
- Handles Withdrawal applications for all SOE reimbursement request
- Plays facilitating roles in the project's disbursement management/processes
- Actively take part in Project Bid Evaluation Processes
- Interface with relevant Commercial Banks to ensure efficient and effective banking service delivery
- Liaise with the Project Internal and External Auditors to correct the weaknesses in the financial reports.
- Close out project accounts upon project completion

**137. Financial Management Role:**

- Maintain and keep books of the operation and preparing regular financial reports and annual accounts for auditing on timely basis;
- Produce financial information and reports for use by the Project management team and the World Bank.
- Ensure that all financial transactions emanating from the Project are in accordance with agreed accounting procedures;
- Ensure that financial transactions involving project funds are captured in the ledgers and budget books to facilitate preparation of timely and accurate annual financial reports;
- Maintain available financial management system that readily provides information and data for measuring performance when linked with outputs;
- Maintain a database for all expenditure incurred under the operation and preparing consolidated expenditure returns on regular basis for use by management and other users;
- Maintain and Monitor statistical and financial information on operation expenditure on assets and levels of disbursements per category of expenditure;
- Coordinate and maintain financial data for effective and accurate preparation of the project budgets; and
- Carrying out any other duties and assignments related to financial management of the operation as directed by the project Coordinator and the Head, FPFMD-OAGF from time to time.

**[V] Project Auditor**

**138. Description:**

The internal auditor shall ensure the orderly and efficient conduct of the project and have unrestricted access to all the Project documents, files, or minutes. . He/She is administratively

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accountable to the PC and technically responsible to the Head, Federal Project Financial Management Division in the OAGF

**Tasks and Responsibilities**

- Ensure that there are adequate internal controls within the project management and processes.
- Prepare annual audit work plan with emphasis on the identified project risk areas.
- Prepare on quarterly basis, Internal Audit Report and submit to PFMU and NPCU for consolidation and submission to IDA.
- Ensure that expenditures are in line with approved budget line.
- Pro-actively support and improve project quality assurance
- Lead and perform the internal audit function of all activities of them project.
- Review and evaluate the adequacy of the internal control structure as well as records and reports with a view to appropriately recommending improvements to the systems.
- Develop and monitor audit Programs and procedures to cover all financial operations of the NPCU.
- Point out irregularities to the project Management and work with the project team towards addressing same without delay
- Perform other duties as required and requested by the project Coordinator and the Head, FPFMD-OAGF within the framework of the AGILE Project.

**[VI] Communications Officer**

**139. Description:**

The principal role of the Communications Officer will be to design and lead the communications and outreach activities for the AGILE Project to participating states and other key stakeholders.

***Tasks and Responsibilities***

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- Develop an effective communications strategy and plan for the AGILE Project for the duration of the project, with the assistance of a Communications Specialist. This strategy would include identifying the target audience, the relevant messages, and effective channels for information dissemination to support the project implementation;
- Lead the implementation of activities outlined in the communications and outreach strategy and plan. This is envisaged to include the following activities:
  - Organization of sensitization and awareness activities among key stakeholders at the federal and state level at the start of the project and during implementation as needed;
  - Development of communication materials, including press releases and stories, web and social media content, reports, summary notes, presentations;
  - Management of relationships with media outlets to ensure relevant coverage of AGILE activities as required;
  - Management of the content published on the AGILE public website, which will include the results of the annual performance assessments.
  - Ensure relevant content is available and up-to-date, and the content presentation and website functionality are user friendly;
  - Organization of semi-annual forums for participating states to collectively review progress on achieving the results showcase, learn from successes, identify and problem-solve implementation challenges, and plan for the next steps of the Project.
- Produce semi-annual operational report of activities on communications and outreach activity for the National Project Coordinator and National Project Steering Committee;
- Provide on-the-job mentoring and coaching support to relevant staff, especially at the state level;
- Perform other duties as required and requested by the project Coordinator.

**[VII] Procurement Officer**

**140. Description:**

The Procurement Officer will support the NPCU in ensuring that the implementation of the AGILE Sub-component 2.1 and Technical Assistance (TA) component are carried out in line with the “Procurement Regulations for IPF Borrowers” (Procurement Regulations) dated July 2016 (revised November 2017) under the “New Procurement Framework (NPF), and the “Guidelines on Preventing and Combating Fraud and Corruption in Projects Financed by IBRD Loans and IDA Credits and Grants”, dated October 15, 2006 and revised in January 2011 and as of July 1, 2016, and other provisions stipulated in the AGILE Financing Agreement.

**Tasks and Responsibilities**

- Undertake the project procurement through implementing all policies and procedures related to procurement activities & ensuring that the procurement guidelines and provisions are followed in all the project transactions;
- With the guidance of a Procurement Specialist, develops procurement tools such as standard format for Terms of Reference, Technical Specifications, customized contracts for staff and other individual consultants;
- Post “Specific Procurement Notices” (SPN) and “Requests for Expressions of Interest” (EOI) for goods and consulting services respectively.
- Participate in procurement activities such as assisting/reviewing technical specifications for goods and terms of reference for consulting services; preparing bidding documents; writing evaluation reports; providing necessary assistance and tools for conducting evaluation processes; etc.
- Conducts market research and update price lists in respect of relevant Goods and Services;
- Develops and maintain a data base of suppliers and consultants to include their contacts, areas of expertise, relevance to project components
- Maintain a coherent filing system to include procurement preparation and contract management, correspondence, claims, reports, etc.
- Ensures that all Consultants deliverables are properly filed and referenced;

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- Participate in developing Annual Procurement Plans in conjunction with relevant project officers, and generate regular updates for the guidance of the Project team at the Federal level;
- Ensure the procurement of goods and services funded by the Project in an effective manner using the most economic and efficient methods in accordance with the guidelines of this PIM.
- Assist relevant project implementation agencies in preparing specifications, drafting terms of reference (TORs), evaluating proposals and awarding of contracts;
- Organize Tender Evaluation Committees;
- Monitor implementation of procurement contracts and regularly reporting on the progress of procurement actions that have been taken.
- Publicize procurement announcements and contract decisions in public bulletin boards and other media.
- Develops tools for capturing procurement data and identify progress towards the achievement of procurement schedules;
- Participates in project committee's meetings in order to ensure timely implementation progress and a focus on procurement related activities;
- Perform other duties as required and requested by the National Project Coordinator within the framework of the project activities.

**[VIII] Environmental Officer**

**141. Description:**

The Environmental Officer is responsible for developing, implementing and administering Environmental aspects in AGILE Project. Work with project teams and other relevant stakeholders on issues related to World Bank's policies ESF. The Environmental Officer will be assisted by a Technical Assistant on Environment to provide support to the SPIUs.

### **Tasks and Responsibilities**

- Screen proposed projects for their potential environmental and social impact
- Review all Environmental and Social Assessment (ESA) documents prepared by consultants and ensure adequacy under the World Bank ESF requirements and the Nigeria Environmental Assessment guideline.
- Ensure the timely and satisfactory implementation of site specific E&S documents (ESMPs, Asbestos Management Plan (AMP), and RAPs etc.)
- Assist with projects' E & S risks and impacts management.
- Ensure the Disclosure of approved site specific safeguards documents
- Ensure that the project design and specifications adequately reflect the recommendations of ESA instruments such as the Environmental and Social Management Framework (ESMF), Environmental and Social Management Impact Assessments, Environmental and Social Management Plans (ESMPs) and Environmental and Social Audits.
- Provides environmental safeguards review and technical support to project implementation teams to enhance project quality and compliance on environmental safeguards in AGILE Project.
- Advises Government agencies, project sponsors, consultants and non-governmental organizations on World Bank's environmental safeguard policies, guidelines, procedures and best practices and assists them in preparing appropriate frameworks, plans and actions to address these issues during project development and implementation.
- Liaise with relevant project stakeholders in ensuring adherence to World Bank's environmental and social, guidelines, procedures and best practices while executing AGILE project
- Ensuring effective integration of environmental considerations into all aspects of identification, consultation, planning and implementation of sub-project activities;
- Continuously interact with the NGOs groups that will be involved in the project on environmental measures.
- Ensure that project activities are consistent in their approaches to environmental issues;

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- Ensure that environment-related modules are incorporated in the training and capacity building programs designed at all the levels.
- Identify suitable consultants/institutions to be used on technical support activities and training & capacity building related to environmental aspects;
- Provide environmental inputs to monitoring, evaluation, and reporting activities;
- Ensure regular interaction with the external Consultants and World Bank Mission on environmental aspects;
- Provide guidance to environmental officers in the states in monitoring and evaluating environmental mitigation plans
- Develop Terms of Reference (ToR) for communication experts, in conjunction with the states' environmental officers, for designing IEC materials and related awareness materials on environmental safeguards to be used at the state level.
- In conjunction with social officer, organize stakeholders' workshops to facilitate and guide leaders/members and contractors on social and environmental mitigation plans and monitoring
- Any other duties that may be assigned to him from time to time by the PC.

**[IX] Social/GRM Officer**

**142. Description:**

To support the project in developing, implementing and administering social accountability (people issues which include ensuring that risks of conflict and elite capture are mitigated) in AGILE Project operations. Work with project teams and other relevant stakeholders to ensure Social and issues are taken on board in project design, and implementation as at when due in compliance with Nigerian laws & legislations and World Bank's ESF requirements. The Social Officer will be assisted by a Technical Assistant on Social to provide support to the SPIUs.

**Tasks and Responsibilities**

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- Provides social safeguards review and technical support to project implementation teams to enhance project quality and compliance with guidelines and procedures established for social safeguards in the ESMF and RPF in the participating state;
- Advises Government agencies, project sponsors, consultants and nongovernmental organizations on World Bank's Environmental and Social Standards, Social Accountability guidelines, procedures and best practices, ensuring adherence and assists them in preparing appropriate frameworks, plans and actions to address these issues during project development and implementation, in line to what is established in the project the ESMF and RPF;
- Undertake state field visits to ascertain if sub-projects are implemented in an environmentally and social sustainable manner.
- Ensure that environmental and social management clauses are inserted into bidding/bidding contract documents to ensure compliance
- Carry out stakeholders consultation with State Ministries, MDAs, communities, NGOs, CBOs, PAPs, and other concerned persons/groups
- Periodically review and assess the effectiveness of the activities within the ESCP and SEP
- Support the SPIUs in the clearance of the prepared E&S instruments with the Federal Ministry of Environment and the World Bank and the disclosure in-country through the appropriate media
- Support the SPIUs in conducting capacity building programmes for Contractor and workers on the effective implementation of ESMP, Code of Conduct, Environmental and Social Health and Safety (ESHS),
- Document all cases of compliance and non-compliance with World Bank's ESS, Social Accountability guidelines and procedures as well as mitigation actions taken in cases of non-compliance.
- Design and develop mechanisms for adequate consultation with communities (COCs) and CSOs at different stages of the project (i.e. design, implementation and monitoring),

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and ensure their adequate implementation and the integration of communities' feedback into the project.

- Jointly with SPIU's Environmental and communications officers, design and develop communication and education strategies for the overall project and each specific component/sub-component, to ensure they are instrumental in raising awareness on project activities using a developed framework, targeted populations, mechanisms to be followed for the selection of beneficiaries (individuals, communities and institutions), mechanism for consultation and participation, project steps and procedures and mechanism to access further information and present complaints and request from public or CSOs;
- Design and develop feedback and Grievance Redress mechanisms (GRM) for the overall project and each specific component/sub-component. Mechanisms for the provision of feedback should be developed to serve the needs of each component, and yet still be integrated to the overall project monitoring and reporting system to ensure adequate, timely and transparent handling of both positive and negative feedback.
- Design and develop mechanisms for Third Party Monitoring (TPM) for verification of project performance indicators, and integration of their feedback in the reporting process (using Project Completion Report (PCR)).
- Ensures that World Bank ESS and other relevant laws in Nigeria are complied with in all sub-projects implementation.
- Provides review and technical support from a Social Risk Management standpoint to project implementation teams to enhance project quality and compliance to the ESF in AGILE Project in the participating states.
- Advises Government agencies, project sponsors, consultants and non- governmental organizations on relevant Nigerian laws and World Bank's ESF, guidelines, procedures and best practices.

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- Provides assistance/guidance in the preparation of appropriate social instruments (frameworks, screening, plans and actions) to addressing relevant issues during project development and implementation.
- Provides updated information and analyses on Social safeguard aspects to the participating state
- Support the SPIU counterpart in contributing to the development of Terms of References (ToRs) for relevant site-specific instruments
- Provides assistance/guidance in the preparation of appropriate social safeguard instruments (frameworks, screening, plans and actions) to addressing relevant issues during project development and implementation.
- Provides updated information and analyses on Social safeguard aspects to the participating state
- Perform any other duties that may be assigned to him from time to time by the NPC.

**[X] Gender /GBV officer**

**143. Description:**

The Gender Officer is responsible for gender mainstreaming and proactive technical support to the AGILE. S/he will work with all departments and partners to ensure that gender equity principles are incorporated into all policies and activities of AGILE implementation. S/he will plan, implement and follow up on gender-related activities and provide support to the project staff, partners and stakeholders on mainstreaming gender in their activities, including design and implementation of trainings on gender-related topics. The GBV Officer will be assisted by a Technical Assistant on GBV to provide support to the SPIUs

**Tasks and Responsibilities**

- Assist NPCU to assess and identify gender knowledge needs and gaps in AGILE Project.
- Ensure that the agreed GBV Action Plans are implemented by the SPIUs

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- Support the SPIUs in the implementation of SEA/SH Mitigation measures such as ensuring Contractors and their workers sign/understand Codes of Conducts for SEA/SH prevention, preparation of Contractor’s ESMPs (C-ESMPs).
- Support the SPIUs in the implementation of SEA/SH Accountability and Response Framework which details how allegation of SEA/SH will be handled and disciplinary actions for violation of the COC by workers.
- Together with the Social Officer, ensure that all standardized procurement documents prepared by the SPIUs outline key SEA/SH requirements including the Bidder’s Codes of Conduct.
- Oversee the implementation of Mapping of GBV Service Providers as commissioned by the SPIUs.
- Design and implement trainings for the Project team and partners staffs on gender related topics and mainstream, including but not limited to gender awareness and integration, gender inclusiveness toward more efficient and effective AGILE implementation \*
- Develop bi-weekly, monthly and quarterly reports on gender activities.
- Participate in gender-related events (meeting, workshops, conferences) and network within the country in-order to stay updated about gender related development
- Provide training, support and coordinate field project teams on all gender related activities.
- Develop and execute an overall strategic action plan for gender mainstreaming in consultation with relevant stakeholders;
- Develop and contribute to the basis of policy statements, frameworks, mandate, rationale and goals of the work of gender mainstreaming.
- Lead the establishment of a gender task force within AGILE and serve as its coordinator;
- Conduct reviews of AGILE implementation strategies and provide timely input and recommendations for gender integration and the inclusion of women in the implementation of the project.

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- Co-ordinate training activities and develop a suite of tools for training on gender mainstreaming based on identified needs for NPCU staff, in liaison with other organizations that can contribute towards this;
- Represent NPCU at developmental forums and liaise with gender focal points in other institutions for events where information on gender mainstreaming may be required to leverage AGILE project;
- Assist with respect to gender issues, the Monitoring and Evaluation team, in monitoring results emanating from the AGILE project.
- Support the PC in ensuring that the project implementation documents and strategies are gender mainstreamed;
- Enhance the understanding of International, Regional and National gender instruments by the gender machinery, including line ministry gender focal points, civil society and private sector through advocacy and capacity building and results monitoring;
- Support the campaigns and advocacy work of the Girls and Women’s Initiatives through co-ordination and facilitation with stakeholders;
- Coordinate regular communication with stakeholders on girls’ child education
- Perform any other duties that may be assigned to him from time to time by the NPC.

**[XI] Adolescent Health officer**

**144. Description:**

The principal role of the Adolescent Health Officer is to provide technical support to the State Project Implementation Units in the overall design, planning, monitoring and evaluation of Subcomponent 2.2a (Life Skills) in close collaboration with the Gender/GBV officer.

**Tasks and Responsibilities**

- Support the framework for the development of the life skills curriculum/manual and related materials
- Support the identification and capacity building of Master trainers in participating states
- Support the mapping and establishment of referral pathway between schools and

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relevant Health/GBV Service Providers

- Monitor the implementation of the safe space sessions in participating states
- Coordinate with the Gender/GBV officer to support social referral pathways services for gender related issues
- Ensure periodic review of program progress and peer learning amongst participating states
- Provide on-the-job mentoring and coaching support to relevant staff, especially at the state level
- Collate and document bi-annual progress reports of all participating states
- Participate in implementation support missions to the states
- Ensure the agreed project management methods, standards and processes are maintained, and call attention of the National Program Coordinator to any procedural breach by implementing states.
- Perform other duties as required and requested by the National Program Coordinator within the framework of the project

**3.2.3. Federal Ministry of Finance (FMF)**

145. FMF will play a financial oversight role. Specifically, the FMF will conduct the following:

- Ensure that public funds are used appropriately during implementation;
- Ensure timely payments are made to the states and other entities supporting AGILE project; and
- Participate in Project mid-term review mission and project monitoring, as required.

**3.3. ARRANGEMENTS FOR THE PROJECT COORDINATION AND IMPLEMENTATION AT THE STATE LEVEL:**

146. The major part of implementation will occur at the states level. Consequently, each participating state will have the primary responsibility for the implementation of the project at this level, to improve secondary education opportunities among girls in targeted areas in

participating states. In this regard, the implementation arrangement at the states level will also replicate the structure at the federal level.

147. To support the implementation of the project, most of the responsibilities will lie with each respective State Ministry of Education (SME), which will closely coordinate with relevant MDAs (e.g., SUBEB, LGEAs and federal agencies), to perform their respective monitoring, reporting, and implementation functions. For project FM, the SME will be assisted by the State Project Financial Management Unit (SPFMU) responsible for the management of donor-funded projects. This is to enable effective implementation of the project, across the key components, as well TA activities at the state level. The following provides the composition, roles and responsibilities of each of the implementation and supervisory bodies involved in project.

### **3.3.1 State Project Steering Committee (SPSC)**

148. This committee shall be constituted in every participating state to provide project oversight and policy guidance for the project in each state. The State Commissioner of Education will chair the SPSC while the Permanent Secretary of the SME will serve as deputy. Other member of the committee will include the following:

- Executive Secretaries – SSEB or Head of Agency in charge of Secondary School
- Executive Secretary – SUBEB
- Commissioner, Ministry of Women Affairs (SMWA);
- Commissioner, Ministry of Youth (SMY);
- Commissioner, Ministry of Health (SMH), and
- Representatives from LGEAs and relevant NGOs and CSOs.

149. The committee will meet quarterly to perform the following roles and responsibilities:

- Review the implementation of the state sub-project and forward its analysis and conclusions to the NPCU. This includes the review of quarterly reports prepared by the State Project Implementation Unit(SPIU);
- Approve annual work programs, budgets, and procurement plans for the state

sub-project;

- Ensure that agreed performance targets and timeline of the state sub-project are met;
- Address critical issues that could hinder the implementation of the project.
- Track performance progressively using approved key performance indicators for each of the sub-component
- Ensure effective communication and access to information
- Monitor feedback and grievance redressal
- Monitoring of project implementation outcome achievement.

### **3.3.2 State Project Implementation Unit and Project Financial Management Unit**

150. The State Ministry of Education (SME) in each participating state will be responsible for implementation of the project in close coordination with the relevant MDAs (e.g., SUBEB, LGEAs, and federal agencies). The State Project Implementation Unit (SPIU) will be established within SME to provide the necessary technical support for the effective project implementation at the state level.

151. The SPIU will be headed by a State Project Coordinator and will comprise of representatives of the SSEB, as applicable, SUBEB, and relevant state ministries that would serve as state project officers.

152. Relevant departments of SME such as Physical Planning, Research and Statistics, Social Mobilization, Communications, etc., will be responsible for implementing project activities while the SPIU will support and carry out M&E activities. The state ministries will work with SPIU and other relevant stakeholders to develop policy reforms and prepare a plan that will lay a path forward for cross-sector collaboration and coordination across different agencies, in order to promote convergent action on the empowerment of adolescent girls. Furthermore, the SME will be assisted by the State Project Financial Management Unit (SPFMU) responsible for the management of donor-funded projects to ensure effective project financial management.

#### **3.3.2.1 The Main Functions of the SPIU:**

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153. To support implementation, the main functions of the SPIU shall include but not limited to:

- Coordinate the project at state level;
- Coordinate and consolidate project implementation progress report and other information from the various implementing agencies and SPFMU and circulate to relevant supervisory MDAs at the state level, while forwarding same to the NPCU for further action;
- Conduct project mid-term reviews and post-evaluations and prepare overall project mid-term review and post evaluation reports.
- Facilitate school rehabilitation/construction activities,
- Support the relevant MDAs such as scholarship board in awarding of SIGs to schools and scholarships to female students.
- In conjunction with NPCU, undertake periodic reviews, mid-term review, and impact evaluation and preparing overall project mid-term review and impact evaluation and report;
- In conjunction with NPCU, provide regular public updates on progress, M&E results;
- Ensure that public grievances or complaints are responded to by the appropriate authorities;
- Provide technical support to AEAs on activities such as procurement, M&E in line with the rules and procedures agreed with IDA;
- Act as the secretariat for the SPSC;
- Prepare annual work programs, budgets, procurement plans, etc. based on inputs from the AEAs, and present these to the SPSC for review and approval before submitting them to the NPCU and IDA;
- Monitor implementation of the project at state level and prepare quarterly progress reports and submit them to the SPSC, NPCU and IDA
- Keep and manage project records and documents necessary for sound project management, transparency and accountability.

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- Develop an integrated, automated system to monitor and assess the extent to which objectives are being fulfilled in all economic, social, urban, environmental, and administrative fields.
- Hold an annual conference to present and evaluate the extent to which plan objectives have been achieved.
- Launch a major information campaign to mobilize and define the plan, its objectives, and the means of achieving these objectives. The campaign should define the roles of stakeholders.
- Ensure due diligence with intra-government agencies (e.g. Social Mobilization Department, Health/Primary Healthcare, Women’s Affairs, Youth Development, Universal Basic Education Intervention and NGOs).
- Monitor and evaluate the extent to which objectives were accomplished during the life span of the project.
- Develop policy reforms and prepare a plan for convergent action on the empowerment of adolescent girls. In conjunction with SME and other relevant stakeholders.
- Oversee all communications related to the project within the state and between the state and federal bodies.
- Engage consultants to support the implementation of the relevant components,
- Facilitate school rehabilitation/construction activities,
- Support department/scholarship board in awarding of sigs to schools and scholarships to female students,
- Ensure Community engagement and advocacy through relevant departments.
- Ensure effective implementation of activities at the state-level
- liaise with various implementing partners,
- Closely track progress, and monitor compliance with the bank requirements including the ESF.

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- Play a key role in planning, implementing, monitoring and reporting, as well as
- Act as a focal point for coordination with the bank and other agencies including relevant CSOS.

154. To promote effective performance of the SPIU, there will be monthly coordination meetings between the Project Coordinator, members of the project support team, representatives from all the AEAAs and the Head of the PFMU. The purpose of the coordination meetings will be to undertake the following, among others:

- (i) Review the monthly implementation progress reports prepared by the AEAAs;
- (ii) Hold the every member of SPIU and AEAAs accountable for delivering on set targets;
- (iii) Address issues affecting project implementation;
- (iv) Ensure appropriate linkage in the activities implemented by the AEAAs;
- (v) Review consolidated annual work programs, budgets, and procurement plans to be presented to the SPSC for approval; and
- (vi) Review quarterly implementation progress reports to be presented to the SPSC;

### **3.3.2.2 State Project Financial Management Unit**

155. State Project Financial Management and Implementation arrangements are expected to be similar in the participating states, including the project financial management function to be handled by the State Project Financial Management Unit (SPFMU). In this regard, each of the SPIUs will maintain adequate financial management (FM) arrangements to be provided by the State Project Financial Management Unit (SPFMU) located in the Accountant-General's Office, responsible for the financial management of donor-funded projects in each State. The SPFMU will handle the required FM functions under a Memorandum of Understanding (MOU) to be signed with State Project Implementation Unit (SPIU). The SPFMUs (and indeed FPFMD at the federal level) will ensure the following:

- All transactions and balances relating to the project are correctly and completely recorded; Preparation of regular, timely and reliable financial statements

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- Safeguarding of the entity’s assets; and
- Existence of auditing arrangements acceptable to IDA.

156. The Accountant General at the State levels will ensure the deployment of a Project Accountant and an Internal Auditor to the SPIU to support the use of financial resources under the projects in an economic, efficient and effective manner, in compliance with the financial management requirements of the World Bank and the State Government. The Head of the FPFMD/PFMU and the Internal Audit Coordinator are part of the Project management team and will be invited to all its management meetings while the designated Project Accountant & Internal Auditor will be invited to all project staff meetings.

**3.3.2.3. Composition of the State Project Implementation Unit (SPSU) Team**

157. The SPIU will be headed by a State Project Coordinator who will not be less than the rank of a director in the civil service. He/she must possess adequate experience and expertise in project management. The SPIU will also have a deputy project coordinator.

158. Below is the full complement of SPIU core team with members drawn from relevant implementation MDAs, which include the representatives of SSEB, SMWA, SMY, SMH, and SUBEB:

**Table 20: State Project Implementation Unit (SPIU) Team**

COMPOSITION OF THE STATE PROJECT IMPLEMENTATION UNIT (States Level)
<ol style="list-style-type: none"> <li>1. Project Coordinator,</li> <li>2. Deputy Project Coordinator,</li> <li>3. Lead for Sub-Component 1.1:<i>Safe learning spaces</i></li> <li>4. Lead for Sub-Component 1.2:<i>School Improvement Grant</i></li> <li>5. Lead for Sub-Component 1.3:<i>Teachers Recruitment/Deployment</i></li> <li>6. Lead for Sub-Component 2.1:<i>Promoting social and behaviour change</i></li> <li>7. Lead for Sub-Component 2.2a:<i>Life Skills</i></li> <li>8. Lead for Sub-Component 2.2b: <i>Digital literacy Skills</i></li> <li>9. Lead for Sub-Component 2.3.: <i>Financial Support to Households</i></li> <li>10. M&amp;E Officer,</li> <li>11. Project Accountant,</li> <li>12. Internal auditor,</li> <li>13. Communication Officer,</li> </ol>

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**COMPOSITION OF THE STATE PROJECT IMPLEMENTATION UNIT**

14. Procurement Officer,
15. Environmental Officer
16. Social / GRM Officer
17. Gender/GBV Officer
18. Information Technology Officer
19. Adolescent Health Officer

159. Representatives from the SMWA and SMH and their agencies would serve as technical focal points for the implementation of Subcomponent 2.2 focusing on empowering girls with life skills (including health education) and digital skills, respectively, at the state level.

**3.3.2.4. Main Functions of the State Project Implementation Unit (SPIU) Members:**

**[I] .Project Coordinator**

**160. Description:**

The Project Coordinator (PC) will be responsible for ensuring that the SPIU functions and responsibilities are carried out efficiently and be accountable for the performance of the Team. Consequently, he/she will be responsible for the overall project progress by ensuring the realisation of the AGILE Project goals and objectives at the State level.

***Tasks and Responsibilities***

- Serve as the focal point for coordinating and facilitating all activities related to AGILE Project implementation at the state level.
- Ensure there is a sufficient and appropriate personnel with the right level of resources and other support needed for successful implementation of the project.
- Keep in touch with key stakeholders including state government officials, NGOs, national and international organisations, civil and military authorities, as well as with other relevant sections of the society in the project area.
- Negotiate collaboration and agreements between authorities at project level, always in coordination with SPSC.
- Develops and maintains a detailed project schedule which includes administrative tasks and all sites involved in the project.

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- Lead the development of the state annual work plan and budget for the TA component, covering the activities of all implementing agencies, and the annual work plan and budget for the SPIU activities.
- Ensures the implementation of the project M&E plan and Communications plan for the project;
- Oversee the implementation of SPIU activities on a day-to-day basis to ensure they are carried out in accordance with the SPIU's annual work plan and budget and the PIM;
- Manage consultants hired to support the implementation of the SPIU's activities;
- Act as the Secretary to the State Project Steering Committee and convene meetings in accordance to the PIM. As the Secretary, the Consultant will:
  - ✓ Be responsible for setting the agenda and preparing materials for the meetings, periodic reports to the Steering Committee on the Program's operational and financial progress;
  - ✓ Be responsible for circulating the minutes and coordinating follow-up actions
- Work with the Communications officer to ensure effective communication to key stakeholders on the Project's progress and achievements;
- Work with the Project Accountant to maintain strong systems of internal financial and operational controls and conduct effective financial and operational management and oversight to ensure compliance;
- Regularly liaise with State Project Implementation Teams to ensure timely preparation of progress reports on AGILE implementation;
- Monitor timely disbursement of funds to the state and down to the school levels;
- Perform other duties as required within the framework of this Project.

**[II]Deputy Project Coordinator**

**161. Description:**

The Deputy Project Coordinator will assist the Project Coordinator for the overall project progress of the project by ensuring the realisation of the AGILE goals and objectives at the

state level. She/he will also assist the Project Coordinator to be accountable to the state project steering committee.

### **Tasks and Responsibilities**

- Assist the State Project Coordinator in ensuring effective implementation of the project and follow up with the entire state project team.
- Monitor the availability of sufficient and appropriate personnel with the right level of resources and other support needed for successful implementation of the project.
- In consultation with the State Project Coordinator, keep in touch with key stakeholders including state government officials, NGOs, national and international organisations, civil and military authorities, as well as with other relevant sections of the society in the project area.
- Participate in negotiating collaboration and agreements between authorities at project level, always in coordination with SPSC.
- Participate in the development and maintenances of a detailed project schedule which includes administrative tasks and all sites involved in the project.
- In consultation with the State Project Coordinator, Maintain Project officers calendars.
- Assist the State Project Coordinator to carry out and coordinate the project in the state and perform all other related functions.
- Perform other duties as required and requested by the project Coordinator.

### **[III] Lead for Sub-Component 1.1: *Safe learning spaces***

#### **162. Description:**

The principal role of this officer is to provide support to the State Project Implementation Unit in the day-to-day running of Sub-Component 1.1, especially as they relate to addressing the supply-side constraints to girls' education through the construction, to ensure schools are functional, safe, inclusive and conducive to teaching and learning. Additionally, He/She will relate with and closely coordinate the interactions between the SPIU and CSDA to achieve the subcomponent objectives. Officers from SUBEB and the Departments of Physical Planning, Research and Statistics of the State Ministry of Education and State Secondary School Education

Board is expected to serve as technical focal points to the CPMC to execute necessary school constructions activities.

### **Tasks and Responsibilities**

- Responsible for managing and providing general oversight and management of the activities under subcomponent 1.1
- Verify that CPMC exists and is functional in the targeted communities for expansion of existing primary to JSSs
- Provide support to the targeted communities in the establishment of CPMC in targeted communities, where not exist.
- Provide technical support to the targeted communities in the construction of new classrooms (climate-smart infrastructure) to expand existing primary to JSSs.
- Verify completed works according to the agreement and Bill of Quantities (BoQ),
- Ensures the transfer of fund for the construction from the project account to the CPMC's bank account in three tranches.
- work closely with targeted communities to manage and oversee the construction process, including:
  - expression of interest (EOI);
  - identification of primary schools for expansion and submission to the SPIU;
  - construction management; and overall supervision.
- Reach out to all targeted communities and SBMC to follow up on implementation of interventions for adolescent girls;
- Validate the list of selected primary schools to be expanded which has been put forth by the CPMC (for JSSs), for subsequent approval/ endorsement by the State Project Steering Committee (SPSC).
- Draw agreement on activity milestones and disbursement schedule for CPMC
- Ensure the provision of training on construction and E&S management to CPMC members by specialized consultants

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- In conjunction with Community and Social Development Agency (CSDA), facilitate the formation of community project management committee (CPMC) in communities selected for school construction /rehabilitation in communities where they do not already exist.
- Validate the list of selected JSSs to be expanded which has been put forth by SME (for SSSs), for subsequent approval/ endorsement by the State Project Steering Committee (SPSC).
- Facilitate the provision of capacity building training to communities in key areas including: construction management by engineering consultants<sup>1</sup>, as well as environmental and safeguards management by E&S Consultants
- Ensure the construction activities adhere to existing school construction standards or ones that will be developed under the project.
- Design and develop a training manual, in conjunction with consultants hired to support the implementation of the community-led construction
- Maintain links between the SPIU project officers and their CPMC/CSDA Counterparts
- Ensure the agreed project management methods, standards and processes are maintained, and call attention of the Project Coordinator to any procedural breach by implementing bodies.
- Set up and maintain the Project Coordinator’s coordination schedules as they relate to Subcomponent 1.1
- Day to day follow up on key activities including regular meetings with relevant SME directors and WB staff
- Work with DPPs for preparation of designs, cost estimates and bid documents for SSSs
- Work with the procurement expert in SPIU to select contractors for construction of JSSs and SSSs.
- Perform other duties as required and requested by the Program Coordinator within the framework of the project.

**[IV] Lead for Sub-Component 1.2: *School Improvement Grant***

### **163. Description:**

The principal role of this officer is provide support to the State Project Implementation Unit in the day-today running of Sub-Component 1.2, especially as they relate to addressing the supply-side constraints to girls' education through the rehabilitation of new classrooms and the provision of teaching and learning materials (TLMs) to ensure schools are functional, safe, inclusive and conducive to teaching and learning. Additionally, He/She will relate with and closely coordinate the interactions between the SPIU and CSDA to achieve the subcomponent objectives. Officers from SUBEB and the Departments of Physical Planning, Research and Statistics of the State Ministry of Education and State Secondary School Education Board is expected to serve as technical focal points to the CPMC to execute necessary school constructions activities.

### **Tasks and Responsibilities**

- Responsible for managing and providing general oversight and management of the activities under subcomponent 1.2
- Verify that SBMC exists and is functional in the targeted schools.
- Provide support to the targeted schools in the establishment of SBMC, where not exist.
- Ensures that SBMC open a functional Bank Account
- Verify the development of SIPs by the SBMC
- Ensures the transfer of grant for the execution of the SIP from the project account to the SBMC's bank account.
- Work closely with SBMCs in the selected schools to manage and oversee the renovation work process, including:
  - expression of interest (EOI);
  - identification of schools for SIG to the SPIU;
  - grant activities management; and overall supervision.
- Draw agreement on activity milestones and disbursement schedule for SBMC based on the SIP.
- Facilitate the provision of training on construction and E&S management to SBMC members by specialized consultants

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- Ensure the renovation activities adhere to existing school construction standards or ones that will be developed under the project.
- Maintain links between the SPIU project officers and SBMCs
- Ensure the agreed project management methods, standards and processes are maintained, and call attention of the Project Coordinator to any procedural breach by implementing bodies.
- Set up and maintain the Project Coordinator’s coordination schedules as they relate to Subcomponent 1.2
- Perform other duties as required and requested by the Program Coordinator within the framework of the project.

**[V]Lead for Sub-Component 1.3:*New Teachers Recruitment/Deployment***

**164. Description:**

The principal role of this officer is to provide support to the State Project Implementation Unit in ensuring that the process of recruitment and deployment of teachers start as soon as the construction sites have been identified and is completed at least six months before the first school year starts in the newly built schools, to the fulfilment of condition precedence to the disbursement of fund for the Component 1. Additionally, He/She will relate with and closely coordinate the interactions between the SPIU and SME to achieve the component objectives.

**Tasks and Responsibilities**

- Responsible for managing and providing general oversight and management of the activities under subcomponent 1.3
- Ensure the timely development of a costed action plan for the recruitment deployment and training of new teachers to junior and Senior Secondary Schools is formally endorsed by the State Governor and submitted to the to the World Bank, to facilitate the disbursement for the Component 1.

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- Ensures the timely recruitment, deployment and financing of secondary school teachers to be needed in the state for the new junior and Senior Secondary Schools to be constructed under this subcomponent.
- Ensures that at least 50 percent of the new teachers recruited and deployed are female.
- Ensures the timely development and FME endorsement of an action plan for the recruitment, deployment and training of teachers to be needed in the state for the new junior and Senior Secondary Schools, to be constructed under this subcomponent.
- Reach out to the lead of subcomponents 1.1 & 1.2 to follow-up on implementation commencement of their activities;
- Maintain links between the SPIU project officers and SME Counterparts
- Ensure the agreed project management methods, standards and processes are maintained, and call attention of the Project Coordinator to any procedural breach by implementing bodies.
- Set up and maintain the Project Coordinator’s coordination schedules as they relate to Subcomponent 1.3
- Day to day follow up on key activities including regular meetings with relevant SME directors and WB staff
- Perform other duties as required and requested by the Program Coordinator within the framework of the project.

**[VI] Lead for Component 2.1: *Promoting social and behaviour change***

**165. Description:**

The principal role of the Lead for Subcomponent 2.1 is provide support to the State Project Implementation Unit in the day-to-day running of the Subcomponent 2.1, especially as they relate to the galvanizing support for girls’ education and empowerment among families, communities and schools by addressing demand-side constraints to girls’ participation in education through information sharing, awareness and communication activities.

**Tasks and Responsibilities**

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- Responsible for managing and providing general oversight of the activities under subcomponent 2.1
- Promote social and behavioural change through communications campaign, engagement with traditional rulers and advocacy:
  - Communications campaign at the national level
  - State-level community engagement and awareness campaigns
  - National and state-level advocacy and policy dialogue
- Facilitate the engagement of NGO to support community engagement sessions with community leaders
- Work with community groups to spread positive messages on girls' education and empowerment
- Facilitate the sensitization of parents to re-enrol out-of-school girls
- Facilitate the engagement of communication /Marketing agency to design and produce creative media content/messaging and implement State level BCC campaign
- Facilitate the use of media and digital platforms to promote a behaviour change campaign
- Facilitate and support high level state policy dialogue with stakeholders
- Support existing campaigns promoting girls' education
- Facilitate the engagement of communication research firm to conduct M&E
- Ensure the agreed project management methods, standards and processes are maintained, and call attention of the Project Coordinator to any procedural breach by implementing bodies.
- Set up and maintain the Project Coordinator's coordination Schedules as they relate to Subcomponent 2.1
- Perform other duties as required and requested by the Program Coordinator within the framework of the project.

**[VII] Lead for Component 2.2a: *Life Skills***

**166. Description:**

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The principal role of the Lead for Subcomponent 2.2a is provide support to the State Project Implementation Unit in the day-to-day running of the Subcomponent 2.2a, especially as they relate to the galvanizing support for girls' education and empowerment among families, communities and schools by building girls' capacity and confidence to effectively navigate the transition to adulthood and the workplace.

### **Tasks and Responsibilities**

- Responsible for managing and providing general oversight of the activities under subcomponent 2.2a
- Facilitate the procurement process for the selection of an implementing partner(s) to support the implementation of the sub-component according to WB guidelines
- Support the development of the life skills curriculum and related materials by implementing partner
- Ensure effective coordination with the adolescent health officer and Gender/GBV officers from health and women affairs respectively
- Reach out to all targeted communities and SBMC to follow up on implementation of interventions for adolescent girls
- Facilitate the identification of female counsellors (female teacher mentors)
- Facilitate the training of trainers, female counsellor/teacher mentors on life skills curricula and psychosocial needs by implementing partners
- Support the mapping of referral pathway between schools and relevant Health/GBV Service Providers in collaboration with the Ministry of Health and Women Affairs focal points
- Monitor the implementation of the safe space sessions
- Support social referral pathways services for gender related issues
- Ensure periodic review of program and peer learning amongst participating schools
- Collate the progress reports and transmit to the NPCU
- Participate in implementation support missions to the states
- Facilitate the impact evaluation of the sub-component in the state

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- Ensure the agreed project management methods, standards and processes are maintained, and call attention of the Project Coordinator to any procedural breach by implementing entities
- Set up and maintain the Project Coordinator’s coordination Schedules as they relate to Subcomponent 2.2a
- Perform other duties as required and requested by the State Program Coordinator within the framework of the project.

**[VIII] Lead for Component 2.2b: *Digital literacy Skills***

**167. Description:**

The principal role of the Lead for Subcomponent 2.2a is provide support to the State Project Implementation Unit in the day-today running of the Subcomponent 2.2a, especially as they relate to the galvanizing support for girls’ education and empowerment among families, communities and schools by building girls’ digital literacy skills to effectively navigate the transition to adulthood and the workplace.

**Tasks and Responsibilities**

- Responsible for managing and providing general oversight of the activities under subcomponent 2.2b
- Facilitate empowering girls with critical life skills and knowledge for navigating adulthood through digital literacy skills and remote leaning training
- Reach out to all targeted communities and SBMC to follow up on implementation of interventions for adolescent girls;
- Facilitate the identification of the instructors for digital literacy skills and remote leaning.
- Monitor the implementation of the digital literacy skills and remote leaning sessions
- Ensure periodic review of program
- Ensure the agreed project management methods, standards and processes are maintained, and call attention of the Project Coordinator to any procedural breach by implementing bodies.

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- Set up and maintain the Project Coordinator’s coordination Schedules as they relate to Subcomponent 2.2b
- Perform other duties as required and requested by the Program Coordinator within the framework of the project.

**[IX] Lead for Component 2.3: *Financial Support to Households***

**168. Description:**

The principal role of the Lead for Subcomponent 2.3 is provide support to the State Project Implementation Unit in the day-today running of the Subcomponent 2.3, especially as they relate to the galvanizing support for girls’ education and empowerment among families, communities and schools by addressing demand-side financial barriers to girls’ entry to and completion of secondary school through the provision of financial incentive for girls’ transition to junior and Senior Secondary School and their attendance and completion of secondary school.

**Tasks and Responsibilities**

- Responsible for managing and providing general oversight of the activities under subcomponent 2.3.
- Validate the list of selected poorest household to be provided with financial incentives, for subsequent approval/ endorsement by the State Project Steering Committee (SPSC).
- Ensures compliance with scholarship conditions by the beneficiaries (Identification Registrations and Disbursement conditions).
- Monitor the activities of the FSPs and facilitate the transfer funds in tranches from project account to the beneficiaries designated accounts.
- Reach out to all targeted communities and SBMC to follow up on implementation of the subcomponent;
- Maintain links between the SPIU project officers and relevant the targeted communities poorest household;
- Monitor proper record keeping of the beneficiaries’ school attendance

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- Ensure the agreed project management methods, standards and processes are maintained, and call attention of the Project Coordinator to any procedural breach by implementing bodies.
- Set up and maintain the Project Coordinator’s coordination Schedules as they relate to Subcomponent 2.3
- Perform other duties as required and requested by the Program Coordinator within the framework of the project.

**[X] Monitoring and Evaluation Officer**

**169. Description:**

The Monitoring and Evaluation Officer’s role is to coordinate and implement effective Result-Based Monitoring and Evaluation Systems, at the state level, that address the need of the project with an emphasis on the adoption of transparency strategies.

**Tasks and Responsibilities**

- Implement a logical framework and performance-based monitoring and evaluation strategy for the project.
- Conduct baseline formative research to enable the development of enhanced indicators and work with staff to implement same.
- Research and continuously follow existing monitoring and evaluation literature, frameworks, materials, methodologies, best practices, and Inform project team of current research that affects project outcomes.
- Execute various data collection methodologies to gather critical information that monitor and evaluate the project’s progress against targeted outcomes and impact.
- Develop strategies for involving the project’s local partners and community stakeholders in collecting data and learning from project findings.
- Lead training of the project’s M&E methodologies and tools for staff and partners at the state level.

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- Establish and maintain a repository of resources on M&E for AGILE project at the state level.
- Explore creative use of technology and media for M&E of the project activities at the state level.
- Provide monthly and quarterly reports on activities, outputs, and relevant outcome indicators to the State Project Coordinator.
- Ensure timely performance reporting aligns with national/project-wide reporting template with reference to the project M&E framework
- Perform other duties as required and requested by the project Coordinator.

**[XI] Project Accountant**

**170. Description:**

The designated project accountant position is responsible for the day-to-day management and monitoring of the flow of project finances, investigating accounting variances, executing approved expenses, and ensuring that project billings are issued and payments collected as appropriate. Additionally, He/She is to maintain a financial management system for the implementation of the AGILE Project, including budgeting, disbursement, accounting, internal controls, financial reporting and audits, and will liaise with the relevant bodies on all financial matters relating to the project, in compliance with the World Bank's requirements and procedures. He/She is administratively accountable to the PC and technically responsible to the Head, State Project Financial Management Division in the State OAG.

**Tasks and Responsibilities**

- Create project accounts in the accounting system
- Consolidate the budget of SPIU and submit same to the State Project Coordinator, National Project Coordinator and Head, SPFMU-OAG
- Consolidate and maintain accounting records promptly in line with approved accounting standards in accordance with the Bank's and Government regulations

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- Prepare and submit consolidated periodic reports (i.e. Biannually, Semi Annually and Annually) to the State Project Coordinator, National Project Coordinator and Head, SPFMU-OAG
- Ensure that all statutory revenue returns (Withholding Tax) on Contract of Consultancy are remitted to the Government.
- Consolidates the Monthly Bank Reconciliation Statements and send to the State Project Coordinator and Head, SPFMU-OAG.
- Handles Withdrawal applications for all SOE reimbursement request
- Plays facilitating roles in the project's disbursement management/processes
- Actively take part in Project Bid Evaluation Processes at the state level.
- Interface with relevant Commercial Banks to ensure efficient and effective banking service delivery
- Liaise with the Project Internal and External Auditors to correct the weaknesses in the financial reports.
- Close out project accounts upon project completion

**171. Financial Management Role:**

- Maintain and keep books of the operation and preparing regular financial reports and annual accounts for auditing on timely basis;
- Produce financial information and reports for use by the Project management team and the World Bank.
- Ensure that all financial transactions emanating from the Project are in accordance with agreed accounting procedures;
- Ensure that financial transactions involving operation funds are captured in the ledgers and budget books to facilitate preparation of timely and accurate annual financial reports;

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- Maintain available financial management system that readily provides information and data for measuring performance when linked with outputs;
- Maintain a database for all expenditure incurred under the operation and preparing consolidated expenditure returns on regular basis for use by management and other users;
- Develop a financial information system and maintaining accounting records that will facilitate the later adoption of a reports-based accounting and reporting system;
- Maintain and Monitor statistical and financial information on operation expenditure on assets and levels of disbursements per category of expenditure;
- Maintain financial data for effective and accurate preparation of the project budgets; and
- Perform other duties as required and requested by the project Coordinator and the Head, SPFMD-OAG within the framework of the AGILE Project.

**[XII] Project Auditor**

**172. Description:**

The internal auditor will guarantee effective and adequate internal control system. HE/She is administratively accountable to the PC and technically responsible to the Head, Federal Project Financial Management Unit in the OAG. The Internal Audit under the project shall have unrestricted access to all the Project documents, files, or minutes.

**Tasks and Responsibilities**

- Ensure that there are adequate internal controls within the project management and processes.
- Submit his/her audit plan to the project management early enough so it can be incorporated into the overall project annual work plan.
- Based on the approved internal audit plan, conducts risk-based post audit.

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- Conduct periodic reviews to ensure that financial and procurement activities (which includes project assets and store activities) are reliably implemented.
- Submit internal audit plan on time to form part of the overall project work plan and ensure that the project funds have been applied judiciously and for the purpose meant for and in line with approvals.
- Submit an internal audit report to the project management within 45 days after every calendar quarter and share a copy with the Bank
- Prepare annual audit work plan with emphasis on the identified project risk areas.
- Prepare on quarterly basis, Internal Audit Report and submit to SPFMU, SPIU and SPSC for consolidation and submission to NPCU.
- Ensure that expenditures are in line with approved budget line.
- Pro-actively support and improve project quality assurance
- Lead and perform the internal audit function of all activities of them project.
- Review and evaluate the adequacy of the internal control structure as well as records and reports with a view to appropriately recommending improvements to the systems.
- Develop and monitor audit programs and procedures to cover all financial operations of the SPIU.
- Point out irregularities to the Project Management and work with the project team towards addressing same without delay
- Perform other duties as required and requested by the project Coordinator and the Head, SPFMU-OAG within the framework of the AGILE Project.

**[XIII] Communications Officer**

**173. Description:**

The principal role of the Communications Officer will be to lead the communications and outreach activities for the AGILE Project within the state.

### *Tasks and Responsibilities*

- Implement an effective communications strategy and plan for the AGILE Project for the duration of the project. This strategy would include engagement with the identified target audience, the relevant messages, and the channels for information dissemination to support the project implementation;
- Lead the implementation of activities outlined in the communications and outreach strategy and plan. This is envisaged to include the following activities:
  - Organization of sensitization and awareness activities among key stakeholders at the state level at the start of the project and during implementation as needed;
  - Dissemination of communication materials, including press releases and stories, web and social media content, reports, summary notes, presentations;
  - Management of relationships with media outlets to ensure relevant coverage of AGILE activities as required;
  - Management of the content published on the AGILE public website, which will include the results of the annual performance assessments.
  - Organization of semi-annual forums in the states to review progress on achieving the results showcase, learn from successes, identify and problem-solve implementation challenges, and plan for the next steps of the Project.
- Produce semi-annual operational report of activities on communications and outreach activity for the Project Coordinator and State Project Steering Committee;
- Provide on-the-job mentoring and coaching support to relevant staff at the state level;
- Perform other duties as required and requested by the project Coordinator.

### **[XIV] Procurement Officer**

#### **174. Description:**

The Procurement Officer will support the SPIU in ensuring that the implementation of the AGILE components are carried out in line with the “Procurement Regulations for IPF Borrowers” (Procurement Regulations) dated July 2016 (revised November 2017) under the “New Procurement Framework (NPF), and the “Guidelines on Preventing and Combating Fraud

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and Corruption in Projects Financed by IBRD Loans and IDA Credits and Grants”, dated October 15, 2006 and revised in January 2011 and as of July 1, 2016, and other provisions stipulated in the AGILE Financing Agreement.

**Tasks and Responsibilities**

- Undertake the project procurement through implementing all policies and procedures related to procurement activities & ensuring that the procurement guidelines and provisions are followed in all the project transactions;
- With the guidance of a Procurement Specialist, develops procurement tools such as standard format for Terms of Reference, Technical Specifications, customized contracts for staff and other individual consultants;
- Post “Specific Procurement Notices” (SPN) and “Requests for Expressions of Interest” (EOI) for goods and consulting services respectively.
- Participate in procurement activities such as assisting/reviewing technical specifications for goods and terms of reference for consulting services; preparing bidding documents; writing evaluation reports; providing necessary assistance and tools for conducting evaluation processes; etc.
- Conducts market research and update price lists in respect of relevant Goods and Services;
- Develops and maintain a data base of suppliers and consultants to include their contacts, areas of expertise, relevance to project components
- Maintain a coherent filing system to include procurement preparation and contract management, correspondence, claims, reports, etc.
- Ensures that all Consultants deliverables are properly filed and referenced;
- Participate in developing Annual Procurement Plans in conjunction with relevant project officers, and generate regular updates for the guidance of the Project team at the Federal level;
- Ensure the procurement of goods and services funded by the Project in an

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effective manner using the most economic and efficient methods in accordance with the guidelines of this PIM.

- Assist the relevant agencies in preparing specifications, drafting terms of reference (TORs), evaluating proposals and awarding of contracts;
- Organize Tender Evaluation Committees;
- Monitor implementation of procurement contracts and regularly reporting on the progress of procurement actions that have been taken.
- Publicize procurement announcements and contract decisions in public bulletin boards and other media.
- Develops tools for capturing procurement data and identify progress towards the achievement of procurement schedules;
- Participates in project committee's meetings in order to ensure timely implementation progress and a focus on procurement related activities;
- Perform other duties as required and requested by the Project Coordinator within the framework of the project activities.

**[XV] Environmental Officer**

**175. Description:**

The Environmental Safeguard Officer is responsible for developing, implementing and administering Environmental aspects in AGILE Project. Work with project teams and other relevant stakeholders on issues related to World Bank's environmental safeguard policies.

**Tasks and Responsibilities**

- Review all EA Documents prepared by consultants and ensure adequacy under the World Bank Safeguard policies.
- Ensure that the project design and specifications adequately reflect the recommendations of the EIA.

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- Provides environmental safeguards review and technical support to project implementation teams to enhance project quality and compliance on environmental safeguards in AGILE Project in the states.
- Advises Government agencies, project sponsors, consultants and non-governmental organizations on World Bank's environmental safeguard policies, guidelines, procedures and best practices and assists them in preparing appropriate frameworks, plans and actions to address these issues during project development and implementation.
- Liaise with relevant project stakeholders including AEAs and communities, in ensuring adherence to World Bank's environmental safeguard policies, guidelines, procedures and best practices while executing AGILE project
- Ensuring effective integration of environmental considerations into all aspects of identification, consultation, planning and implementation of sub-project activities;
- Review and approve the Contractor's Implementation Plan for the environmental measures, as per the EIA and any other supplementary environmental studies that may need to be executed
- Continuously interact with the NGOs and Community groups that will be involved in the project on environmental measures.
- Establish dialogue with the affected communities and ensure that the environmental concerns and suggestions are incorporated and implemented in the project
- In conjunction with relevant officers, provide guidance, training and support to environmental focal points at the state and local levels.
- Coordinate, and liaise with the World Bank to ensure effective mainstreaming of environmental issues into the implementation of sub-project activities;
- Ensure that sub-project activities are consistent in their approaches to environmental issues, thereby supporting full blending at the operational level;
- Ensure that environment-related modules are incorporated in the training and capacity building programs designed at all the state level.
- Define and monitor suitable environmental indicators for sub-projects;

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- Provide environmental inputs to monitoring, evaluation, and reporting activities;
- Ensure regular interaction with the external Consultants and World Bank Mission on environmental aspects;
- Provide guidance to environmental focal points at AEAs in monitoring and evaluating environmental mitigation plans
- Develop Terms of Reference (ToR) for communication experts, in conjunction with the NPCU environmental safeguard officers, for designing IEC materials and related awareness materials on environmental safeguards to be used at the state level.
- In conjunction with social safeguard officer, organize stakeholders' workshops to facilitate and guide leaders/members and contractors on social and environmental mitigation plans and monitoring
- Any other duties that may be assigned to him from time to time by the PC.

**[XVI] Social/GRM Officer**

**176. Description:**

To support the SPCU in developing, implementing and administering social accountability (people issues which include ensuring that risks of conflict and elite capture are mitigated) in AGILE Project operations. Work with project teams and other relevant stakeholders to ensure Social Safeguard issues are taken on board in project design, construction and implementation as at when due in compliance with Nigerian laws & legislations and World Bank's ESF.

**Tasks and Responsibilities**

- Periodically review and assess the effectiveness of the activities within the Environmental and Social Commitment Plan (ESCP) and the Stakeholders Engagement Pan (SEP)
- Provide overall guidance on social safeguard works related to the social aspect of the project. This includes in the preparation, implementation, monitoring and reporting of various E&S instruments;

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- Review-from a social risk management point of view- ESMPs/ESIAs/ARAPs/RAPs and other E&S documents prepared by consultants to ensure quality and consistencies with relevant ESS and the relevant policies of the Government of Nigeria ;
- Support in the review of documentation pertaining to social safeguard (including bidding documents, site screening reports, E&S reports from contractors etc.) during project implementation;
- Contribute to and ensure that the project periodic progress report(s)incorporates and fully addresses social issues including GBV mitigation measures;
- Coordinate and facilitate the work of consultants engaged to carry out environmental and social impact assessments and resettlement planning and monitoring of E&S instruments implementation;
- Prepare training materials, and conduct E&S trainings and workshops to SPIUs staff and project implementation agencies on ESF requirements and the broader social issues such as inclusion of vulnerable groups to developmental outcomes;
- Guide the process of clearance and ensure clearance is obtained for all E&S documents from the appropriate authorities including the World Bank, Federal and State Agencies as it may be required;
- Ensure in-country disclosure of all E&S documents,
- Together with Environmental Officer review the Contractor’s ESMP (C-ESMP) and ensure it is implemented effectively;
- With the support from NPCU E&S team, conduct capacity building for Contractor and workers on the effective implementation of ESMP, Code of Conduct, Environmental and Social Health and Safety (ESHS);
- Facilitate the setting-up and implementation of the project’s Grievances Redress Mechanism (GRM) and ensure operationalization of the various levels of Grievance Redress Committees (GRCs);

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- Oversee and ensure monitoring of the status of grievances such as facilitating their resolution, maintaining documentation, and reporting the progress status through the periodic project implementation reports;
- Undertaking field visits to ascertain if the grievance redress mechanisms established for the project are functioning appropriately and implemented in an environmentally and socially sustainable manner;
- Develop and maintain the project's information management system/database on social risk management, including a system to track the project's relevant documents and records.
- Maintain an updated library of relevant E&S documents.
- Coordinate with NPCU and WB Social Development Specialists to review, clear and disclose the site-specific E&S instruments, and assist in conducting any field reviews by NPCU and WB on E&S compliance;
- Monitor the ESMPs and resettlement action plan implementation and supervise the consultation processes and relevant activities on social risk management.
- Monitor the wellbeing and living standards of the project Affected Persons (PAPs) by conducting periodic field visits
- In coordination with the Environmental Officer and other Officer's in the SPIU, monitor compliance with ESF requirements and provisions for the civil works contracts and devise a corrective action plan to address non-compliances or issues that may be identified;
- In coordination with Environmental Officer, arrange with Project's procurement staff, the recruitment and mobilization process of a third-party monitoring agency, if needed, and assist their monitoring by providing relevant information;
- Coordinate with government counterparts, and other relevant stakeholders for the implementation and monitoring on E&S;
- Prepare regular social safeguards monitoring reports and submission of comprehensive quarterly reports.

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- Advises Government agencies, communities, AEAs, project sponsors, consultants and nongovernmental organizations on World Bank's ESF, Social Accountability guidelines, procedures and best practices, ensuring adherence and assists them in preparing appropriate frameworks, plans and actions to address these issues during project development and implementation in line to what is established in the project the ESMF and RPF;
- Document all cases of compliance and non-compliance with World Bank's ESF, Social Accountability guidelines and procedures as well as mitigation actions taken in cases of non-compliance.
- Design and develop mechanisms for adequate consultation with communities (COCs) and CSOs at different stages of the project (i.e. design, implementation and monitoring), and ensure their adequate implementation and the integration of communities' feedback into the project.
- Jointly with NPCU's Social Safeguards and communications officers, design and develop communication and education strategies for the overall project and each specific component/sub-component, to ensure they are instrumental in raising awareness on project activities using a developed framework, targeted populations, mechanisms to be followed for the selection of beneficiaries (individuals, communities and institutions), mechanism for consultation and participation, project steps and procedures and mechanism to access further information and present complaints and request from public or CSOs;
- Ensure the implementation of the feedback and Grievance Redress mechanisms (GRM) for the overall project and each specific component/ sub-component. Mechanisms for the provision of feedback to ensure adequate, timely and transparent handling of both positive and negative feedback.
- Ensure the implementation of mechanisms for independent civil society (Third Party Monitoring) verification of project performance indicators, and integration of their feedback in the reporting process (using Project Completion Report (PCR)).

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- Provides assistance/guidance in the preparation of appropriate social safeguard instruments (frameworks, screening, plans and actions) to addressing relevant issues during project development and implementation.
- Ensures that the relevant social safeguard instrument developed/prepared for projects are fully implemented by supervision of the contractors, supervisors and site engineer, training of contractors and workers, as well as monitoring of the implementation with adequate feedback to the PC who in turn will keep the NPCU/World Bank updated regularly.
- Provides updated information and analyses on Social safeguard aspects the project officers in the state
- Perform any other duties that may be assigned to him from time to time by the PC.

**[XVII] Gender /GBV officer**

**177. Description:**

The Gender Officer is responsible for supporting the SPIU in the identification, mitigation and management of issues on SEA/SH and other forms of GBV related risks identified in the project. The GBV Officer will also ensure that all measures outlined in the GBV Action Plans are implemented for all SPIU programmes. S/he will work with all departments and partners to ensure that gender equity principles are incorporated into all policies and activities of AGILE implementation. S/he will plan, implement and follow up on gender-related activities and provide support to the project staff, partners and stakeholders on mainstreaming gender in their activities, including design and implementation of trainings on gender-related topics.

**Tasks and Responsibilities**

- Support the SPIU on all aspects of GBV/SEA risk identification, mitigation and management including any GBV/SEA/SH reporting requirements. With the support of the NPCU GBV Consultant reassess the GBV/SEA risk along project implementation and ensure that the mitigation strategy is updated for newly identified risks;

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- Based on the project's initial GBV risk assessment, prepare internal guidelines defining the approach for the preparation, implementation, monitoring and reporting of SEA/GBV prevention and response on the project that could be used as a framework and that could guide the development of the Environmental and Social Management Plans (ESMPs) including the approach to the GBV action plan)
- Revise and ensure that the Standardized Procurement Documents outline the key GBV/SEA requirements including the Bidder's Code of Conduct (CoC);
- Using a survivor centered approach as main guiding principle, strengthen complaints mechanisms ensure the effectiveness of mechanisms for recording, processing and referring the complaints (e.g. GRM), while engaging with project beneficiary as well as systems to protect them from SEA/SH;
- Supervise the implementation of the codes of conduct, and Management Plans, for SEA prevention and response (including GBV Action Plan);
- Assist SPIU to assess and identify gender knowledge needs and gaps in AGILE Project.
- Design and implement trainings for the Project team and partners staffs on gender related topics and mainstream, including but not limited to gender awareness and integration, gender inclusiveness toward more efficient and effective AGILE implementation \*
- Develop bi-weekly, monthly and quarterly reports on gender activities.
- Participate in gender-related events (meeting, workshops, conferences) and network within the country in-order to stay updated about gender related development
- Provide training, support and coordinate field project teams on all gender related activities.
- Develop and execute a strategic action plan for gender mainstreaming in consultation with relevant stakeholders, at the state level;
- Develop and contribute to the basis of policy statements, frameworks, mandate, rationale and goals of the work of gender mainstreaming.
- Lead the establishment of a gender task force within AGILE project in the state and serve as its coordinator;

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- Conduct reviews of AGILE implementation strategies in the state and provide timely input and recommendations for gender integration and the inclusion of women in the implementation of the project.
- Co-ordinate training activities and develop a suite of tools for training on gender mainstreaming based on identified needs for SPIU staff, in liaison with other organizations/contractors that can contribute towards this;
- Represent SPIU at developmental forums and liaise with gender focal points in other institutions for events where information on gender mainstreaming may be required to leverage AGILE project;
- Assist with respect to gender issues, the Monitoring and Evaluation team, in monitoring results emanating from the AGILE project.
- Support the PC in ensuring that the project implementation documents and strategies are gender mainstreamed;
- Enhance the understanding of International, Regional and National gender instruments by the state gender machinery, including line ministry gender focal points, civil society and private sector through advocacy and capacity building and results monitoring;
- Convey key community stakeholders' participation to secure guidance for effective Project delivery;
- Support the campaigns and advocacy work of the Girls and Women's Initiatives through co-ordination and facilitation with stakeholders;
- Coordinate regular communication with stakeholders on girls' child education
- Provides support to the Safety Sub-Committee of the SBMC
- Perform any other duties that may be assigned to him from time to time by the PC.

**[XVIII] Adolescent Health Officer**

**178. Description:**

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The principal role of the Adolescent Health Officer is to provide technical support to the State Project Implementation Units in the overall design, planning, monitoring and evaluation of Subcomponent 2.2a (Life Skills) in close collaboration with the Gender/GBV officer..

**Tasks and Responsibilities**

- Participate in the procurement process for the selection of an implementing partner to support the implementation of the sub-component
- Support the development of the life skills curriculum/manual and related materials
- Support the identification and capacity building of trainers, counsellors, and mentors in participating schools
- Support the mapping and establishment of referral pathway between schools and relevant Health/GBV Service Providers
- Monitor the implementation of the safe space sessions in participating states
- Coordinate with the Gender/GBV officer to support social referral pathways services for gender related issues
- Participate in periodic review of program progress and peer learning amongst participating schools and states
- Provide on-the-job mentoring and coaching support to counsellors/mentors and relevant staff at the LGA level
- Collate bi-annual progress reports of all participating schools and transmit to the National Adolescent Health Officer
- Participate in implementation support missions to the states
- Perform other duties as required and requested by the sub-component lead within the framework of the project

### **3.3.3 The Local Government Education Authority (LGEA)**

179. The Local Government Education Authority (LGEA), with oversight mainly from the SPIU and in collaboration with SUBEBs, is responsible for assisting with M&E and other project activities at the LGA-level including the following:

- Act as intermediaries for disseminating information from the State to the communities and schools/SBMCs, including policy notifications and instructions.
- Assist the CPMC and SPIU in monitoring activities notably in school construction/rehabilitation and teacher deployment.
- Assess school educational inputs requirements through basic school data
- Coordinate capacity-building for SBMCs,
- Conduct school visits, and perform some monitoring of school activities.
- Assist SMEs/SPIU in project coordination and implementation.

### **3.3.4 The Community and School-level**

180. At the community and school levels, the achievement of results will require significant engagement of the CPMC. Specifically, the CPMC supported by the SPIU, will be responsible for the following:

- Identify schools for construction (Junior Secondary Schools).
- Manage contract, monitor and supervise construction work of Junior Secondary Schools in communities, with support from the SBMCs and individual school PTAs

181. The CPMC would sign financial agreements with their respective SPIU on project agreed milestones and the disbursement of funds in tranches based on milestone achievements. In communities where CPMCs do not exist (or a similar community structure), community members will be engaged, and a committee established. All communities receiving support under the project will be trained.

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182. **School-based management committees (SBMCs):** At the school level, the responsibility for the implementation of SIGs activities will lie primarily with the School-Based Management Committees (SBMCs) which exist in most schools.

183. The operations of SBMC will be guided by the standards and procedures described in the SIG handbook. Specifically, the SBMCs will be responsibility will include the following:

- Develop School Improvement Plans (SIPs) on rehabilitation/additional classrooms, improving learning conditions, and elements of the whole school approach, among others,
- Manage the SIGs and SIG-funded activities as described in the approved SIP, in compliance with this implementation manual.
- Organize meetings with relevant community members (e.g., PTA meetings, parents’ assemblies, social audits, etc.) to discuss school performance against their SIPs and targets.
- Ensure proper record keeping (including enrolment and attendance) and report to the SPIU and LGEA.

184. Below are the summary table of the project implementation organisation arrangement.

**Table 21 : Summary table of the project implementation organisation arrangement.**

	<b>Name</b>	<b>Meetings</b>	<b>Chair/ Director</b>	<b>Members</b>
Federal	National Project Steering Committee (NPSC)	Bi annually	Minister of Education or Representative	<ul style="list-style-type: none"> <li>• Federal Ministry of Finance ( FMF)</li> <li>• Federal Ministry of Women Affairs (FMWA),</li> <li>• Federal Ministry of Youth (FMY),</li> <li>• Federal Ministry of Health (FMH),</li> <li>• Federal Ministry of Humanitarian, Disaster Management and Social Development (FMHDSD) and</li> <li>• Participating States Commissioners of Education</li> </ul>

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	Name	Meetings	Chair/ Director	Members
	National Project Coordination Unit (NPCU))	Monthly	National Project Coordinator, FME	Representatives of the FMH, FMF, FMWA, FMY, UBEC, and officers in the FME to serve as: <ul style="list-style-type: none"> <li>• Procurement officer;</li> <li>• Internal auditor;</li> <li>• Accountant;</li> <li>• M&amp;E officer;</li> <li>• Gender/GBV officer;</li> <li>• Environmental safeguards officer;</li> <li>• Social safeguards/GRM officer;</li> <li>• Communications officer and</li> </ul> Other key officers to coordinate activities under each component/ sub component.
State	State Project Steering Committee (SPSC)	Quarterly	State Commissioner of Education (Permanent Secretary of the SME as deputy)	<ul style="list-style-type: none"> <li>• Executive secretaries from the SSEB (in states where they are present),</li> <li>• Executive Secretary of SUBEBs,</li> <li>• Hon. Commissioners State Ministry of Women Affairs (SMWA);</li> <li>• Hon. Commissioners State Ministry of Youth (SMY);</li> <li>• Hon. Commissioners State Ministry of Health (SMH),</li> <li>• representatives from SUBEB, Education Districts, LGEAs and relevant NGOs and CSOs</li> </ul>
	State Project Implementation Unit (SPIU)	Monthly	State Project Coordinator  Deputy Project Coordinator	Representatives of: (a) the SSEB; (b) the SMWA; (c) the SMY; (d) the SMH; and (e) the SUBEB. In the SPIU, officers from the SME (SSEB, etc.), SUBEB, SMH and SMWA will serve as <ul style="list-style-type: none"> <li>• Leads for each component and/or subcomponent;</li> <li>• Procurement officer;</li> <li>• Internal auditor;</li> <li>• Accountant;</li> <li>• M&amp;E officer;</li> <li>• GBV or gender officer,</li> <li>• Environmental safeguards officer;</li> <li>• Communications officer; and</li> <li>• Social safeguards/GRM officer</li> </ul>
	State Project Financial Management Unit (SPFMU)	N/A	N/A	<ul style="list-style-type: none"> <li>• Project financial officer</li> </ul>
Local Government	Local Government Education Authority (LGEA)	N/A	Head of Section, LGEA	N/A

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	Name	Meetings	Chair/ Director	Members
Community	Community Project Management Committee (CPMC)	N/A	Head of CPMC	<ul style="list-style-type: none"> <li>Community members,</li> <li>RTLs,</li> <li>SBMCs, etc.</li> </ul>
School	Head Teacher	N/A	N/A	N/A
	School-based management committee (SBMC)	Monthly	Traditional ruler/ Parent	<ul style="list-style-type: none"> <li>Parents,</li> <li>Head teacher/ Principal</li> <li>Community Leaders,</li> <li>Teachers,</li> </ul>

**Table 22 : Roles and Responsibilities by Agency and Component**

<b>Component 1: Safe and accessible learning spaces</b>
<b><i>Subcomponent 1.1: Creating new safe learning spaces in secondary schools</i></b>
<b>Construction of Junior Secondary Schools</b>
<b>SPIU</b>
<ul style="list-style-type: none"> <li>Provide general oversight and management of the activities</li> <li>Support the establishment of CPMC in targeted communities</li> <li>Verify that existing CPMCs are functional or create new CPMCs, as the case may be</li> <li>Validate list of selected schools</li> <li>Engage consultants to provide CPMC with capacity-building training on construction management and E&amp;S management</li> <li>Engage consultants to develop E&amp;S manual and provide training to CPMCs</li> <li>Monitor and oversee all construction</li> <li>Review of ESIA/ESMPs documents prepared by E&amp;S consultants</li> <li>Ensure that E&amp;S issues triggered by the project are adequately addressed</li> <li>Assist CPMCs in procurement of contractors for construction</li> <li>Approve the construction plan prepared by CPMC and draw agreement on activity milestones and disbursement of funds</li> <li>Verify that works are completed according to designs and technical specifications</li> <li>Transfer funds in tranches from project account to CPMC's account after ensuring progress as per agreed milestones</li> </ul>
<b>CPMC</b>
<ul style="list-style-type: none"> <li>Engage with the local community and other stakeholder</li> <li>Sign agreement with SPIUs on activity milestones and fund disbursement (in tranches based on achievement of milestones)</li> <li>Manage and oversee the processes of procuring building contractors</li> </ul>

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<ul style="list-style-type: none"> <li>• Manage and supervise construction and ensure quality of construction</li> <li>• certify contractors bills for payment</li> </ul>
<b><u>SPSC</u></b>
<ul style="list-style-type: none"> <li>• Endorse list of selected schools for construction</li> <li>• Approve CPMC proposed construction plan, in conjunction with SPIU</li> <li>• Continuous oversight of implementation of the component, in conjunction with SPIU</li> </ul>
<b><u>LGEA</u></b>
<ul style="list-style-type: none"> <li>• Identify primary schools for expansion</li> <li>• Assist in regular monitoring of the construction activities in the communities</li> </ul>
<b><u>DPP</u></b>
<ul style="list-style-type: none"> <li>• Prepare site specific designs (using the type designs prepared by the consultants appointed by NPCU), cost estimates and bid documents for each primary school for expansion</li> <li>• post a site supervisor to provide continuous technical support to CPMC</li> </ul>
<b><u>Consultant to be hired by SPIU for E&amp;S</u></b>
<ul style="list-style-type: none"> <li>• Prepare ESMP manual for component 1.1 and train CPMCs</li> <li>• Prepare ESMP plans for each school and get them approved by SPIU and the Bank.</li> <li>• Prepare and obtain Bank’s approval of Resettlement Action Plans where required</li> </ul>
<b><u>Consultant to be hired by NPCU</u></b>
<ul style="list-style-type: none"> <li>• Prepare type designs and cost estimates for all buildings to be constructed under the project:</li> <li>• Prepare a report on space standards to be adopted</li> <li>• Prepare report on construction methodology /methodologies to be adopted in the project</li> <li>• Prepare a Construction Manual</li> </ul>
<b><u>Construction of Senior Secondary Schools</u></b>
<b><u>SME</u></b>
<ul style="list-style-type: none"> <li>• Identify Junior Secondary Schools for expansion</li> <li>• Work with DPPs for preparation of building designs using the standard designs prepared by the NPCU consultant</li> <li>• Prepare bidding documents, undertake bidding process and award of the contract</li> <li>• Supervise the construction process</li> <li>• Make payments to consultants/ firm based on the BoQ</li> <li>• Undertake efforts to ensure compliance with E&amp;S measures</li> </ul>
<b><u>SPSC</u></b>
<ul style="list-style-type: none"> <li>• Endorse list of selected schools for construction</li> <li>• Approve CPMC proposed construction plan</li> <li>• Continuous oversight of implementation of the component</li> </ul>
<b><u>SPIU</u></b>
<ul style="list-style-type: none"> <li>• Provide general oversight and management of the activities</li> <li>• Validate list of selected schools</li> <li>• Engage consultants to develop E&amp;S manual and provide training to CPMCs</li> <li>• Review of ESIA/ESMPs documents prepared by E&amp;S consultants</li> <li>• Ensure that E&amp;S issues triggered by the project are adequately addressed</li> </ul>

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<ul style="list-style-type: none"> <li>• Approve drawings of each school prepared by DPP to ensure that all elements proposed for construction are included in the drawings and also approve the cost estimates for each school</li> <li>• Verify works completed according to designs and technical specifications</li> <li>• Make payments to contractors based on the bills certified by DPP</li> </ul>
<b>DPP</b>
<ul style="list-style-type: none"> <li>• Prepare site specific designs (using the type designs prepared by the consultants appointed by NPCU), cost estimates and bid documents for each primary school for expansion</li> <li>• Post a site supervisor to provide continuous construction supervision to ensure quality of construction at sites</li> <li>• Certify interim payments for contractors</li> </ul>
<b>Consultant to be hired by SPIU for E&amp;S</b>
<ul style="list-style-type: none"> <li>• Prepare ESMP manual for component 1.1 and train relevant stake holders</li> <li>• Prepare ESMP plans for each school and get them approved by SPIU and the Bank.</li> </ul>
<b>Consultant to be hired by NPCU</b>
<ul style="list-style-type: none"> <li>• Prepare type designs and cost estimates for all buildings to be constructed under the project:</li> <li>• Prepare a report on space standards to be adopted</li> <li>• Prepare report on construction methodology /methodologies to be adopted in the project</li> <li>• Prepare a Construction Manual</li> </ul>
<b>Subcomponent 1.2: Improving existing infrastructure in secondary schools</b>
<b>School improvement grants</b>
<b>SPIU</b>
<ul style="list-style-type: none"> <li>• Verify that SBMC exists and is functional</li> <li>• Hire consultants/firm to prepare ESMF manual and train SBMCs in E&amp;S related issues and implementation of SIGs as well as organize capacity building for SBMCs on the development of SIPs</li> <li>• Approve/ Endorse SIPs</li> <li>• Transfer of funds to SBMC account in two instalments</li> <li>• Verify that the implementation of SIP has reached 50% stage before releasing second installment.</li> <li>• Monitor the construction and its progress</li> <li>• Hire consultants/ firm to monitor and validate completion of activities</li> <li>• Ensure compliance with E&amp;S measures</li> </ul>
<b>SBMC</b>
<ul style="list-style-type: none"> <li>• Open a functional Bank Account</li> <li>• Develop SIP including assessment of renovation works and prioritize activities that can be funded within the allocation</li> <li>• Implementation of school grant activities with supervision of activities at the school</li> <li>• Follow all guidelines and procedures of the Bank for FM, procurement and E&amp;S</li> <li>• Organize meetings with relevant community members on school improvement planning and development</li> </ul>
<b>LGEA</b>
<ul style="list-style-type: none"> <li>• Monitoring of activities in the schools</li> </ul>
<b>Consultant</b>
<ul style="list-style-type: none"> <li>• Prepare ESMP manual for component 1.2</li> </ul>

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<ul style="list-style-type: none"> <li>• Train SBMC in E&amp;S and Bank’s FM, procurement norms</li> <li>• Assist SBMCs in preparing costed SIPs</li> </ul>	
<b>Component 2: Fostering an enabling environment for girls</b>	
<b>Subcomponent 2.1: Promoting social and behaviour change through communications campaigns, engagement with traditional rulers and advocacy</b>	
<p><b><u>National Level (NPCU)</u></b>  <b><u>Responsible: Department of communications and gender supported by NPCU will</u></b></p> <ul style="list-style-type: none"> <li>• Engage technical communication /Marketing agency to support strategy and implementation of national campaign and policy advocacy</li> <li>• Development of national advocacy and communication plan</li> <li>• Develop a communication framework for states</li> <li>• Implementation of advocacy and communication plan</li> <li>• Develop Comms strategy/messaging framework</li> <li>• Implementation of advocacy, national campaign, media content &amp; buying</li> <li>• Facilitate and support high level policy dialogue with stakeholders</li> <li>• Support knowledge sharing and learning events among states and agencies</li> <li>• Facilitate and Support knowledge exchange and collaboration for RTL’s and groups with national and regional platforms, e.g. SWEDD</li> <li>• Engage a communication research firm</li> <li>• Design and conduct audience/behaviour insights research with the communication research firm and SPIUs</li> <li>• Set baselines and targets with SPIUs</li> </ul>	<p><b><u>State Level (SPIU)</u></b>  <b><u>Responsible: Department of communications and social mobilization supported by SPIU will</u></b></p> <ul style="list-style-type: none"> <li>• Hire NGO to support facilitating community engagement sessions with community leaders</li> <li>• Work with community groups to spread positive messages on girls’ education and empowerment</li> <li>• Facilitate the sensitization of parents to re-enrol out-of-school girls</li> <li>• Engagement of communication /Marketing agency to design and implement BCC campaign which entails: <ul style="list-style-type: none"> <li>○ Development of messaging and creative content Deployment of multi-media across multiple channels which includes; TV, Radio, Digital platforms, events and promotions, outdoor</li> </ul> </li> <li>• Facilitate and support high level state policy dialogue with stakeholders</li> <li>• Support existing campaigns promoting girls’ education</li> <li>• Engage a Comms research firm to conduct M&amp;E</li> <li>• Monitor awareness &amp; reach levels, media content consumption, Behavior change</li> </ul>
<b>Subcomponent 2.2a: Empowering girls with critical life skills and knowledge for navigating adulthood</b>	
<p><b><u>NPCU</u></b></p> <ul style="list-style-type: none"> <li>• Engage survey firm to carry out impact evaluation</li> </ul>	<p><b><u>Department of Secondary School Services/Scholarships supported by the SPIU will perform the following activities</u></b></p> <ul style="list-style-type: none"> <li>• support the delivery of this intervention</li> <li>• Identify the female counsellors (<i>female teacher mentors</i>)</li> <li>• Facilitate the training of female teacher mentors on life skills curricula and psychosocial needs by implementing partners</li> <li>• Establish clear referral pathway between schools and identified GBV Service Providers</li> <li>• Monitor implementation of the program</li> </ul> <p><b><u>Implementing partner</u></b></p>

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	<ul style="list-style-type: none"> <li>• Provide capacity building for female counsellors, including in psychosocial support</li> <li>• Develop age appropriate life skills curriculum</li> <li>• Co-facilitate safe space sessions</li> <li>• Support GBV referral pathways services for SEA/SH issues</li> <li>• Monitor sessions and tracking of attendance</li> <li>• Regular review of program</li> </ul>
<b>Subcomponent 2.2b: Empowering girls with digital literacy skills</b>	
<p><b><u>NPCU</u></b></p> <ul style="list-style-type: none"> <li>• Engage survey firm to carry out impact evaluation</li> </ul>	<p><b><u>IT Department in SME supported by the SPIU will perform the following activities</u></b></p> <ul style="list-style-type: none"> <li>• support the delivery of this intervention</li> <li>• Identify and engage the implementing partners</li> <li>• Facilitate the training of teachers on digital literacy skills by implementing partners</li> <li>• Monitor implementation of the program</li> </ul> <p><b><u>Implementing partner</u></b></p> <ul style="list-style-type: none"> <li>• Analyse the results of a digital skills gaps assessment as well as infrastructure and equipment gaps.</li> <li>• Design and develop a Digital Skills Training curriculum to fill the gaps identified in the assessment.</li> <li>• Develop a training manual.</li> <li>• Design and develop a Digital Skills Train the Trainers curriculum, to train computer teachers on the new curriculum in collaboration with local players, the Federal Ministry of Education/State Ministry of Education, local universities' information technology (IT) departments, local IT training firms and NGOs.</li> <li>• Deploy the Train the Trainers Program for a cadre of local trainers</li> <li>• Manage and monitor the training of teachers by qualified trainers.</li> <li>• Produce and distribute identification cards for all the students who will be part of the program.</li> <li>• Manage and monitor the digital skills training to students.</li> <li>• Improve the capacity of teachers to teach digital literacy skills in the support schools;</li> <li>• Develop the capacity of teachers and students to undertake self-study; and</li> <li>• Provide mentoring support to deepen digital literacy skills.</li> <li>• Regular review of program</li> </ul>
<b>Subcomponent 2.3: Providing financial incentives to the poorest households</b>	

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<p><u>SME:</u> SPIU will work with scholarship boards and other relevant department within Ministry of Education, SUBEB and other relevant MDAs</p>	<p><b><u>Department of secondary school services/ scholarships supported by SPIU will</u></b>  Hire consultancy firm to:</p> <ul style="list-style-type: none"> <li>• Develop scholarship conditions</li> <li>• Identification and registrations of beneficiary girls from school registers</li> <li>• Verification of list of beneficiaries</li> <li>• Engagement of FSPs for funds transfer</li> <li>• Ensure account opening by beneficiaries</li> <li>• Verification of scholarship conditions</li> <li>• Monitor and supervise scholarship payments</li> </ul> <p><b><u>Financial service providers</u></b></p> <ul style="list-style-type: none"> <li>• Timely payment of scholarships</li> </ul> <p><b><u>Schools:</u></b></p> <ul style="list-style-type: none"> <li>• Proper record keeping of school attendance</li> <li>• Verify girls comply with scholarship conditions (transition and school attendance)</li> </ul>
<b>Component 3: Project management and system strengthening</b>	
<b><i>Sub-component 3.1: System strengthening for sustainability and TA</i></b>	
<p><b><u>NPCU</u></b></p> <ul style="list-style-type: none"> <li>• Engagement of technical consultants for capacity building at the federal and state level</li> <li>• Training of federal and state staff on E&amp;S, GBV, M&amp;E, FM and procurement</li> <li>• Provision of TA on transfer of technical skills and knowledge to local ministry</li> <li>• Coordinate and monitor project activities across participating states</li> <li>• Provision of implementation support to states</li> <li>• Facilitation of annual and mid-term reviews</li> <li>• Organize annual technical audit of project activities and financial audit of project finance</li> <li>• Provide regular updates on progress and consolidation of M&amp;E reports</li> <li>• Support policy activities of FME and other relevant ministries on girl's education</li> </ul>	<p><b><u>SPIU</u></b></p> <ul style="list-style-type: none"> <li>• Engagement of consultants to fill gaps in technical and operational areas in the states</li> <li>• Provision of TA on transfer of technical skills and knowledge to staff, LGEA, SBMCs and other relevant stakeholders</li> <li>• Engage third party monitoring for project activities</li> <li>• Training and capacity building for SPIU members and local government staff members on E&amp;S, GBV, M&amp;E, FM and procurement</li> </ul>

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<ul style="list-style-type: none"> <li>• Support knowledge-sharing and information transfer among relevant stakeholders</li> <li>• Technical audits of project activities and project financial audits</li> </ul>	
<b><i>Subcomponent 3.2: Project Management, Monitoring and Evaluation</i></b>	
<p><b><u>NPCU</u></b></p> <ul style="list-style-type: none"> <li>• Provision of training and goods to strengthen the Secondary EMIS at the federal level</li> <li>• Support FME and all relevant agencies on the development of a national strategy on girls’ education and empowerment</li> <li>• Studies, pilots and assessment of key activities on girl’s education for scaling up and enhanced implementation of the project</li> <li>• Dissemination and facilitation of information on project progress and other activities across participating states as well</li> <li>• Undertake cross state studies on technical, education, social and economic aspects of the project</li> </ul>	<p><b><u>SPIU</u></b></p> <ul style="list-style-type: none"> <li>• Provision of training and goods to strengthen the Secondary EMIS at the state level</li> <li>• State specific studies, policy review and assessment of key activities on girl’s education for scaling up and enhanced implementation of the project</li> <li>• Support state policy (on girls) in developing effective implementation modalities (e.g., 12-year free education for girls)</li> </ul>

## CHAPTER 4 – PROJECT COMPONENT IMPLEMENTATION ARRANGEMENTS

### 4.0. AGILE PROJECT OPERATIONS PROCEDURES:

**S**uccessful implementation of the project would rely heavily, among other things, on the capacity of the implementing agencies to carry out the implementation of project activities effectively in accordance with the agreed procedures and guidelines. It is, therefore, of paramount importance that the relevant agencies are fully familiar with the agreed procedures. The procedures in this manual are consistent with World Bank guidelines and also with existing policies, guidelines and directives of the government. This section of The PIM would describe the following procedures and guidelines on:

- a. The planning process;
- b. Procurement procedures;
- c. Financial management procedures;
- d. Monitoring and Evaluation (M&E) process; and
- e. Communications and Information Process.

185. This manual does not describe other procedures such as government budget reporting procedures and it is, therefore, the responsibility of those concerned to refer to the appropriate manuals if needed.

### 4.1. PLANNING PROCESS FOR THE AGILE PROJECT.

186. Significant planning and preparation will be done prior to project effectiveness so that the activities can commence immediately, to strengthen states capacity in order to achieve the set results in the project components. In this regard, a number of planning tools and methodologies will be used under the project. These would help those involved in project implementation in preparing a workable and acceptable set of activities that are consistent with the intermediate objectives of each component.

187. It is expected that planning would be carried out in a participatory manner to enhance the process that would help ensure more effective implementation of project activities. In order to ensure that the activities are implemented adequately, a planning process would be initiated to identify activities that would help achieve the development goals of the project.

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The work plan would be prepared by the respective states in consultation with existing technical experts or through other experts that may be engaged as needed with the assistance of the relevant Project Implementation Unit. Implementation of the first annual plan would cover the period from March, 2021 to August 31, 2021. Then, the next annual planning cycle would commence in September, 2021 (Beginning of School Calendar) to August 31, 2022. Each State is responsible for leading the implementation of project activities

188. The following table presents the events and the proposed timing of the annual planning cycle:

**Table 3.1– Annual Planning Calendar**

	<b>Event</b>
1.	Each state PIU is to prepare its annual work plans on the basis of the four-year work plans. The planning cycle cover the period from March, 2021 to August 31, 2021. Then, the next annual planning cycle would commence in September, 2021 (Beginning of School Calendar) to August 31, 2022.
2.	Based on the implementation results of the activities of the first-year work plans, the focal person of the SPIU will develop the annual plan. When developing the annual work plans, the focal person will mobilize technical experts to carry out, among others, the following key tasks: a) review and take into account other ongoing programs being implemented by IDAs, federal, state and local governments so as to avoid duplication and maximise synergies, b) seek input of SPIU counterpart agencies (including MDAs and CSO representatives on the Steering Committee), in setting priorities. c) review of the outcomes of completed activities; d) prepare a list of follow-on and new activities; e) prepare the terms of reference and detailed specifications of equipment; and f) develop a training plan based on agreed capacity building needs.  If needed, expert assistance may be engaged by the SPIU to assist in the preparation of the draft work plans.
3.	After the draft work plans is completed, a copy would be sent by the Focal person to the SPIU Procurement Consultant who would prepare the draft procurement plan
4.	The draft work and procurement plan and budget should be consolidated and reviewed by the SPIU to ensure consistency with agreed priorities. After reviewing the plan, SPIU would send the consolidated work and procurement plan and budget to the World Bank for its comments prior to submission to the State Project Steering Committee. World Bank comments, if any, would be reflected in both documents (work and procurement plan) by SPIU.
5.	The revised draft work and procurement plan would be formally transmitted to the State Project Steering Committee.

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6.	The State Project Steering Committee approves the annual plan. The decision package would include: (a) Executive summary of the decision; and (b) Final version of the consolidated work and procurement plan that shows the detailed list of activities, objectives of each component, key performance indicators, planned outputs, target outputs, quarterly disbursement estimates and procurement methods and timetable.
7	The World Bank TTL issues a ‘No Objection’ to the annual plan and budget and transmits same to SPIU.
8	Activities Implementation for the year commence

## 4.2. PROCUREMENT PROCEDURES

### 4.2.1. Introduction:

**T**his section of the manual describes the detailed procurement procedures that would be used under the project. It outlines the various steps that would be adopted to help procurement entities to adequately and efficiently carry out, works, acquisition of goods and selection of consultants.

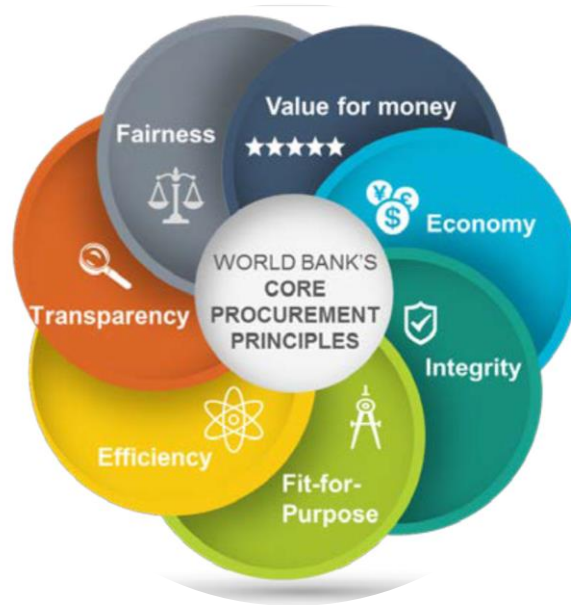
189. Procurement under the Project will be carried out in accordance with the following World Bank regulations and procedures:

- (a) World Bank Procurement Regulations for IPF Borrowers (July 2016, revised in November 2017 and August 2018);
- (b) Guidelines on Preventing and Combating Fraud and Corruption in Projects Financed by IBRD Loans and IDA Credits and Grants”, dated October 15, 2006 and revised in January 2011, and other provisions stipulated in the FAs.
- (c) Other provisions stipulated in the Financing Agreements



Procurement in IPF operations supports Borrowers to achieve value for money with integrity in delivering sustainable development.

190. In this regard, the following key procurement principles would serve as the primary basis for implementing procurement activities under the project:



**Figure 12: The World Bank's Core Procurement Principles**

- **Value for Money (VfM):** This principle means the effective, efficient, and economic use of resources, which requires an evaluation of relevant costs and benefits, along with an assessment of risks, and non-price attributes and/or life cycle costs, as appropriate. Price alone may not necessarily represent VfM.
- **Economy.** Items should be procured in a manner that would ensure the best value for money. For example, goods should be procured from the supplier that offers the lowest responsive offer.
- **Efficiency.** Public procurement should be simple, swift, and should produce positive results without protracted delays. Thus, procuring entities should ensure that administrative resources and professional capabilities required in undertaking procurement are efficiently utilized so that costly delays in the procurement process can be minimized or avoided altogether.
- **Fairness.** Prospective suppliers and consultants should be allowed to compete across a level playing field during the bidding process. Applying fair rules encourages good competition from eligible bidders.

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- **Transparency.** The rules and procedures contained in the bidding documents should be clearly stated and should not be ambiguous. This principle helps avoid misinterpretation of the rules of the bidding process and avoid costly delays due to unnecessary dispute that could arise as a result of unclear or vague statements in the bid documents.
- **Fit-for-purpose:** This principle means tailoring the procurement approach and methodology to meet the project development objectives and outcomes, taking into account the context and the risk, value, and complexity of the procurement.
- **Integrity {Accountability & Ethical Standards}.** This principle refers to the use of funds, resources, assets, and authority according to the intended purposes and in a manner, that is well informed, aligned with the public interest, and aligned with broader principles of good governance. Procurement should be credible and should be enforced in a manner that would help deter collusion and corruption.

**4.2.2 Procurement Implementation Cycle**



**Figure 13 :- Summary of the procurement process**

### 4.2.3. Procurement Planning



Experience has shown that procurement is the most critical activity of the Project implementation. Delays in procurement are the major cause of project execution delays and even project failures. There is therefore the need for effective time management in handling Procurement activities.

191. In order to facilitate the execution of the project preparation, a new Project Procurement Strategy for Development (PPSD) and Procurement Plan covering the first 18 months of the project has been developed by the NPCU in conjunction with SPIUs, and this will be duly followed in the implementation of the project. This plan sets forth, among others:

1. particular contracts for the goods, works, and/or services required to carry out the project during the initial period of at least 18 months;
2. proposed methods for procurement of such contracts that are permitted under the Loan Agreement, and
3. related Bank review procedures.

192. To reflect the actual project implementation needs and improvements in institutional capacity, the Procurement Plan will be updated at least annually or as needed throughout the duration of the project and shall be implemented in the manner approved by the Bank. Each update of the Procurement Plan requires a “no objection” of the World Bank.

193. It is envisaged that about 90 percent of all procurements will be carried out by the participating States through either a community-driven development (CDD) or the traditional procurement approach. The project will therefore provide support for the following measures as part of mitigation to address the identified procurement capacity challenges within the CDD:

- Conduct training on the New Procurement Framework before project effectiveness
- Conduct training on Contract Management within 3 months after Project effectiveness
- Conduct general training on Procurement filing system before project effectiveness and

assess level of compliance during Implementation Support Missions

- Conduct Training on the use of STEP and ensure follow-up support through regular interactions

194. Also, the project will discourage arbitrary redeployment of procurement officers assigned to project and ensure that any procurement officer cleared to work on the project still has a minimum of 5 years to still spend in service

195. The Procurement officer would carry out its functions in accordance with the steps and procedures outlined below.

#### **Step 1 - Preparation of the Procurement Plan**

196. The procurement plan is the most important part of the process since it enables those concerned to clearly layout the timetable for the various steps and ensures efficient deployment of resources to efficiently carry out the required procurement tasks during implementation. Therefore, it is essential that the plan is prepared adequately and completed on time. The procurement plan is also an important part of the procurement process for the following reasons:

- Funding for procurement is unlikely to be sufficient to meet all requirements, and scarce budget resources must be used only for agreed activities;
- Effective planning allows requirements to be aggregated into larger packages at lower unit costs, rather than procuring similar items in smaller packages that often turns out to be uneconomical;
- Having publicly available procurement plans allows the stakeholders to respond more effectively to the requirements and specifications of procurement packages and help to make financial planning more effective; and
- A well-prepared procurement plans is an important tool of the implementation process by ensuring more timely delivery of goods or services.

#### **4.2.3.1 General Procedures Steps:**

##### **197. Step 1 – Preparation of the Procurement Plan**

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**Step 1 – Preparation of the Procurement Plan**

The preparation of the procurement plan should begin when the 1<sup>st</sup> draft work plans is prepared by the relevant technical group on or about the 2<sup>nd</sup> half of August of the previous year. This is necessary in order to allow sufficient time for a realistic and accurately costed plan to be made available to all concerned. The Procurement Officers both at the federal and state level should closely collaborate with the Bank Procurement Specialist to ensure that the procurement timetable is realistic. Using the proposed list of activities in the draft work plans, NPCU/SPIUs Procurement officers would compile the following data and information:

- The items to be procured (separately for goods, works and services, estimated quantity and identification of source, etc.);
- The date when the services, goods or works would be required (a month, a year);
- The identification of individuals that would be involved in the procurement process, at what level and the area of responsibility;
- The best procurement method that should be used;
- The expected start of the procurement process based on the proposed completion date of the activity so that the time to process the procurement step can be determined; and
- The manner in which the goods would be transported, stored and how other logistics would be managed.

The above information should be systematically collected, compiled and presented in the same way as the procurement plan shown in Annex 11.

**198. Step 2 – Submission of the Procurement Plan**

**Step 2 – Submission of the Procurement Plan for Review**

After compiling the information mentioned above, the following activities will be effected:

- (a) Participating states SPIUs will submit the Draft procurement plan to the National Project Coordinator (NPC) around the middle of September.
- (b) NPC will forward the Plan the relevant to the technical group,
- (c) The technical group, supported by a procurement consultant, shall review the procurement plan to determine consistency with the proposed activities in the work plans
- (d) The reviewed procurement plan will be submitted to the World Bank for necessary clearance.

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- (e) Approved procurement plan by the World Bank would then be transmitted to the National Project Coordination Unit (NPCU) for necessary communication to SPIUs and implementation by the relevant bodies.

After receipt of World Bank's clearance, any further changes recommended by NPCU/SPIU, would be communicated to the World Bank before the procurement plan is implemented.

**199. Step 3 – Publication of the Procurement Plan**

**Step 3 – Publication of the Procurement Plan**

The first agreed procurement plan should be posted by NPCU/SPIU on the World Bank's public website after the World Bank's Board approval of the project. Thereafter, the plan should be updated annually or when revisions are made. The procedures for posting are as follows:

The procurement plan must be in Microsoft Excel or PDF Format (documents prepared in Excel may be converted to PDF). In order to maintain the confidentiality of the estimated value of each contract, the Estimated Costs *must be deleted* from the procurement plan before it is submitted for publication.

- (a) go to <http://imagebank.worldbank.org/>
- (b) Click on "submit a document" on the left navigation panel
- (c) Click on "submission form"
- (d) login using your passkey
- (e) Complete the short form: security (be sure to mark "Public"), language, the P0 number (operation ID), and attach the document.

The procurement plan would be displayed in the Bank's operation database along with the Operation Identification Document (OID), Operation Proposal (OP), and any environment and social safeguard documents related to the operation.

**200. Step 4– Preparation of the draft Bid Documents/Terms of Reference (TOR)**

**Step 4 – Preparation of the draft Bid Documents/Terms of Reference (TOR)**

The preparation of the bid documents (Goods) and/or terms of reference (consulting assignments) should commence immediately after the procurement plan is approved. Draft bid documents should be prepared for all contract packages that would be implemented in the upcoming financial year.

Terms of Reference (TORs) of the proposed assignments should be drafted by NPCU/SPIU in consultation with technical experts through the focal person of the relevant agency as soon as the procurement plan is approved.

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The draft TOR should provide a description of the objectives, scope of work, activities and/or tasks to be performed including the expected results and deliverables of the proposed consultancies. This is important in order to guide prospective consultants in understanding the context of the assignment and its correct execution.

A comprehensive TOR reduces the risk of unnecessary work, delays, and additional expenses caused by challenges or complaints brought by ambiguities in the terms of the assignment. A sample TOR outline and a description of the contents of its various sections are presented in Annex 14

The draft TORs should be finalized at least six (6) months before the expected commencement of an assignment (it is extremely useful to advise the Focal persons to provide as much information as possible regarding the assignment when the procurement plan is being prepared). Once finalized, the draft TOR should be sent to the World Bank for clearance. After receipt of World Bank clearance, the EOI should be publicized, using the same announcement procedures described in Step 3 above, to establish a long list of prospective candidates.

During the announcement period, NPCU/SPIU should also take some efforts to approach and distribute copies of the TOR to known prospective candidates. CV's and bio data of consultants who have been engaged in similar assignments in the past should also be compiled at this time

#### **4.2.4. Procurement Implementation Arrangements.**

201. The AGILE Project will be implemented by the relevant departments at FME supported by NPCU and SME /SUBEB departments in the seven participating states of Kaduna, Kano, Kebbi, Katsina, Ekiti, Plateau and Borno supported by their respective SPIUs.

##### **A. Federal Level Arrangement**

202. The NPCU will coordinate procurement at the Federal level. Therefore, each participating Federal MDA will prepare its work plan as part of the annual joint work programming process and submit it to the NPCU (which facilitates multi-sector dialogue to avoid duplications). The NPCU will in turn collate the work plans and prepare one unified procurement plan which will include all procurement activities required by each Federal MDA. The procurement unit of the NPCU will collaborate with the technical experts of MDAs handling the bidding process in an effective, efficient and transparent manner to ensure

value for money and multi-sector coordination. At NPCU, there will be a qualified and experienced **Procurement Specialist** who is a staff of the FME.

203. The NPCU will also recruit a **Procurement Consultant** for implementation and coordination of the procurement activities of the NPCU and all the State PIUs. The Consultancy contract will support the procurement implementation of the NPCU and SPIUs. The TOR of the Procurement Consultancy will include the following activities:

- i) Prepare draft documents/RFPs for NPCU and adoption by all SPIUs.
- ii) Prepare and circulate to all SPIUs specifications for common items to be procured.
- iii) Guiding NPCU and all SPIUs in preparing evaluations, TORs, etc.
- iv) Review all documents prepared by NPCU and SPIUs for quality assurance for post review packages and also for prior review packages before they are submitted to the WB.
- v) Organize hand-holding training for procurement staff of NPCU and SPIUs.
- vi) Review the procurement implementation of NPCU and all the SPIUs to ensure compliance with approved guidelines and procedures.

#### **B. State and Sub-State Level Procurement Arrangement**

204. The Project activities involves a large number of small procurement transactions in terms of shopping, minor works and consultancy services at the state and community level. Accordingly, a large volume of procurement will be carried out through the use of CDD. In carrying out these project activities, the following preliminary procurement implementation exercises shall be conducted:

- All the Procurement Officers that will support the Implementing Agencies will undergo clearance by the Bank.
- The Procurement Officers be will assessed to possess the requisite academic and procurement professional experience.
- The procurement officers will be provided with enhanced capacity development on procurement, throughout the duration of the project implementation.
- All implementing units will ensure the availability of sufficient and adequately qualified

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procurement staff to implement the project.

- An experienced procurement consultant will be engaged to provide necessary procurement support to the implementing agencies within the first year of project implementation, and also build the capacity of the procurement officers and other members of the NPCU and SPIU on the new Procurement Regulations, the use of STEP.

205. Each State also undergoes a multi-sector joint work programming process facilitated by the SPIU, ultimately resulting in one unified procurement plan from the SPIU. The State MDA will submit its work plan to the SPIU who will prepare one procurement plan for the State.

206. The bidding processes will be handled by the procurement units of the NPCU/SPIU. However, the technical experts of the user department or of the participating State MDAs shall be required to submit such technical specification where necessary.

207. Though procurement will be decentralized as stated above, the NPCU (supported by the procurement consultant) will closely support the SPIU's procurement implementation in the following areas:

- i) Preparation of draft standard bidding documents compliant with WB procurement guidelines for common goods or works bidding document and request for proposals (RFP) for adoption by the states.
- ii) Sharing of design, drawings and specifications with the SPIU for guidance.
- iii) The NPCU procurement consultant will visit the State PIUs during bidding processes and provide quality assurance on the documents for both post and prior review packages.
- iv) Conduct a review of the SPIU procurement system to ensure compliance with procurement policies, procedures and proper documentation ahead of the WB's post-procurement review mission.

208. To mitigate the risks of abuses, the NPCU and SPIUs will ensure close monitoring of CDD activities and also encourage all the stakeholders, including beneficiaries and or citizens,

to freely report abnormalities or concerns during project implementation, through a dedicated line of communication.

#### **4.2.5. Procurement Categories.**

209. The various procurement activities in the project under different expenditure categories are described in general below:

##### **I. Procurement of Works:**

210. Procurement of works is not envisaged at Federal level; however, there will be procurement of small works at the state level in form of small school works, like maintenance of school compound, construction of new class rooms, rehabilitation and refurbishment of class rooms, etc. Procurement of these small works will be carried out using either ICB, NCB or National Shopping procedures, depending on the contact value threshold, as itemised on table 19.

##### **II. Procurement of Goods:**

211. Goods procured under the project would include:

- vehicles,
- office equipment and supplies,
- office furniture,
- classroom furniture,
- computers and accessories,
- installation, transport, maintenance or similar obligations related to the supply of the goods if their value does not exceed that of the goods themselves.

212. Procurement of Goods will be carried out using the Bank's SPD for all ICB. The National SBD already developed and in use at the Federal level will be adapted by the States and be used for NCB. Procurement for readily available off-the-shelf goods that cannot be *grouped, or standard specification* commodities for individual contracts of less than US\$100,000 equivalent, may be procured under Request for Quotation procedures as detailed in paragraph 6.7 of the "Procurement Regulations for IPF Borrowers" (July 2016, revised in November 2017 and August 2018). The procurement procedures and SBDs to be used for

each procurement method, as well as model contracts for works and goods procured, are presented in this implementation Manual.

### **III. Procurement of Information Technology:**

213. Procurement of information technology system under the project will include establishing a comprehensive secondary Education Management Information System (EMIS) to collect data on an annual basis for planning and decision making and Procurement of ICT & Office Related equipment and Teaching aids for the use of Schools and the Implementation Agencies. These items will be procured using the Bank's SPD for Procurement of Information Systems – single stage, since the use of off-the-shelf application software packages with appropriate configuration is being envisaged.

### **IV. Selection of Consultants:**

214. Consultancy services that will be provided under the project includes the following activities: engineering services, software development, studies, staff audit and verification, service-wide data collection, development of service data standards for public service, development of standard documents, etc. Firms and individuals will be selected using Requests for Expressions of Interest, short lists of consultants and the World Bank Procurement Regulations for IPF Borrowers (July 2016, revised in November 2017 and August 2018).

215. Short lists of consultants for services shall be in accordance with the provisions of paragraph 7.16 – 7.19 of the Procurement Regulations. All terms of reference (ToR) for consultancies shall be submitted to IDA for clearance.

### **V. Operating Costs:**

216. The operating costs shall include staff travel expenditures and other travel related allowances with prior clearance from IDA; equipment rental and maintenance; vehicle operation, maintenance and repair; office rental and maintenance, materials and supplies; utilities and *communication expenses; and bank charges*. Operating Costs financed by the

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project will be procured using the federal and individual State’s administrative procedures that are acceptable to the Bank.

**VI. Training, Capacity Building and Workshops:**

217. Support will be provided for activities which will be geared towards building capacity and improving management and staff skills within the NPCU, SPIUs and relevant Implementing Agencies. Intensive workshops will be held for the project actors, NGOs and key stakeholders on the importance and likely impact of Girls education and related topics.

218. All training and workshops will be carried out on the basis of the Annual Work Plan and Budget which would have been approved by the WB on a yearly basis, and which will amongst others identify:

- (i) the training and workshops required,
- (ii) the personnel to be trained,
- (iii) the institutions which will conduct the training,
- (iv) the duration of the proposed training.
- (v) the course content,
- (vi) justification for the training,
- (vii) the estimated cost, etc.

219. Specifically, below are some of the procurement activities under the different categories within the project components, at the Federal (NPCU) and States (SPIUs) levels.

**Table 23 : Some of the Procurement Activities at the States and NPCU**

No.	Procurement Activity	Category	Responsible Entity
<b>Component 1</b>			
1	Construction of <b>JSS</b> Classrooms at Local Government Areas (with toilet facilities, fencing and Multipurpose hall)	Works	SPIU, CPMC
2	Construction of <b>SSS</b> Classrooms at Local Government Areas (with Toilet Facilities and Computer rooms, laboratories )	Works	SPIU, SME

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No.	Procurement Activity	Category	Responsible Entity
3	Procurement of Classroom Furniture for Schools	Goods	SPIU, CPMC
4	Procurement of ICT equipment and Teaching aids for Schools	Goods	SPIU
5	Engagement of Consultancy Firm on Capacity building Training of CPMC on Construction Management	Consulting Services	SPIU
6	Engagement of Consultancy Firm on Capacity building Training of CPMC on ES Management	Consulting Services	SPIU
7	Engagement of Consultant to develop training Manuals	Consulting Services	SPIU
8	Rehabilitation and Refurbishment of existing schools across all Local Government Areas	Works	SPIU
9	Engagement of Consultancy Firm for Verification and Training of SBMC	Consulting Services	SPIU
10	Engagement of Consultancy Firm on the Continuous Professional Development of School teachers in Participating LGAs	Consulting Services	SPIU
11	Consultancy Services for the preparation of site-specific Environmental and Social Management Plans	Consulting Services	SPIU
<b>Component 2</b>			
12	Engagement of Consultancy Firm for the registration of Primary 6 and JSS 3 female Students	Consulting Services	SPIU
13	Engagement of a Financial Service Provider (FSP) for School grant disbursement process	Consulting Services	SPIU
14	Engagement of Consultancy Firm for Monitoring of School grant Disbursement process	Consulting Services	SPIU
15	Engagement of Communication & Behavioural change Consultant to develop National Advocacy and Communication Plan	Consulting Services	NPCU
16	Engagement of NGO/CSO to support and facilitate community engagement sessions with community leaders	Consulting Services	SPIU
17	Engagement of Consultancy Firm for Impact Evaluation & Data Collection on Life Skills and Digital Literacy Skills	Consulting Services	NPCU
18	Engagement of NGO/CSO to support the design & delivery of training of Students on Life Skills	Consulting Services	SPIU
19	Engagement of Consultancy Firm/CSO to support the design & Implementation of Digital Literacy Skills	Consulting Services	SPIU
20	Engagement of Consultancy Firm/ CSO on “The Whole School Approach” to prevent violence in Schools	Consulting Services	NPCU, SPIU
<b>Component 3</b>			

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No.	Procurement Activity	Category	Responsible Entity
21	Procurement of Office Furniture & Equipment to Support Implementation Agencies	Goods	SPIU
22	Procurement of Computers & Office Related Equipment to Support Implementation Agencies	Goods	SPIU
23	Procurement of Operational Vehicles to Support Implementation Agencies	Goods	SPIU
24	Engagement of a Recruitment Firm to hire required Technical Specialists (M & E, GBV, E & S at federal states and Local Levels, etc.)	Consulting Services	NPCU
25	Engagement of Consultancy Firm to design and develop the EMIS & Impact Evaluation System	Consulting Services	NPCU

#### 4.2.6. Procurement Methods

220. The procurement methods that would be adopted by the NPCU/SPIUs Procurement Specialist to procure the various categorised items under the project are the following:

❖ **Goods, Works and Non-Consulting Services**

221. Under these categories, the procurement methods available are briefly described below:

- (i) Request for Bids (RFB);
- (ii) Request for Quotations (RFQ);
- (iii) Direct Selection (DIR);

**Table 24: Approved Selection Methods: Goods, Works, and Non-consulting Services**

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Approved selection methods

Goods, Works, and Non-consulting Services	Market approach options												
	Open	Limited	Direct	Inter-national	National	PQ	IS	Single-stage	Multi-stage	BAFO	Negotiation	Rated criteria	
<b>Approved selection methods and arrangements</b>													
<b>Selection methods</b>													
<b>Request for Proposals</b>	✓	✓	x	✓	✓	x	normally	✓	✓	✓	✓*	normally	
<b>Request for Bids</b>	✓	✓	x	✓	✓	optional	x	✓	x	✓	✓*	not normally	
<b>Request for Quotations</b>	✓	✓	x	✓	✓	x	x	✓	x	x	x	x	
<b>Direct Selection</b>	x	x	✓	x	x	x	x	✓	x	x	✓	x	
<b>Selection arrangements</b>													
<b>Competitive Dialogue</b>	✓	✓	x	✓	✓	x	required	x	✓	x	x	✓	
<b>Public-Private Partnerships</b>	✓	✓	✓	✓	✓	✓	x	✓	✓	✓	✓	✓	
<b>Commercial Practices</b>	As per acceptable commercial procurement practices												
<b>UN Agencies</b>	As per Paragraphs 6.47 and 6.48												
<b>E-Auctions</b>	✓	✓	x	✓	✓	✓	x	✓	x	x	x	x	
<b>Imports</b>	✓	✓	x	✓	x	x	x	✓	x	✓	x	x	
<b>Commodities</b>	✓	✓	x	✓	✓	✓	x	✓	x	x	x	x	
<b>Community-driven Development</b>	✓	✓	✓	x	✓	x	x	✓	x	x	x	x	
<b>Force Accounts</b>	x	x	✓	x	✓	x	x	x	x	x	x	x	

✓ This market approach option is available  
 x This market approach option is not available  
 PQ = Prequalification  
 IS = Initial Selection  
 \* This refers to negotiations after a competitive process as per Paragraphs 6.34 to 6.36

**I. Request for Bids**

222. Each contract for Goods, IT and Non-Consulting Services estimated to cost between US \$100,000 and US \$5 million shall be procured through Request for Bids (Open National) and shall be advertised in at least one national daily newspaper of wide circulation.

223. Each contract for Works, estimated to cost between US\$ 200,000 and US\$ 20 million shall be procured through Request for Bids (Open National) and shall be advertised in at least one national daily newspaper of wide circulation.

**II. Request for Quotations**

224. Procurement for readily available off-the-shelf goods that cannot be grouped or standard specification commodities for individual contracts of less than US \$100,000 (for Goods/IT/Non-Consulting Services) and less than US\$ 200,000 for Works shall be procured

under Shopping procedures as detailed in paragraph 6.7 of the "Procurement Regulations for IPF Borrowers" July 2016, Revised November 2017 and August 2018

225. To ensure that these limits are observed, each quarterly progress report of the project would include a table setting out the number and value (in US\$ equivalent) of contracts issued through, Request for Quotations and Request for Bids during the quarter as well as the cumulative total value (in US\$ equivalent) of contract under each of these two procedures from the date of the commencement of the project.

### **III. Direct Contracting (single source)**

226. Direct contracting without competition may be used under the following circumstances:-

- (a) an existing contract, including a contract not originally financed by the Bank, for Goods, Works, or Non-consulting Services, awarded in accordance with procedures acceptable to the Bank, may be extended for additional Goods, Works, or Non-consulting Services of a similar nature, if:
  - ✓ it is properly justified;
  - ✓ no advantage could be obtained through competition; and
  - ✓ the prices on the extended contract are reasonable;
- (b) . there is a justifiable requirement to re-engage a firm that has previously completed a contract, within the last 12 months, with the Borrower to perform a similar type of contract. The justification shall show that:
  - ✓ the firm performed satisfactorily in the previous contract;
  - ✓ no advantage may be obtained by competition; and
  - ✓ the prices for the direct contracting are reasonable;
- (c) the procurement is of both very low value and low risk, as agreed in the Procurement Plan;
- (d) the case is exceptional, for example, in response to Emergency Situations;
- (e) standardization of Goods that need to be compatible with existing Goods may justify additional purchases from the original firm, if the advantages and disadvantages of

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another brand or source of equipment have been considered on grounds acceptable to the Bank;

- (f) the required equipment is proprietary and obtainable from only one source;
- (g) the procurement of certain Goods from a particular firm is essential to achieve the required performance or functional guarantee of an equipment, Plant, or facility;
- (h) the Goods, Works, or Non-consulting Services provided in the Borrower's country by an SOE, university, research centre or institution of the Borrower's country are of a unique and exceptional nature in accordance with Paragraph 3.23 c.; or
- (i) direct selection of UN Agencies in accordance with Paragraphs 6.47 and 6.48.

227. In all instances of direct selection, the Borrower shall ensure that:

- i. the prices are reasonable and consistent with the market rates for items of a similar nature; and
- ii. the required Goods, Works, or Non-consulting Services are not split into smaller-sized procurement to avoid competitive processes.

228. Where micro-projects are located in remote areas, where neither RFB nor RFQ is practicable, the Procurement Officer or Procurement Consultant may permit the purchase of goods or materials through direct contracting after justifications are recorded in the micro-project files and approved by the SPC.

229. Direct contracting of civil works will be permissible in similar circumstances and justifications, where contracts are estimated to cost US\$5,000 or less, up to an annual amount of US\$50,000 and goods of less than US\$2,500 per contract and up to an annual amount of US\$25,000.

#### **4.2.6.2**

##### **4.2.6.1 Participation in bidding**

230. Government-owned enterprises in Nigeria shall be eligible to participate in bidding only if they can establish that they are legally and financially autonomous, operate under commercial law, and are not a dependent agency of the Government of Nigeria.

231. Foreign bidders shall be eligible to participate under the same conditions as local bidders. In particular, no preference over foreign bidders should be granted to local bidders

in bid evaluation.

#### **4.2.6.2 Advertising time for bid preparation**

232. Invitations to bid should be advertised in at least one (1) national newspaper of wide circulation, and prospective bidders should be allowed a minimum of thirty (30) days between the date on which the notification appears for the first time and the deadline for bid submission for procurement of goods and works under the National Competitive procurement. With the specific approval of the Bank, this minimum period of 30 days may be reduced to a minimum period of 10 days in the case of emergency operations.

233. In case of Consultancy services, the minimum number of days allowed for the consultants to submit expression of interest should be fourteen (14) days.

#### **4.2.6.3 Qualification criteria and evaluation criteria**

234. Qualification criteria shall be clearly specified in the bidding documents, and *only* criteria so specified, should be used to determine whether a bidder is qualified. Bids of bidders not meeting such criteria should be rejected as non-qualified. The fact that a bidder meets or surpasses the specified qualification criteria should not be taken into account in the evaluation of such bidder's bid.

235. Evaluation criteria shall be clearly specified in the bidding documents, and all evaluation criteria other than price should be quantified in monetary terms. All evaluation criteria so specified, should be used in bid evaluation. Merit points should not be used in bid evaluation.

#### **4.2.6.4 Bid submission**

236. Bids shall be submitted in sealed envelopes and should be accepted whether mailed or hand-carried.

#### **4.2.6.5 Bid opening**

237. Bids shall be opened in the presence of bidders who wish to attend, and immediately after the deadline for bid submission. Said deadline, and the place of bid opening, should be announced in the invitation to bid. The name of each bidder, and the amount of his bid, should be read aloud and recorded when opened in the minutes of bid opening. The minutes of bid opening should be signed by the members of the bid opening committee immediately after

bid opening.

238. Bids received after the deadline for bid submission shall be returned to the bidders unopened.

#### **4.2.6.6 Bid evaluation and award of contracts**

239. A bid containing material deviations from or reservations to the terms, conditions and specifications of the bidding documents should be rejected as not substantially responsive. A bidder shall not be permitted to withdraw material deviations or reservations once bids have been opened.

240. The bid evaluation shall be carried out in strict adherence to the criteria specified in the bidding documents, and the contract should be awarded to the qualified bidder offering the lowest evaluated and substantially responsive bid.

241. A bidder shall not be required, as a condition for award, to undertake obligations not specified in the bidding documents or otherwise to modify his bid as originally submitted.

#### **4.2.6.7 Standstill Period**

242. To give Bidders/Proposers/Consultants time to examine the Notification of Intention to Award and to assess whether it is appropriate to submit a complaint, a Standstill Period shall apply, except in the situations described in Paragraph 5.80 of the Procurement Regulations.

243. Transmission of NPCU/SPIU's Notification of Intention to Award, (or in the case of a Framework Agreement (FA), notification of intention to conclude the FA), begins the Standstill Period. The Standstill Period shall last ten (10) Business Days after such transmission date, unless otherwise extended. The contract shall not be awarded either before or during the Standstill Period.

244. Without prejudice to other parts of the procurement regulations, there shall not be a requirement for a Standstill Period in the following situations: a. only one Bid/Proposal was submitted in an open competitive process;

- a. direct selection;
- b. call-off process among firms holding FAs; and
- c. Emergency Situations recognized by the Bank.

#### **4.2.6.8 Debriefing:**

245. NPCU/SPIU shall be required to provide a debriefing to all unsuccessful Bidders/Proposers/ Consultants. Where a request for debriefing is received within the deadline, NPCU/SPIU is required to provide a debriefing within five (5) Business Days, unless NPCU/SPIU decides, for justifiable reasons, to provide the debriefing outside this timeframe. In that case, the Standstill Period shall automatically be extended until five (5) Business Days after such debriefing is provided. If more than one debriefing is so delayed, the Standstill Period shall not end earlier than five (5) Business Days after the last debriefing takes place.

246. NPCU/SPIU shall promptly inform, by the quickest means available, all Bidders/Proposers/Consultants of the extended Standstill Period. For contracts subject to prior review, NPCU/SPIU shall simultaneously send the information on the extended Standstill Period to the Bank.

#### **4.2.6.9 Conclusion of the Standstill Period and Contract Award**

247. At the end of the Standstill Period, if NPCU/SPIU has not received any complaint from an unsuccessful Bidder/Proposer/Consultant, NPCU/SPIU shall proceed to award the contract in accordance with its decision to award, as previously communicated through the Notification of Intention to Award.

248. For contracts subject to prior review, when no complaints are received by NPCU/SPIU within the Standstill Period, NPCU/SPIU shall proceed to award the contract in accordance with the award recommendation that had previously received the Bank's no objection. NPCU/SPIU shall inform the Bank within three (3) Business Days of such award.

249. NPCU/SPIU shall transmit the notification of award to the successful Bidder/Proposer/ Consultant, or in the case of a Framework Agreement, notification to conclude the Framework Agreement with the selected Bidders/Proposers/Consultants, along with other documents as specified in the request for bids/request for proposals document for the contract.

250. If NPCU/SPIU **does** receive a complaint from an unsuccessful Bidder/Proposer/Consultant within the Standstill Period, NPCU/SPIU shall not proceed with

the contract award (or conclusion of a FA), until the complaint has been addressed. For contracts subject to prior review by the Bank, NPCU/SPIU shall not proceed with contract award without receiving the Bank's confirmation of satisfactory resolution of complaint.

#### **4.2.6.10 Contract Award Notice**

251. For all contracts, whether subject to the Bank's prior review or post review, NPCU/SPIU shall publish a public notice of award of contract (Contract Award Notice) within 10 (ten) Business Days from the Notification of Contract Award to the successful Bidder/Proposer/Consultant. The Contract Award Notice shall include, at a minimum, the following information as relevant and applicable for each selection method:

- a. name and address of NPCU/SPIU undertaking the procurement, and if different, the contracting agency;
- b. name and reference number of the contract being awarded, and the selection method used;
- c. names of all Bidders/Proposers/Consultants that submitted Bids/Proposals, and their Bid/Proposal prices as read out at Bid/Proposal opening, and as evaluated;
- d. names of all Bidders/Proposers/Consultants whose Bids/Proposals were rejected either as nonresponsive or as not meeting qualification criteria, or were not evaluated, with the reasons therefor; and
- e. the name of the successful Bidder/Proposer/Consultant, the final total contract price, the contract duration and a summary of its scope.

#### **❖ Consulting Services**

252. Under these categories, the procurement methods available are briefly described below:
- (i) Quality and Cost Based Selection (QCBS);
  - (ii) Quality Based Selection (QBS);
  - (iii) Least Cost Selection (LCS);
  - (iv) Selection Based on Consultants Qualifications (CQS)
  - (v) Direct Selection (DIR)

**Table 25: Approved Selection Methods: Consulting Services**

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**Approved selection methods**

<i>Consulting Services</i>	<i>Market approach options</i>					
<i>Approved selection methods and arrangements</i>	Open	Limited	Direct	Inter-national	National	Shortlist
<b>Selection methods</b>						
Quality Cost Based Selection	✓	x	x	✓	✓	✓
Fixed Budget Based Selection	✓	x	x	✓	✓	✓
Least Cost Based Selection	✓	x	x	✓	✓	✓
Quality Based Selection	✓	x	x	✓	✓	✓
Consultant's Qualification Based Selection	✓	✓	x	✓	✓	x
Direct Selection	x	x	✓	x	x	x
<b>Selection Arrangements</b>						
Commercial Practices	<i>As per acceptable commercial procurement practices</i>					
UN Agencies	<i>As per Paragraphs 7.27 and 7.28 of the regulations</i>					
Non Profit Organizations (such as NGOs)	✓	✓	✓	✓	✓	✓
Banks	✓	✓	✓	✓	✓	✓
Procurement Agents	✓	✓	✓	✓	✓	✓
<b>Selection Methods for Individual Consultants</b>						
Selection of Individual Consultants	✓	✓	✓	x	x	x

✓ This market approach option is available  
 X This market approach option is not available

#### **4.2.6.11 Appointment of Consultants**

253. Consultants shall be selected using Request for Expressions of Interest, short-list and the Bank's Standard Request for Proposal, where required by the Procurement Regulations. Short lists of consultants for services estimated to cost less than \$300,000 equivalent (or \$500,000 equivalent for Engineering and Construction Supervision) per contract may be composed entirely of national consultants in accordance with the provisions of paragraph 7.25 of the "Procurement Regulations for IPF Borrowers" July 2016, Revised November 2017 and August 2018. Consultant Services requiring hiring of Research Institutes and Universities, and individuals from these entities, public training institutions and NGOs, to carry out various studies, data collection, training and monitoring and evaluation will be selected in accordance with paragraph 3.21 through 3.23 and section VII of the "Procurement Regulations for IPF Borrowers" July 2016, Revised November 2017 and August 2018.

254. The following are the applicable selection methods for Consulting services under the Project:

- (a) Quality Cost Based Selection (QCBS);
- (b) Least Cost Based Selection (LCS);

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(c) Consultant's Qualifications Based Selection (CQS); and,

(d) Direct Selection

255. All consultancy assignments estimated to cost US\$300,000 (or \$500,000 for Engineering and Construction Supervision) or more shall be procured through QCBS and shall be advertised in Development Business and in at least one national newspaper. In addition, the scope of the service will be advertised in an international newspaper or magazine seeking "expressions of interest".

256. In the case of assignments estimated to cost less than US\$300,000 (or \$500,000 for Engineering and Construction Supervision) the assignment may be advertised nationally and the shortlist may be made up entirely of national consultants, provided that at least three qualified national firms are available in the country and foreign consultants who wish to participate are not excluded from consideration.

257. Consultant services estimated to cost less than the equivalent of US\$200,000 may be contracted by comparing the qualifications of individual consultants who have expressed interest in the job or who have been identified. All consulting services of individual consultants will be procured under individual contracts in accordance with the provisions of paragraphs 7.34 to 7.35 of the Procurement Regulations

258. In the case of consulting assignments, members of the evaluation committee would not be allowed to have any communication with shortlisted firms from the date of their appointment to the date on which the contract is awarded. The evaluation committee would submit its report and recommendation to the designated decision-making authority for review and transmission to the World Bank for no-objection if the contract is subject to its prior review, or for review and award for contracts subject to post review.

259. **Procurement Review.**

To ensure that funds are used only for the purpose for which they were granted, the Bank will provide the necessary implementation support and oversight. This support includes providing training and advice to the NPCU and SPIUs while Oversight includes conducting reviews of

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procurement activities, as appropriate. As specifies in the Procurement Plan, a review can be either:

1. prior review: before the procurement activity takes place; or
2. post reviews: after the procurement activity has been completed.

The purpose of the review is to determine whether, or not the procurement activities are/were in accordance with the financing agreement. The Bank requires mandatory prior review where the value of the procurement is above a certain threshold. These thresholds are detailed in the table below:

**Table 26 : Threshold for Procurement Methods and Prior Review**

No	Expenditure Category	Contract Value Threshold (US\$ '000)	Procurement Method	Contracts Subjects to Prior Review (US\$ '000)
1.	<b>Works</b>	20,000 or more	ICB	All Contracts
		Below 20,000 but more than 200	NCB	Above 10,000
		200 or less	RfQ or National Shopping	None
2.	<b>Goods, IT System, and Non-Consulting Services</b>	5,000 or more	ICB	All Contracts
		Less than 5,000 but more than 100	NCB	Above 10,000
		100 or less	NCB	None
3.	<b>Consultants (Firms)</b>			
	▪ <b>Consulting Services</b>	Less than 300	Shortlist of National Consultants	None
	▪ <b>Engineering Services</b>	500 or less	Shortlist of National Consultants	None
4.	<b>Consulting Services (Individuals)</b>	100 or more	IC	All
		Less than 100	IC	None

260. For procurements subject to prior review, the following will be checked:

1. draft procurement notices before they are published;
2. draft procurement documents before they are issued;
3. results of the evaluation of Bids/Proposals before they are announced;
4. draft responses to procurement-related complaints before they are issued;
5. draft contracts before they are signed.

#### **261. Procurement Post Review.**

Most procurement activities at FME and at participating States' level are below prior review threshold and as such, will be subject to the Bank's Procurement Post Reviews (PPR). In this regard, the NPCU and SPIUs will conduct the procurement process and the Bank, on a sample basis, reviews the process to determine whether the procurement arrangements has been conducted in accordance with the financing agreement. Specifically the following will be conducted on CDD executed component:

- NPCU will engage an independent consulting firm with appropriate review and monitoring skills and experience, using Quality and Cost Based Selection (QCBS) procedures, to conduct an on-going independent review of the project activities.
- The independent Consultant's report will be shared with the Bank Procurement Specialist on a regular basis who in turn will use the reported data to plan his post review program efficiently.
- Each SPIU will organize appropriate training on CDD contracting and monitoring before funds are released for approved sub-projects.
- Each SPIU will establish and maintain its own hot-line where beneficiaries and or citizens can report any abnormalities found and / or concerns during project implementation.

#### **4.2.7. Procurement Responsibilities**

262. The Procurement officers designated by NPCU/SPIU would be responsible and play a central role in the implementation of all procurement related activities. In this context, the Procurement officers would carry out their responsibilities in according to the agreed schedules, which include the following:

- Preparation of the procurement plan;
- Procurement of goods and services funded by the project in an effective manner using the most economic and efficient methods in accordance with the guidelines of this PIM and other relevant IDA instrument.
- Provide assistance to the relevant agencies in preparing specifications, drafting terms of reference (TORs), evaluating proposals and awarding of contracts;

- Contracting out management and supervision responsibilities to procurement consultants if and when required;
- Organizing Tender Evaluation Committees;
- Monitoring implementation of procurement contracts and regularly reporting on the progress of procurement actions that have been taken.
- Preparation of procurement reports; and
- Publicizing procurement announcements and contract decisions in public bulletin boards and other media.

#### **4.2.8 Brief Grievance and Redressal Procedures**

263. If consultants wish to raise issues or questions about the selection process, they may send to the Bank copies of their communications with NPCU/SPIU, or they may write to the Bank directly when NPCU/SPIU does not respond promptly or when the communication is a complaint against NPCU/SPIU. All such communications should be addressed to the Task Team Leader for the operation, with a copy to the Country Director for the country and to the Regional Procurement Manager.

264. If NPCU/SPIU receives complaints from consultants, it shall promptly respond to the complainant and copy the Bank. If as a result of the analysis of a complaint, or any other reason, NPCU/SPIU changes its contract award recommendation, the reasons for such decision and a revised evaluation report shall be submitted to the Bank for no objection.

265. Besides acknowledging receipt of communications, the Bank shall not enter into discussion or correspondence with any consultant during the selection and review process, until award of the contract is published.

#### **4.2.9 Debriefing by the Bank**

266. If after contract award, a consultant wishes to ascertain the grounds on which its proposal was not selected, it should address its request to NPCU/SPIU. If the consultant is not satisfied with the written explanation given and/or debriefing by NPCU/SPIU, and wishes to seek a

meeting with the Bank, it may address the Regional Procurement Manager for the country, who will arrange a meeting at the appropriate level and with the relevant staff. The purpose of such meeting is only to discuss the consultant's proposal, and neither to reverse the Bank's position that has been conveyed to NPCU/SPIU nor to discuss the proposals of competitors.

❖ **Implementation of Training Activities**

267. Implementation of training activities will be based on the agreed training plan of the operation. The training plan usually should include the budget for the proposed training for expenditures related to:

- (a) tuition/registration fees;
- (b) cost of transport, meals accommodation and other allowances;
- (c) rental of facilities; and
- (d) cost of production of training materials, etc.

268. In cases where bulk training is contracted to a firm or group of consultants and the training requires development and organization of customized training, the selection of the consultant should be included in the procurement plan for consulting services.

269. In general terms, the methods used for planning training would depend on the nature of the training activity. A sample training- planning template is shown in Annex 7. The planning process for training should comply with the following requirements:

- The training activity is included in the annual plan;
- The proposed timing and duration have been indicated;
- The beneficiaries have been identified;
- The objective of the training is specified and linked with the subprogram objectives;
- The cost has been properly estimated.

270. Training itself should be carried in the following manner:

- Individuals to undergo training acquire certificates, diplomas, etc.;

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- Large group of individuals to undergo in-house or external training;
- Stakeholders attending meetings/seminars/workshop/consultations;
- Individuals and/or groups to undergo local and overseas study tours.

**4.2.11. Project Training Policy**

- The operation would provide support for training courses and carryout development activities to enable staff to acquire specific skills, knowledge and capacity required to perform adequately in their current and future tasks.
- Training may include in-house and external courses, seminars, workshops, day release courses, study tours and conferences.
- In order to ensure effectiveness, training would be based on identified training needs included in the work program and procurement plan of the operation. Any other training needs arising during the course of the year due to operational deficiencies would only be considered after being reviewed by NPCU/SPIU and recommended to IDA for its no objection.

271. The following procedures should be followed when seeking funds for training from operation:

- (i) The beneficiary agency consultant or local support staff training cost would normally cover the full cost of studies and essential maintenance of the course of studies either locally or outside Nigeria;
- (ii) An approved course of study included in the annual work-plan of the agency should be directly relevant to the responsibilities and duties of the identified beneficiary and operational requirements of the operation as set out in the annual work-plan.
- (iii) Full time training especially outside Nigeria would be extremely expensive to the operation budget. It is, therefore, necessary that there is no automatic entitlement to such training and the Steering Committee would only consider such training for World Bank's approval after making a full assessment of its value relative to long- term capacity building requirements

of the department or agency concerned; and

- (iv) Long courses and general degree programs would only be considered on an exceptional basis.

#### 4.2.12 **Training Application Procedures**

272. Relevant civil servants and consultants engaged by the government under the Operation who wish to be trained should make an application through his/her head of the designated beneficiary agency. Applications should be approved by the Steering Committee and then forwarded to the World Bank for its no objection.

#### 4.2.13 **Training costs would normally cover:**

- (i) Tuition
  - (ii) Board and Lodging
  - (iii) Maintenance Allowance
  - (iv) Book Allowance
  - (v) Out of Pocket expenses
273. Project fund would pay for travel to and from the place of study locally or to any place outside Nigeria. In case of air travel, an economy air class ticket would be provided by the Project.

### 4.3. FINANCIAL MANAGEMENT AND DISBURSEMENT ARRANGEMENTS PROCEDURES

#### 4.3.1. Introduction:

This section of the implementation manual provides adequate guidance to those concerned with the financial management procedures under the this project, especially, those who would be carrying out financial responsibilities, in accordance with agreed fiduciary mechanisms satisfactory to both the government and the World Bank.

274. To facilitate effective implementation of AGILE project, the key implementers responsible for financial operations are required to refer to the following documents, if needed:

- The Financial Policies and Procedures for the Federal or State Ministry of Finance;
- The World Bank AGILE Operation Implementation Manual;
- The Financial Procedures Manual (FPM)
- Disbursements Guidelines for Investment Project Financing dated February 2017; and
- Financing Agreement.

#### 4.3.2 Financial Planning and Budgeting

275. Planning and Budgeting preparation will follow the Federal or State Governments procedures, as appropriate. Responsibility for establishing and maintaining acceptable FM arrangements will be handled by the existing Federal Project Financial Management Division (FPFMD) at the Federal level and the existing Project Financial Management Units (PFMUs) at the State levels while the federal (NPCU) and state level PIUs (SPIUs) will, amongst other things, be responsible for ensuring compliance with the FM requirements of the Government and the World Bank, as reflected and documented in this PIM and the Financial Procedures Manual (FPM).

276. The FPFMD and PFMUs are multi-donor and multi-project FM platforms, established at Federal level and in all States respectively through the joint efforts of the WB and the Government. These common FM platforms are presently involved in the implementation of a number of WB-assisted projects.

277. On an annual basis, the project accountants at NPCU and SPIUs respectively, in consultation with key members of these coordinating and implementing units will prepare the

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project work plan and submit to the Task Team Leader within two months to the beginning of the fiscal year. Based on the approved work plan the project procurement officer prepares the procurement plan and the project accountant will prepare the disbursement plan. Detailed procedures for planning and budgeting will be documented in the FPM.



The objectives of the project's financial management (FM) system is to:

- Ensure that funds are used only for their intended purposes in an efficient and economical way.
- Ensure that funds are properly managed and flow smoothly, adequately, regularly and predictably in order to meet the objectives of the project.
- Enable the preparation of accurate, reliable and timely financial reports.
- Enable project management to monitor the efficient implementation of the project
- Safeguard the project assets and resources

278. Furthermore, the following are necessary features of a strong financial management system:

- FPMU and SPMUs should have an adequate number and mix of skilled and experienced staff.
- The internal control system should ensure the conduct of an orderly and efficient payment and procurement process, and proper recording and safeguarding of assets and resources.
- The accounting system should support the project's requests for funding and meet its reporting obligations to IDA and other financiers.
- The system should be capable of providing financial data to measure performance when linked to the output of the project.
- An independent, qualified external auditor on TOR acceptable to IDA should be appointed to review the Project's financial statements and internal controls

### **4.3.3 Financial Disbursement Arrangement**

279. FM arrangement for this project will be the responsibility of NPCU and SPIUs in conjunction with FPFMD and PFMUs .The prepared annual budget will be submitted to the World Bank at least two months before the beginning of the project fiscal year. Disbursement for all categories of expenditure will follow standard Bank procedures. In this regard, the specific

banking arrangements to be followed are as shown below:

### **I. Federal Level**

280. Upon the Bank reviewing and clearing the CVs and credentials of relevant project officers, the NPCU will proceed to open the various project accounts with the Central Bank of Nigeria and submit Authorized Signatory Letters to the FMOF. Only the key project staff who have secured No Objection will be signatories to the project account.

281. The World Bank would disburse the funds through a US\$ designated account (DA) and one Naira Draw Down Account to which draw-downs from the DA will be credited for incurred eligible expenditures, maintaining balances on this account as close to zero as possible after payments. The two accounts would be opened with the Central Bank of Nigeria and managed by FME/FPFMD.

### **II. States Level**

282. Upon the Bank reviewing and clearing the CVs and credentials of relevant project officers, the NPCU will proceed to open the various project accounts with a reputable commercial bank at the state to submit Authorized Signatory Letters to the FMOF. Only the key project staff who have secured No Objection will be signatories to the project account

283. The World Bank would disburse the funds through a US\$ designated accounts (DAs) and one Naira Draw Down Account, for each DA, to which draw-downs from the DAs will be credited for incurred eligible expenditures, maintaining balances on this account as close to zero as possible after payments. The two types of accounts would be opened in reputable commercial banks acceptable to the World Bank and in consultation with the State Accountant General.

284. The initial advance to NPCU and each of the SPIUs shall be six months cash forecast of expenditures linked to the approved work plans. At least once in a month, each state will submit replenishment requests to IDA based on actual incurred eligible expenditures. Each request will be supported by Statement of Expenditure (SOE) requests to IDA either to replenish the Designated Account or to document incurred expenditures. Disbursements for incurred eligible expenditures will be on a need basis. Each request will be supported by SOE schedule for prior and post review expenditures while the original copies of supporting documents will be retained

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at the project offices for future review.

285. Any Government budget contributions will be directed through separate current accounts opened by PIUs (FME and SMEs) with commercial banks acceptable to the World Bank.

### III. Communities Level

286. A current Account in Naira will be opened in a commercial bank to which IDA will be deposited. All bank accounts will be reconciled with bank statements on quarterly basis.

287. Proposals submission for the Community sub-projects will include:

- i. a simple subproject plan complete with basic specifications and
- ii. budget plans indicating the financial requirements for the activities, including actions needed to complete subproject activities, their approximate cost and timing requirements at each stage.
- iii. Signatory Mandate:
  - Panel A: Project Coordinator (Main); Director SME/FME (Alternate)
  - Panel B: Head PFMU/FPFMD (Main); Project Accountant (Alternate)

288. On the approval of the proposal, disbursement will be done in three tranches (within 1-2 years) as follows:

<b>Disbursement Table</b>		
<b>Tranche</b>	<b>% Disbursement</b>	<b>Basis</b>
I	30	Approved subproject proposal cleared by SPIU and SPSC
II	50	Physical and financial progress report. Upon Verification of the achievement of stated milestone in SIP. Supporting documents for payments under the first tranche should be provided before release of this tranche. This would have been verified by the SPIU internal auditor
III	20	Physical and financial progress report. Upon final completion of the activities in the SIP. Supporting documents for payments of second tranche should be provided before release of this tranche

289. For proper accountability of this component, social accountability, public disclosure and complaints handling arrangements will be documented in the financing agreements of the

CPMCs and will be duly monitored. Accountability will also include the following

- (i) CPMCs will report project activities to communities in an open place and prepare simple accounts on a public board for members of the community to view;
- (ii) CPMCs will design of a simple complaints' mechanism by community members to the PIUs
- (iii) Routine, simple reports from the SPIUs to the CPMCs so they can compare their progress and performance with that of other communities.

290. Financial Management requirements for Community Eligibility include the following:

- i. Acceptable and approved Community Development Plan
- ii. Designate treasurer to maintain bank account and books of account
- iii. Open Naira Account and deposit community contribution as agreed

#### **IV. Schools Level**

291. **School level disbursement:** There must be a functioning SBMC that will contribute towards improved school governance and accountability. Since the responsibility for project implementation at the school level will reside with the SBMCs / PTAs, headmaster and teachers, SBMC's will manage the School Grants. In this regard, the head teacher or principal and the chairman of the SBMC will be the co-signatories of the school bank account at commercial Bank. All schools' SBMCs receiving support under the project will be trained to ensure familiarity with and effective implementation of activities.

292. Financial Management requirements for recipient school include the following

- An active SBMC
- SBMC trained on school grants management
- Completed a School Improvement Plan (SIP)
- Have a functioning bank account
- PFMU internal audit report on the previous tranche before release of subsequent fund

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- Disbursement percentage as in community grant

293. *Scholarship fund Transfers to Payment Agents:* Where the FPFMD/PFMU do not have the geographical spread to effect payment of Girls' Scholarships to the beneficiaries, commercial banks acceptable to IDA may be used as Payment Agents.

294. Upon receipt of a list of grantees from the SME, the PFMU team will confirm eligible criteria have been met based on the criteria and eligibility set out for the project, and the total sum will be transferred to the payment agent (a commercial bank) who will then pay upon producing acceptable means of identification.

- Each girl in targeted areas will receive approximately N5000 (five thousand Naira; approximately US\$14) when enrolling in the program in P6 or JSS 3.
- Each girl will then receive N15,000 upon transition to JSS 1 or SSS 1.

The disbursement will be preceded by a validation exercise of the **girls' attendance rate**, which should be a minimum of **80 percent**.

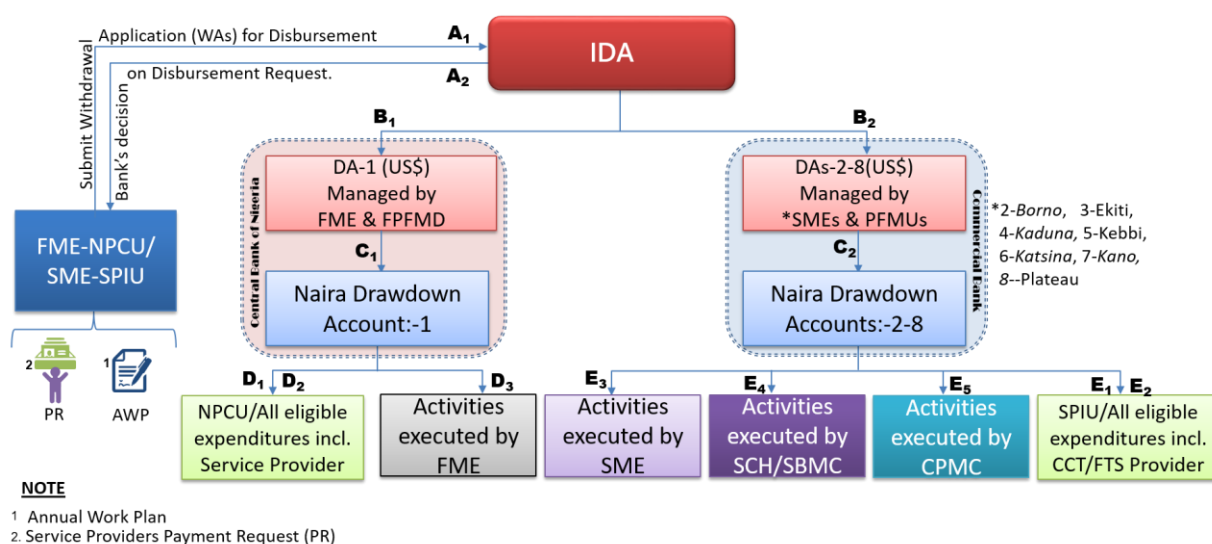
295. Financial Management requirements for recipient beneficiary include the following

- Registration of the female student
- Registration of the mother/caregiver responsible for the upkeep of the female student
- Bank account opened by the caregiver
- Release at enrolment, different terms/semesters to the care giver bank account

296. Below is the schematic diagram of the Project components disbursement flow of funds.

**Illustrative Flow of Funds**

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**Figure 14: Disbursement Fund Flow Arrangement**

**Notes on Flow of Funds**

FEDERAL LEVEL	STATE LEVEL
<p><b>[A1]:</b> NPCU/SPIUs submit a withdrawal application (WA) to World Bank for disbursement, based on AWP (forecast of expenditures for six months) or Service Providers submit payment request (PR).</p>	<p><b>[A1]:</b> NPCU/SPIUs submit a withdrawal application (WA) to World Bank for disbursement, based on AWP (forecast of expenditures for six months) or Service Providers submit payment request (PR).</p>
<p><b>[B1]:</b> Upon approval of WA submitted, triggered by the work plans approved by the NPSC and performance frameworks, World Bank transfers funds to the US\$ DA-1 co-managed by FME/FPFMD held with the CBN.</p>	<p><b>[B2]:</b> Upon approval of WA submitted, triggered by the work plans approved by each of the SPSC and performance frameworks, World Bank transfers funds to US\$ DAs:-2-8 for the respective participating states, held with Commercial Banks and co-managed by their respective SME/FPMU</p>
<p><b>[C1]:</b> Based on the forecast of expenditure requirements by NPCU or Value of PR, the Naira equivalent is transferred from the US\$ DA-1 to the Naira draw-down Account-1 that is also co-managed by FME/FPFMD at CBN.  Balances Maintenance on this Naira draw-down Account shall be as close to zero as possible after necessary payments</p>	<p><b>[C2]:</b> Based on the forecast of expenditure requirements by SPIUs or Value of PR, the Naira equivalent is transferred from the US\$ DAs-2-8 to the Naira draw-down Account:-2-8, in each of the participating state, which is also co-managed by SME/FPMU in Commercial Banks  Balances Maintenance on these Naira draw-down Accounts shall be as close to zero as possible after necessary payments</p>

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FEDERAL LEVEL	STATE LEVEL
<b>[D<sub>1</sub>]:</b> FME/FPFMD transfer the 6-months forecast expenditures to NPCU as revolving imprest cash advance transfers for eligible expenditures, and replenish quarterly.	<b>[E<sub>1</sub>]:</b> SME/FPMU, in each of the participating state, transfer 6-months forecast expenditures to each of the SPIU as revolving imprest cash advance transfers for eligible expenditures, and replenish quarterly.
<b>[D<sub>2</sub>]:</b> Based on certified payment request, FME/FPFMD transfer direct expenditures payment to fund all eligible expenditure including service providers and implementation of Sub-Components 2B, 3A & 3B.	<b>[E<sub>2</sub>]:</b> Based on certified payment request, SME/FPMU in each of the participating state transfer direct expenditures payment to fund all eligible expenditure including service providers and implementation of Sub-Component 1B, 2A, 2B, 2C, 3A & 3B.
<b>[D<sub>3</sub>]:</b> Based on certified payment request, FME/FPFMD transfer direct expenditures payment to fund all FME eligible expenditure.	<b>[E<sub>3</sub>]:</b> Based on certified payment request, SME/FPMU in each of the participating state transfer direct expenditures payment to fund all SME eligible expenditure.
	<b>[E<sub>4</sub>]:</b> Based on certified payment request, SME/FPMU in each of the participating state transfer direct expenditures payment to CPMC for the implementation of Sub-Component 1A
	<b>[E<sub>5</sub>]:</b> Based on certified payment request, SME/FPMU in each of the participating state transfer direct expenditures payment to SBMC/SCHOOLS for the implementation of Sub-Component 1C & 2B

297. The eligible expenditures will be paid by the NPCU and SPIUs in Naira from Draw Down accounts and the approved disbursement methods are shown in the text box below:

Disbursement methods
<b><i>Disbursement to FME/SME</i></b>
<ol style="list-style-type: none"> <li>1. <b>Reimbursement:</b> Payments to the PIUs of FME and SMEs for the cost of project expenditures. <ul style="list-style-type: none"> <li>▪ This method requires justification by providing documentation showing that such expenditures have been incurred and paid from its own resources at the time a request for payment is made.</li> </ul> </li> </ol>

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**Disbursement methods**

- Documentation include
  - ✓ Interim unaudited financial report, or statement of expenditure, or records (e.g., invoices, receipts), or records required by the Bank for specific expenditures and
  - ✓ statement of expenditure in the form attached (Annex 21) for all other expenditures/ contracts;
- 2. **Advance and Replenishment:** Payments to the PIUs of FME and SMEs for the expected cost of project expenditures.
  - This method requires no documentation at the time of the initial request.
  - Subsequent request requires documentation (e.g., invoices, receipts) showing that such expenditures have been incurred and paid for from the previous advance.

***Disbursement to third parties***

3. **Direct payment:** Payments to a third party (e.g., contractor, supplier, consultant) for the cost of project expenditures. This method require the provision of documentation (e.g., invoices, receipts) showing that such expenditures have been incurred at the time a request for payment to the third party is made.
4. **Special commitment:** Where the World Bank undertakes to pay the project's service provider at a future date. These include payments to a service provider such as financial institution for the cost of project expenditures covered by a special commitment. The institution provides confirmation that such expenditures have been incurred at the time a request for payment is made.
  - Documentation include
    - ✓ SWIFT or other advice from the commercial bank confirming that documents have been negotiated (i.e., documents have been received and are acceptable) and that payment has been made or is due and will be made promptly to the beneficiary covered by the special commitment.
    - The minimum application size to be submitted to the World Bank for direct payments, reimbursements and for issuance of Special Commitments will be in line with the Disbursement Letter – US\$ 300,000.

298. Other supporting documentation that should be provided with each application for withdrawal include copies of the bank statements of all Designated Accounts and a reconciliation statement for all Designated Accounts should be submitted with each Application for withdrawal for replenishment of the Designated Accounts.

299. Below is the flow of Funds disbursement by Project components and expenditure categories.

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**Table 27: Expenditure Categories**

Components	Activities	Budget (US\$ Millions)	Entity Responsible	Fund Flow
<b>Component 1</b>	<b>Safe and accessible learning spaces</b>	<b>315</b>		
<b>New Construction</b>		<b>180</b>		
Goods, Works and consultant services	Construction of Junior Secondary Schools	144	CPMC	A <sub>1</sub> -B <sub>2</sub> -C <sub>2</sub> -E <sub>5</sub>
Goods, Works and consultant services	Construction of Senior Secondary Schools	36	SPIU	A <sub>1</sub> -B <sub>2</sub> -C <sub>2</sub> -E <sub>2</sub>
Goods Works, and consultant services ( grants)	SIGs for infrastructure and improved learning conditions	135	SPIU/SBMC	A <sub>1</sub> -B <sub>2</sub> -C <sub>2</sub> -E <sub>2</sub> / E <sub>5</sub>
<b>Component 2</b>	<b>Fostering an enabling environment for girls</b>	<b>140</b>		
Goods and Consultant Services	Promoting social and behaviour change through communications campaign, engagement with traditional rulers and advocacy	25	SPIU	A <sub>1</sub> -B <sub>2</sub> -C <sub>2</sub> -E <sub>2</sub>
Goods, Consultant Services	Providing girls with an opportunity to acquire critical life skills and knowledge for navigating adulthood and digital literacy	35	NPCU/SPIU	A <sub>1</sub> -B <sub>1</sub> -C <sub>1</sub> -D <sub>2</sub> / A <sub>1</sub> -B <sub>2</sub> -C <sub>2</sub> -E <sub>2</sub>
Consultant services (grant)	Providing financial incentives to the poorest households	80	SPIU	A <sub>1</sub> -B <sub>2</sub> -C <sub>2</sub> -E <sub>2</sub>
<b>Component 3</b>	<b>Project management and system strengthening</b>	<b>35</b>		
Consultant Services, Trainings and Goods	System strengthening for sustainability and TA	15	NPCU/SPIU	A <sub>1</sub> -B <sub>1</sub> -C <sub>1</sub> -D <sub>1</sub> / A <sub>1</sub> -B <sub>2</sub> -C <sub>2</sub> -E <sub>1</sub>
Goods, Consultant Services and Capacity building activities	Project management, and M&E	20	NPCU/SPIU	A <sub>1</sub> -B <sub>1</sub> -C <sub>1</sub> -D <sub>1</sub> / A <sub>1</sub> -B <sub>2</sub> -C <sub>2</sub> -E <sub>1</sub>
	<b>Unallocated</b>	<b>10</b>		
	<b>Total</b>	<b>500</b>		

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

301. FMF will provide financial oversight in ensuring timely effectiveness of the various phases of the project implementation and maintenance of funds flow

302. A flexible disbursement ceiling will be applicable. The ceiling will be derived from approved AWP and budget and will be equivalent to six-months expenditure forecast. The ceiling will be reviewed annually and revised based on expenditure forecasts.

303. The operation funds would be disbursed through the transaction-based disbursement method at effectiveness. When operation implementation begins, the quarterly IFRs produced by the operation will be reviewed. Where the reports are found adequate and produced on a timely basis then disbursement method could shift to report-based disbursement method.

#### 4.3.4 Accounting Arrangements



- **IDA funds will be accounted for by the Project on a cash basis.** Computerized accounting system will be leveraged, utilizing flexible accounting software currently in use at the PFMUs and FPFMD. The software will be expanded to include the project activities.
- Annual financial statements will be prepared in accordance with relevant International Public Sector Accounting Standards (IPSAS).
- All accounting and control procedures are documented in the FPM.
- The FPFMD/PFMU staff will be given relevant training

##### 4.3.4.1 Books of accounts and list of accounting codes

304. NPCU& SPIU will maintain adequate and appropriate books of accounts. The books of accounts to be maintained for the project will be set up and shall include: Cash Book, ledgers, journal vouchers, fixed asset register, advances register and a contracts register.

305. At the NPCU, a fixed asset register will be prepared, regularly up-dated and checked. A contract register will also be maintained in respect of all contracts with contractors, consultants and suppliers, also a quarterly Contract Status Report will be prepared. Control procedures over fixed asset and contract with contractors, suppliers and consultants for Federal and State levels will be documented in the FPM.

306. The books of accounts will be maintained on a computerized system. A list of accounts codes (Chart of Accounts) for the project will be drawn up. This shall match with the

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classification of expenditures and sources and application of funds to be indicated in the Financing Agreement. The Chart of accounts should be developed in a way that allows project costs to be directly related to specific work activities and outputs of the project.

307. Books of Accounts to be used for the project will be opened and a Chart of Accounts will be completed in accordance with the standard provision in Financing Agreement of maintaining books of accounts for the project.

308. The PFMU will be responsible for preparing and submitting to the World Bank consolidated applications for withdrawal, as appropriate. Appropriate procedures and controls are documented in the Financial Procedure Manual to ensure that disbursements and funds flow are carried out in an efficient and effective manner.

309. The PFMU will maintain a cumulative record of draw down in the credit that will be reconciled monthly with disbursement summary provided by the Bank.

310. The Project Accountant in the NPCU/SPIU will be responsible for all the financial transactions of the Project. He/she will also render implementation assistance to the FPFMD/ PFMUs on funds draw down with emphasis on the use of Statement of Expenditures (SOEs) and operation of Special Accounts.

**4.3.4.2 Financial Reporting:**

- 1 Quarterly Interim Financial Reports (IFRs) will be prepared by the NPCU and the SPIUs. SPIUs will submit IFRs to the NPCU not later than 45 days after the quarter while the NPCU will consolidate IFRs for all SPIUs and the NPCU and submit to IDA within 60 days of the end of each calendar quarter.
- 2 Consolidated annual project financial statements will be prepared and submitted to the Bank within 6 months of the end of the government fiscal year by the NPCU.
- 3 Regular periodic returns will be made to the Federal and States Accountants General for consolidation in the government accounts.

**4.3.4.3 Internal Control:**

311. Adequate internal controls measure to be adopted/deployed by both PFMUs and FPFMD

include the following:

- a. Robust FM procedures manual;
  - b. Relevantly qualified staff that are well trained in relevant Bank procedures and requirements, including procurement; robust segregation of functions/duties and highly independent and well-trained internal auditors;
  - c. The FM staff are appointed by each State Accountant-General along with the Accountant for the project;
  - d. Incorporation of the risks mitigation measures already existing in similar operations which include tranching of disbursement;
  - e. FM supervision integrated with M&E to validate expenditures and physical verification of sub-operations by Internal Audit will be documented in the FPM;
312. Additional controls in the form of an enhanced accountability framework will be implemented to mitigate the risk of misuse of funds for expenditures (especially travel, workshops, study tours, and so on). The World Bank's generic Financial Procedures Manual will be adapted for the accounting and control procedures to be implemented by PFMUs and FPFMD.

#### **4.3.4.4 External Audit:**

313. The project will be audited by an independent external auditor appointed based on Terms of Reference acceptable to the Bank to audit the entire project and certify the consolidated financial statements for the project.

- The auditor will express an opinion on the Annual Consolidated Financial Statements in compliance with International Standards on Auditing (ISA). In addition to the audit report, the external auditors will prepare a Management Letter (ML).
- Copy of the audited financial statements along with the ML will be submitted to IDA not later than six months after the end of each financial year.

#### **4.3.4.5 Retroactive financing:**

314. Retroactive financing may be provided for up to 20 percent of eligible expenditures incurred in the 12 months preceding the signing of the Financing Agreement (FA) and before

effectiveness of the credit once the credit becomes effective by submitting a ‘reimbursement withdrawal application’ to the Bank with necessary supporting documents. The eligibility of claiming retroactive finance will be based on a review of the expenditure by the Bank to confirm if they followed IDA procurement and FM guidelines.

#### **4.3.5 FINANCIAL AND ACCOUNTING POLICIES**

The following provides the description of the general accounting policy to be adopted:

315. **Basis for Preparation:** The financial statements for the operation would be prepared using a modified cash basis of accounting. As such, receipts are recognized when received and expenses incurred when paid. Fixed assets are recognized in full in the year of purchase rather than capitalized and depreciated over their useful lives. The modification to the cash basis method is that prepayments and advances not accounted are recorded as recoverable. All operation transactions would be recorded at historical cost i.e. the price on the date of the transaction. The following paragraphs describe procedures for the various financial transactions under the project.

##### **4.3.5.1.Fixed Assets –Policies and Procedures**

316. The procurement of items that are capital in nature is expensed upon payment. Fixed assets are not capitalized and depreciated over their useful life. The NPCU and SPIU should ensure that all the assets of the project are comprehensively insured and the following should adhere to.

- ❖ **Budgeting Fixed Assets:** Capital expenditure (CAPEX) budget are prepared annually as part of the annual budgeting process. The CAPEX budget for the year should be a derivative of the overall CAPEX budget in the overall project budget. The budget should be approved or authorized by the Project Coordinator. This budget should be included in the work plan that would be prepared as part of the work planning process.
- ❖ **Acquisition of fixed Assets:** Whenever fixed assets are acquired, these should be fully inspected so that it is consistent with the agreed specifications. If satisfactory, the invoice and delivery notice should be forwarded to the Accountant for recording purposes.
- ❖ **Recording of Fixed Assets:** The cost of the fixed assets should include all expenses

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incurred in acquiring the asset such as shipping or delivery costs. In determining the cost of assets, the Accountant should use the following guidelines:

- The payment voucher (PV) files and other details related to the acquisition should be fully reviewed
- The invoice value and the contract documents should be compared for accuracy
- Where asset costs are shared, the cost of the asset should be apportioned accordingly. The cost of the asset should include taxes, transit, insurance, clearing agent costs, etc.
- The distribution or location of the asset should be obtained from the procurement records
- The fixed asset cost form should be completed with the full details of cost up to the delivery location.

317. Upon determination of the cost of the asset and completion of the fixed asset cost form, the Accountant should forward the form to the Project Coordinator for review and approval. After approval, the Accountant should update the project records by debiting the fixed assets expenditure codes and crediting bank (if purchased by the project) or direct payments (if direct payment was made).

#### **4.3.5.2. Fixed Assets Register (FAR).**

318. A fixed assets register should be maintained to control and monitor all assets. For this purpose, items with a useful life of more than one financial year and cost more than N100,000.00 and used in the normal course of the project's activities are considered fixed assets. Fixed assets with a value less than N100,000.00 are expensed as miscellaneous equipment. Donated assets would be reported in the FAR but it should not be recorded in the project's accounts. Project assets should be comprehensively insured. The FAR should be updated each time an acquisition is made. The information should be derived from the following details contained in the fixed asset control form which include:

- Asset's unique identification code

- Model and serial number
- Description of the asset
- Cost of the asset
- Location of the asset
- Condition of the asset

319. At the end of each month, a copy of the FAR should be printed for review by the PC and on a quarterly basis; the Accountant should reconcile the cumulative fixed assets expense accounts with the FAR. Any variations should be followed up and resolved and reconciliations should be forwarded to the PD and FMS for review and approval.

#### **4.3.5.3. Disposal of Fixed Assets:**

320. The PC should seek approval of the World Bank and State Ministry of Finance (SMOF) in writing indicating the business case for disposal of fixed assets. After approval, a disposal request form (see Annex 8) should be completed by the Accountant with the following information:

- Description, asset number and location of the asset being disposed;
- Business case of the disposal; and
- Current status of the asset and its cost

321. The form should be forwarded to the PC for review and authorization of the disposal. Once approved, the Accountant would obtain independent bids from third parties and acceptable bids would be recommended to the PC for approval.

322. After the assets are disposed and sold, the original quotation documentation would be filed. The accountant would then prepare and sign an invoice against the accepted quotation which would be sent or collected by the successful bidder.

The accountant should record the sales proceeds in the project's books of account under miscellaneous receipts and remove the asset from the FAR.

#### **4.3.5.4. Physical Identification of Assets.**

323. Each asset should be assigned an asset code on receipt and a barcode sticker should

be physically affixed to the asset (if possible). Otherwise, the FAR should be sufficiently détaillé to enable easy verification (i.e. serial numbers, registration numbers, engine numbers, etc.). The Accountant should maintain a register of all fixed asset numbers in the ~~and~~ sheet. The FMS is responsible for ensuring that barcode stickers are properly used so that assets can be adequately safeguarded and controlled. The FMS should have good control of the asset numbers and their subsequent disposal.

324. Annual physical verification of assets should be performed by the relevant NCPU and SPIU. The physical verification would include verification of ownership and existence and it should not extend to physical and operating conditions. The verification process should be coordinated with the FMS who would issue the physical verification procedures, inventory schedules and timetables to all concerned.

325. He/she would appoint “asset counters” and explain fully the procedures to be followed including the information that need to be recorded in the count sheets (see Annex 10). After completion of the count, the FMS should prepare a physical verification report to be forwarded to the PC and the World Bank.

#### **4.3.5.5. Insurance of Assets:**

326. Assets should be insured against risks of loss arising from, among others, fire, burglary and motor vehicle accidents. The insurance coverage should be obtained from reputable insurance companies. The insurance register and policy should be kept in a safe location by the FMS.

#### **4.3.5.6. Loss of Assets:**

327. In the event that assets are lost, the occurrence should be reported immediately to the Police and the PC.

#### **4.3.5.7. Change of Ownership:**

328. At the end of the project, the ownership of the assets should be transferred to Government of Nigeria (GON) with the World Bank’s consent. Ownership of the assets should not change without written consent by both the World Bank and relevant project coordinator.

#### **4.3.5.8. Vehicle Usage and Maintenance:**

329. Vehicles procured under the project should be used for official purposes only and should not be for personal use of staff. The PC could use the vehicle to drive him/her to and from the office if it can be safely parked at his/her residence. Otherwise, the use of the vehicles would strictly follow the rules and regulations for use of GON vehicles. Regular maintenance program of vehicles should be carried out for all project vehicles. These include provision of adequate budget for running, ad hoc repairs and maintenance costs.

#### **4.3.6 INVENTORIES –POLICIES AND PROCEDURES**

330. Stock items are expensed on payment. Records of all stock items should be maintained and their movement should be monitored outside of the accounting system.

##### **4.3.6.1 Issuing Inventory Items:**

**331.** The Project Coordinator (PC) has the discretion in authorizing the requisition of inventory items of ordinary nature such as stationary for the use in the normal course of the project's business. Items of specialized nature such as purchases of inventory items required for workshops or training activities, or for use that is not intended in the normal course of the project's business, should be approved by the PC.

##### **4.3.6.2 Receipt and Acceptance of Inventory items:**

332. Upon delivery of inventory items, the user (if required) should acknowledge receipt of the purchase order and delivery note by performing a physical verification of the items against the description of specifications, quantity, and quality in the presence of the supplier. A representative of the internal audit unit will also be present. If satisfactory, the stores officer (SO) should sign and stamp the delivery note as evidence of acceptance. Then, the FMS should enter the goods in the inventory control module against the purchase order already entered in the system which should generate the goods receipt note (GRN). If the GRN is manually maintained, the stores person should fill out the information by hand and give a copy to the supplier. The Internal Auditor would be responsible for comparing the respective invoice and

payment methods and carry out monthly checks to ensure that payments are adequately made and recorded in the system.

*The GRN should have the following information:*

- Purchase order reference number
- Quantity received
- Date of receipt

333. In addition to the GRN, the Project Accountant should maintain a Memorandum Stock Register (MSR). The MSR should be updated with the following information each time stock items are received:

- Description of the item
- Item code/number
- Quantities received and issued by date with a running balance
- Name and signature of the receiving and issuing officer

#### **4.3.6.3 Treatment of under or Over Deliveries:**

334. In case of an under delivery, the user should make a decision whether to accept or reject the items. If accepted, the Accountant and the supplier or agent should both sign the delivery note indicating the actual items received. Then, the Accountant should compile a report that all the items were not delivered and take appropriate action. In case of an over delivery, the excess items should not be accepted and the supplier should be asked to take it back at the supplier or agent's cost.

#### **4.3.6.4 Delivery in Instalments:**

335. The Accountant should maintain a separate order tracking form for items that are delivered in instalments.

#### **4.3.6.5 Safekeeping of Inventory Items:**

336. The PC is responsible for the safekeeping of inventory items.

#### **4.3.6.6 Stock Counts:**

337. On a bi-monthly basis, the Accountant should carry out a stock count of the inventory items on hand and reconciles these with the results of the count to the balances

shown in the manually kept memorandum stockregister. Any variances between the results of the stock count and the memorandum stock register should be explained and brought to the attention of the PC.

#### **4.3.7 DEFINITION OF OTHER FINANCIAL TRANSACTIONS**

338. The definition of other financial transactions are described below:

- **Reporting Currency.** The financial statements should be presented in Naira.
- **Revenue Recognition.** Revenue is recognized on receipt. Receipts represent the amounts received from the World Bank, as reflected in their monthly statements and comprise of cash transfers and direct payments. Cash transfers would be recognized in the cash books/general ledger when received in the project's bank accounts. Direct payments by the World Bank to the GON are recognized when the project is advised on provision of relevant documentation. The project recognizes receipts from other sources and records them separately.
- **Expenses Recognition.** Expenses comprise of costs incurred directly by the project for its activities that are incurred by the World Bank and the GON on behalf of the project. Expenses are recorded in the books of account when paid. However, a list of commitments should be maintained or a summary of amounts contracted but not yet paid.
- **Advances.** Outstanding advances are recorded as receivables or recoverable. An advances ledger should be maintained to ensure that advances are properly controlled and monitored.
- **Foreign Currency.** The cash book related to World Bank funds are maintained in US Dollars and the cash book related to GON contributions are maintained in Naira.

#### **4.3.8 FINANCIAL AND ACCOUNTING PROCEDURES STEPS**

339. The following paragraphs provide guidance to relevant individuals regarding the financial management and accounting procedures to be adopted under the project:

340. **Step 1 – Setting Up the Bank Account**

**Step 1 – Setting Up the Bank Account**

**Setting Up the Bank Account**

The NPCU and each of the SPIU should request for opening two types of account each, in CBN and reputable commercial banks respectively, as follows:

1. US\$ designated account and
2. Naira denominated operation account.

The project Coordinator (PC) in conjunction with FPFMD or PFMU in each of the entity concern should coordinate and seek necessary approval of the Accountant General of the Federation or the participating states Accountant General before opening these accounts. The request of the account opening must be in the form of a letter requesting approval for opening the accounts.

**Signatories to the Bank Accounts.** There must be two (2) signatures to effect movement of the funds in the bank accounts. The signatories should be divided into two (2) groups: Group A and Group B.

Group A	Group B
A1 - Project Coordinator	B1 - Head of PFMU/FPFMD
A2 - Director of Finance (FME/SME)	B2 - Project Accountant

Primary signatory in Group A (i.e. A1) plus Primary Signatory in Group B (i.e. B1) must always be on a cheque issued from any project bank account. Group A2 and B2 can sign when primary signatories are not around. Any cheque must always be signed by at least ONE Group A member and ONE Group B member. Two (2) Groups A members or two (2) Group B members cannot sign together. Names of signatories must be established by NPCU/SPIUs when the bank accounts are opened, and at any subsequent change of signatory. Requests for advances, replenishments and transfers/payments can only be approved by one (1) Group A plus one (1) Group B signatory.

**Financing of Ineligible Expenditure and Causes for Suspension of Funds.**

The Project bank account is exclusively for project funds and for payment of approved project activities in the approved work plan. No other deposits or withdrawals can be made from this account.

If any withdrawal for expenses that are not approved project activities are made from the bank account, the NCPU and relevant SPIU will face suspension of all project activities and repayment of the amounts spent is mandatory.

No transfer of funds would be permitted except for payment of approved expenses. The NPCU/SPIU is not permitted to borrow or advance funds from the Project bank account to pay for non-Project related activities, with the intention of repaying the funds later. It is therefore, a violation of the procedures to take advances or loans from the Project bank

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account, even if the funds are quickly re-deposited. In such event, NPCU/SPIU would be subject to possible suspension of further disbursements from the World Bank

**341. Step 1 – Requesting the Initial Deposit to the Designated Account**

**Step 2 – Requesting the Initial Deposit to the Designated Account**

Immediately after project approval and compliance to disbursement conditions, if any, the NPCU/SPIU should submit to the World Bank a request for the initial deposit to the Designated Account through the first withdrawal application. The relevant Project Accountant in consultation with the FMF/SMF should complete the Withdrawal Application (WA) forms, available at the “Client Connection” through a secured website at <http://clientconnection.worldbank.org>. These forms should be printed and filled out and signed by the authorized individuals

To facilitate accessing the initial disbursement through the first WA, the NPCU/SPIUs should also submit through the FMF to the World Bank authenticated specimen signatures of persons authorized to approve WAs. The first WA does not need to be supported by any documents yet. However, subsequent replenishments would need supporting documents. Furthermore, the World Bank must be promptly advised by FMF if and when changes are made to the authorized signatories during implementation.

When preparing the budgets, adequate information should be provided to be able to identify the appropriate accounting code consistent with the chart of accounts that will be used when recording the transactions. For example, a workshop should be broken down into accommodation, transport, subsistence allowance and others.

The budget control book should also provide quarterly budgeted amounts at the beginning of each quarter and the actual amounts at the end of each quarter for the purpose of determining budget variations.

**342. Step 3 – Processing of Financial Transactions**

**Step 3 – Processing of Financial Transactions**

NPCU/SPIUs respectively are responsible for maintaining the following registers:

Name	Purpose	Frequency of Updating
Bank Book	To register all deposits and withdrawals from Project account. All payments are coded with the component and category reference	Each time a transaction occurs

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Budget Control Book	To register each payment by Project Component and category. Can be extracted from the Bank Book.	Each time a payment is made
Fixed Assets Register	To register all fixed assets. (Please refer to the relevant section above for more details in handling transactions related to fixed assets)	Each time a fixed asset is procured.

Along with these books, files of payment procedures, bank statements, and bank reconciliation statements should be maintained.

**Eligible Expenditures.** NPCU/SPIU should be familiar with the Financing Agreement, the legal document that governs the project. The Financing agreement describes the eligible expenditures for the project. Furthermore, the approved procurement plan would be the basis for determining the estimated budget for each contract package.

**Payment Procedures.** During Project Implementation, various expenditures will be incurred either through the payment of eligible expenditures associated with various contracts for goods and consulting services or payment of “Operating Costs”. For the purpose of the Financing Agreement, “Operating Costs” means the incremental expenses incurred on account of Project Implementation and supervision, including for office support, office supplies, office rent, communication expenses, maintenance of vehicles, and transportation expenses, but excluding salaries of officials of the recipient’s civil service.

**Invoices received can be broadly classified as follows:**

- Invoices for supply of goods; and
- Invoices for provision of consultancy and professional services.

**Invoices for Supply of Goods.** The supplier should submit an invoice, delivery note and copy of the purchase order (PO). The accountant should receive the invoices and check them for arithmetic accuracy. The procurement officer would verify (or refer a specialist or user department in the case of complex goods) that the goods delivered conform to the

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specifications and costs on the invoice and the latter will sign off the delivery note. Once delivery is verified, the invoice is checked and the payment voucher is prepared.

**Invoices for Consulting and Professional Services.** Professional services should be charged by fee notes or invoice for local or international consultants. All appointments of consultants must follow guidelines described in the procurement section of this manual. A copy of the consulting contract agreement must be on file with the Accountant for verification before fee notes can be paid.

**Voucher Preparation.** In order for a payment to be made, payment vouchers must be prepared. Vouchers should be numbered sequentially and the numbering identifies the Implementing Agency, the year and numerical sequence of the voucher (for example: NPCU/SPIU.001.2020 for a payment by NPCU/SPIU the first voucher (001) in year 2020 (code08)).

A voucher must indicate under what component and what category the payment is being made. Supporting documentation must be annexed to the voucher for approval. The check or bank transfer is normally annexed as well, and signed off on as the voucher is approved.

Those responsible for approval of payments should ensure that agreed procurement procedures have been followed prior to approving the voucher for payment.

Once the check or transfer request is signed, the voucher is stamped “paid” and the various registers, including the Contracts Register and the Fixed Assets Register, are updated with the payment data.

The voucher and all supporting documentations, including a copy of the signed check or transfer request, are then filed in voucher order

**Timetable of Payments.** Payments:

Step	Action	Responsible	Timing
1	Supplier presents invoice and other required documents as specified in the contract.	Supplier	As stipulated in the contract
2	Receives and registers invoice. Stamps the invoice with date of receipt	Office support staff assigned	Date of receipt
3.	Authorizes invoice for payment and send to Head FPFMD/PFMU	Program Coordinator	

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3	Review invoice, cheque for arithmetical errors and prepares voucher for payment	Project Accountant	+ 1 day
4	Review Voucher, approve for cheque writing send to Accountant. Signs cheque or transfer order. Signs as Group B signatory.	Project Accountant	+ 1 day
5	Signs cheque or transfer order as Group A signatory.	Program Coordinator	+ 1 day
6	Stamps “paid” on the process once the cheque or transfer order is signed.  Delivers transfer order to the bank and informs supplier of the transfer date or informs the supplier that the cheque is ready for pick up.  For payments made through direct bank transfers, NPCU/SPIU should write a letter to the bank instructing them to transfer the amount on the cheque to the supplier’s account. The bank instructions should detail: <ul style="list-style-type: none"> <li>• The cheque numbers</li> <li>• The amount and currency to be transferred</li> <li>• The supplier’s bank and account number; and</li> <li>• The address and SWIFT code of the supplier’s bank</li> </ul>	Project Accountant	
7	Picks up receipt from the supplier upon delivery of payment.	Project Accountant	
8	Files documents to close payment process. Documents to be filed include: <ul style="list-style-type: none"> <li>• Original signed receipt</li> <li>• Original invoice</li> <li>• Original signed voucher</li> <li>• Copy of check or transfer order</li> </ul>	Project Accountant	

**Cash Payments.** Cash payments are made only for petty cash claims. Cash payments should be avoided. However, in the case of contingencies or emergencies where it is not possible to issue the claimant with a cheque to meet the requirements on time, the NPCU/SPIU could withdraw the money from the bank to pay the claimant. These include payment of advances where the claimant (e.g. technical committee members, participants at a workshop, etc.) Was paid by cheque but would need the cash in order to attend an urgent workshop or go on a field

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visit. In these circumstances, NPCU/SPIU would instruct the bank to cash a cheque written in the name of the Accountant.

The Accountant would collect the cash from the Bank and this amount would be kept separately from the petty cash in a safe location. The Accountant should then quickly give the cash to the claimant against a *cash payment voucher*. The recipient should sign and date the cash payment voucher as evidence of his /her receipt of the cash payment.

After the cash payment is made, the Accountant should stamp the check payment voucher, invoices and other supporting documentations “PAID” to avoid re-use and the documents filed in a chronological file

**Custody of Cheques.** All unused cheques should be kept by the project Accountant who would issue these to the Accountant for cheque preparation as the need arises. All used and unused checks should be kept in a safe location. For cancelled checks, these should be attached to the check stubs or payment vouchers. Cheque stubs should be taken to the project Accountant for safekeeping.

**Payments of Salary to Program support Staff.** A personnel folder should be established by the Accountant for Project staff paid under the project. The folder would include, among others, the following:

- Documentation on the recruitment process
  - Appointment letter/employment contract
  - Educational certificates
  - Medical examination certificates
  - Tax forms
  - Appraisal forms
  - History of salary changes
  - History of promotions
  - Leave records
- ❖ The salaries of the Project support staff will be paid for the period starting from 26<sup>th</sup> day of the month to the 25<sup>th</sup> day of the following month. The actual pay-out would be made any time after the 25<sup>th</sup> of each month but could vary depending on the time that would take to process the salary payment. The Accountant should keep a record of staff absences. Unexplained absences should be addressed per government personnel policy or as stipulated in the contract.
- ❖ Staff remuneration would be paid upon preparation of salary schedule. Remuneration would be paid by wire transfer to the staff’s bank account. Cash payments would not be made. The staff member would not be allowed to request advances on contract payments and no loans would be made from the project funds for this purpose.
- ❖ Income tax would be deducted from all salary payments in accordance with the tax laws

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in Nigeria and records of these payments would be kept by NPCU/SPIU.

**Travel and Per Diems.**

- ❖ Travel advances would be given upon presentation of approved/eligible travel request. Eligible travel requests are those related to the approved activities presented in the agreed work and procurement plan.
- ❖ Unanticipated and unbudgeted travel would require the prior approval of the project Coordinator (PC). Approval of the Coordinator should be requested in writing at least seven (7) days before the proposed travel commences.
- ❖ World Bank DSA rates will apply to travels.
- ❖ Travel plans should be annexed to a voucher for payment of a travel advance.
- ❖ All travel advances must be retired within 2 weeks of return from the trip. All expenses must be supported by original tickets or receipts. No reimbursements would be given without original receipts.
- ❖ A letter that is signed by all relevant authorities for the travel must be made available and should be included as part of the justification for the trip. No travel and per diem advances should be given to any individual who have not properly retired previous travel claims.

343. **Step 4 – Submitting Withdrawal Applications to the World Bank**

Step 4 – Submitting Withdrawal Applications to the World Bank

NPCU/SPIU should make requisition for funds from the Credit Account using any of the disbursement methods specified in the *Disbursement Letter*, such as:

- (i) Advance and replenishment;
- (ii) Direct payment;
- (iii) Reimbursement; and
- (iv) Special commitment.

**Monthly Replenishment Applications.** All requisition of funds from the Credit Account should be made using a *withdrawal application (WA) form* provided by the World Bank. (see Step 2 for procedures to access the forms) on a monthly basis regardless of amounts disbursed in order to bring the Designated Account balance within the authorized allocation. Statement of Expenditures (SOEs) should be submitted and attached to the W/A for all eligible expenditures (i.e. goods, works, consulting services, training and operating costs) incurred under the project.

Step	WA Processing Cycle
1	

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	<p>The Withdrawal Application (WA) is prepared by the FM Specialist and relevant supporting documents are attached for the signature of the Accountant and the National Project Coordinator (PC). Preparation of WAs including signing are done electronically using Client Connection.</p> <p>The W/A should be supported by the following documents:</p> <ul style="list-style-type: none"> <li>• Statement of Expenditures (SOEs) for payments for expenditures that are either subject to post or prior review by the World Bank and as specified in the Financing Agreement.</li> <li>• Supporting documents for payments above the prior review threshold e.g. copies of invoices, receipts, SAP number, etc.</li> <li>• Copies of bank statements for the period the WA relates to.</li> <li>• Bank reconciliation statement as at the end of the period the WA relates to.</li> </ul> <p><b>SOEs for Expenditures Subject to World Bank’s Prior Review.</b> The SOEs attached to the WA for expenditures associated with contracts subject to World Bank’s prior review should be submitted with full documentation as follows:</p> <ul style="list-style-type: none"> <li>• Supply of Goods or works costing US\$ 1,500,000 equivalent or more;</li> <li>• Contracts for consulting firms costing US\$ 500,000 equivalent or more; and</li> <li>• Contracts for individual consultants costing US\$ 200,000 or more.</li> </ul>
2	The World Bank Loans Department would review the WA for compliance with requirements and if found satisfactory, it would request for the appropriate amounts to be transferred to the Designated Account. LD would send a payment advice to NPCU/SPIU that the transfer has been initiated.
3	Upon receipt of the payment advice, NPCU/SPIU should also notify the relevant WA signatories that the transfer has been made.
4	Upon confirmation that the Bank account has been replenished, the Accountant should prepare a receipt voucher and enter the amount into the cash book for direct payments book.

**344. Step 5 – Financial Reporting Guidelines**

<b>Step 5 – Financial Reporting Guidelines</b>
<p><b>Financial Reporting Policies</b></p> <p>The key NPCU/SPIU financial reporting policies are as follows:</p> <ul style="list-style-type: none"> <li>• The annual financial reporting period is from January 1 to December 31 of each year.</li> </ul>

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- Unaudited Interim Financial Report is prepared at the end of each quarterly covering the semester.
- The financial statements and all financial information should be derived from the books of accounts, accounting records of the project or from any other sources that the management deems necessary.
- All transactions of the project should be recorded in the books of account using the chart of accounts acceptable to the World Bank and government.
- All reconciliations and end of reporting period supporting documentations should be completed, reviewed and signed by the appropriate individuals.
- Proper books of accounts should be maintained to ensure that all monies received are accounted for and all payments are fully authorized and recorded.
- Periodic financial and non-financial management performance reports should be prepared to assist in management decisions.
- Publication of operation progress reports, financial statements should be carried out periodically

**Types of Financial Documents.**

The various financial documents would be maintained under the project are as follows:

- Bank reconciliation statements
- Replenishment requests
- Trial balance
- Cash count certificate
- Stock movement report
- Monthly progress report
- Quarterly progress report
- Stock taking reports
- Internal audit reports
- G/L reconciliation checklist
- Financial statements
- Annual progress report
- Annual audit report and management letter
- Fixed assets physical verification report

**Reporting Cut-offs and Deadlines.** The last calendar day of each month would be the month-end for operation reports. If the end of the month falls on a Saturday, Sunday or public holiday, the cut-off would be the last weekday preceding the aforementioned day. All accounts should be closed by the relevant cut-off dates.

**Types of Financial Reports.** The following financial reports would be prepared under the project.

- **Project Progress Reports.** NPCU/SPIUs should prepare quarterly and annual progress reports to be submitted within 45 days of the end of each quarter and within 90 days of

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the end of each fiscal year. The quarterly reports should provide information on physical progress, implementation status of activities, financial performance and procurement progress. Among other things, the progress reports should also identify issues affecting implementation and proposed action to address these issues. (see Annex 24)

- Financial Statements. Financial statements should be prepared at the end of each fiscal year as follows:
  - (a) **Project Financial Statements** that would include:
    - A summary of funds that shows separately those received from Credit Account and counterpart funds;
    - A summary of expenditures by operation components and category of expenditure by fiscal year and cumulative amount;
    - A report summarizing disbursements made on the basis of WAs;
    - A statement of the designated account;
    - A balance sheet showing accumulated funds of the project, bank balances and other assets of the project; and
    - Notes to the financial statements, as needed, which should include explanations for differences between the amounts shown in the World Bank records and the project's records. The note should also show information on the different disbursement methods (Designated account reimbursements or direct payments) and provide references to relevant W/A numbers.
  - (b) **Designated Account (DA) Statement.** The DA statement should provide information on the following:
    - Deposits and replenishments received from the World Bank;
    - Payments substantiated by transactions included in the W/As;
    - Interests earned on bank balances which are attributable to the project; and
    - Remaining balances at the end of each fiscal year.
  - (c) **Statement of Expenditure (SOE).** The SOE statement should list all the individual SOE WAs by reference number and amount. The total withdrawals under the SOE procedures should be part of the overall bank reconciliation of bank disbursements during such period. (Annex 21)

Monthly and quarterly financial reports must be prepared according to the agreed format. Bank reconciliations should be prepared and submitted monthly, procurement reports should be prepared once every two months and management reports on a quarterly basis.

**Bank Reconciliation Statements.** The bank reconciliation statements should be prepared by the Project Accountant and send to the National Project Coordinator (PC) for review and approval not later than five (5) working days after the end of each month. The PC and the

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PA should sign and date the bank reconciliation statements as evidence of the review and acceptance that all reconciling items are valid.

**Verification Procedures.** The following standard verification procedures should be carried out by the Accountant when preparing the bank reconciliation:

- *Payments in the general ledger that are not on the Bank Statement:*
  - ✓ On a weekly basis, the Accountant should compare payments or outstanding payment or checks that have not yet been presented for payment to the bank statement by cross referencing it with the general ledger (GL) /cashbook. All checks that have not yet cleared the bank should be listed with the following details: (a) date check issued; (b) check number; (c) payee; and (d) amount. The same action should be taken for outstanding checks from the previous month.
  - ✓ On a weekly basis, the Accountant should provide the FMS with a list of all stale checks (these are checks that have not been presented for payment after six months from the date of issue). The FMS should void all stale checks and instruct the bank to stop payment against these checks. The Accountant should then reverse these checks from the GL/cashbook.
- *Deposits in the general ledger not on the Bank Statement:*
  - ✓ On a weekly basis, the Accountant should match the previous week outstanding or unaccredited receipts (recorded in the GL but not yet credited by the bank) as recorded in the GL to the bank statements and provide the following details: (a) dated of receipt; (b) deposit slip number; (c) amount; and (d) payer.
- *Deposits in the Bank Statement that are not in the general ledger:*
  - ✓ On a weekly basis, the Accountant should match the direct deposits (direct deposits from debt or foreign exchange receipts) as reflected in the bank statements to the receipts recorded in the GL. The Accountant should also provide the following details to the FMS: (a) date of receipt; (b) details from bank statement; (c) amount.
- *Payments on the Bank Statement that are not in the general ledger:*
  - ✓ On a weekly basis, the Accountant should cross reference to the general ledger all direct payments on the bank statement: (a) debit orders processed by the bank; (b) transfers to other bank accounts; (c) telegraphic transfer payments; and (e) returned unpaid checks. The Accountant should inform the FMS on a weekly basis for all debit orders and telegraphic transfer payments that have not been processed. For returned unpaid checks, the Accountant should inform the FMS immediately. The following details should be presented by the Accountant for these transactions: (a) date of payment; (b) payee; (c) reference/check number; and (d) amount.

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- *Sundry charges or credits:*
  - ✓ On a weekly basis, the Accountant should cross reference sundry charges or credits (these represent bank service charges, interest paid or received) from the bank statement to the GL. The Accountant should inform the FMS on a weekly basis of any sundry charges or credits that have not been processed in the GL and provide a list at the end of the month.
- *Foreign exchange losses and gains:*
  - ✓ At the end of each month, the Accountant should compute the foreign exchange differences arising in the month and recognize this in the GL. Foreign exchange gains or losses are incurred when: (a) payments to foreign suppliers in foreign currency are recorded in the GL at one exchange rate and cleared by the bank at a different exchange rate; and (b) bank balances in foreign currency are maintained in Naira in the GL and translated at the end of the month. As such, foreign exchange differences give rise to reconciling items unless they are recognized in the GL. It is the responsibility of the FMS to promptly inform the Accountant of any changes in the bank account details, including the closing and opening of any bank accounts. Furthermore, all differences or discrepancies (any reconciling item that does not meet one of the above standard reconciling items or if reconciling items have not cleared within two months) should be immediately brought to the attention of the FMS.

## 4.4 MONITORING & EVALUATION FRAMEWORK AND REPORTING

### 4.4.1. Introduction:

**S**uccessful implementation of the AGILE Project require effective monitoring & evaluation of the institutional/implementation support arrangement and achievement of results. This section of the implementation manual describes the basic principles for Monitoring and Evaluation (M&E), broad definition of the M&E processes, key features of the Results framework and Key Performance Indicators (KPIs) as well as results monitoring arrangements of the project. The section also gives an overview of the data collection processes and recommendations on how effective monitoring & evaluation can be employed to enable information generation and project reporting. Specifically, the aim of AGILE Project M&E is to:

- (i) Generate project-specific information on progress, processes and performance. Analyse and aggregate data generated at various levels to track progress, process quality and Project sustainability.
- (ii) Promote public accountability by monitoring project efficiency and effectiveness to assess and communicate whether project activities are likely to achieve expected results or realize its objectives.
- (iii) Draw lessons of experience in terms of understanding factors that have facilitated or inhibited the achievement of objectives;
- (iv) Aid communication through provision of information and feedback both internally and externally

### 4.4.2. Monitoring and Evaluation Partnerships

- An effective **M&E approach** should involve the active participation of different stakeholders, implementing agencies, research organizations, and communities in project monitoring and evaluation. This helps project partners make timely corrective measures, reinforces multi-sector and multi-level implementation, and enables better targeting of available resources for achieving the project goals



345. M&E Partnership for the AGILE Project shall include entities identified in the M&E Institutional Arrangement and other stakeholders affected by the project.

346. The AGILE Project M&E Partnership shall be used to ensure that the AGILE Project

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partners with reporting responsibility, use a uniform M&E system for their activities including planning, reporting and other operating frameworks for the AGILE Project M&E system.

347. The partnership platform shall also be used for information sharing, the exchange of best practices, and appraisal of the project progress. Therefore a joint review of the AGILE Project shall be held at least every two years. This will involve all members of the M&E Partnership and selected stakeholders. The output of the joint project review will be used for revising and updating the project strategic plans and operations.

#### **4.4.3. Monitoring and Evaluation Cycle**

An effective monitoring and evaluation (M&E) system encompasses both monitoring and evaluation, and then channels results into learning. The Monitoring and Evaluation for the project would take the following form and will be closely aligned with the *project implementation cycle*:

##### **Project Monitoring**

<i>a) Review meetings</i>	Technical Committee Review meetings should take place quarterly. The review meetings serve as a basis for timely rectification of implementation shortfalls as well as for the preparation of status reports on relevant activities for the concerned agencies.
<i>b) Regular consultations</i>	Regular consultation should be used by sector specialists or agents on their behalf as the most appropriate mechanisms to obtain reliable and first-hand information on achievements and constraints of on-going activities. These consultations are considered as a vital tool to check financial and physical data consistencies, to ensure first-hand information and maintain contacts and exchange of views with monitoring and implementing organs.
<i>c) Preparation of periodic monitoring reports</i>	Semi-annual performance reports should be prepared on agreed indicators. Periodic (quarterly, bi-annual and yearly) physical and financial reports showing comparisons of actual financial and physical achievements against targets indicated in the annual work plans also need to be submitted to the World Bank. In this regard, quality of reporting, periodicity of reporting and commitment of decision makers has remarkable bearing on the success or failure of a monitoring system. In monitoring practices, it is important to establish mechanisms for both information flow and feedback.
<i>d) Technical Working Group</i>	Knowledge sharing meetings on M&E implementation on a bi-annual basis will be implemented. The TWG will comprise of all M&E Officers at the NPCU and SPCUs as well as the M&E focal Officers from all the Activity Executing Agencies (AEAs) of the

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	AGILE Project. These meetings will serve as an experience and shared learning forum among the M&E Officers. The meetings will be rotated amongst the AGILE Project participating States for on the field experience, learning and technical support.
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348. Evaluation process will involve the following actions: (a) during implementation (mid-term evaluation), and/or (b) at completion (final evaluation), in order to systematically and objectively assess the project implementation progress towards achievement of the project set goals and objective:

**Project Evaluation**

<i>a) Mid-term review</i>	Usually conducted around the middle of implementation period. The purpose of this review is to readjust implementation based on the last performance (i.e. to make budgetary reallocation among the components, change mechanisms of implementation etc.).
<i>b) Final evaluation</i>	Conducted at the end of program/project life period. It is a selective exercise that attempts to systematically and objectively assess success towards achievements of immediate objectives and outcomes. It also extracts lessons learned, findings and recommendations.

**4.4.4. Impact Evaluation**

349. Alongside monitoring and evaluation, a rigorous impact evaluation (IE) of the interventions will be carried out to determine their causal impact that is the change in target outcomes which can be directly attributed to the project interventions. Consultant/Impact Evaluation expert/firm will be hired to carry out the Impact Evaluation. NPCU will lead this process with the help from the states and the World Bank.

**4.4.5. Results Framework (RF):**

350. The RF has been designed to represent the underlying strategy for achieving the PDO, including measures that can be used to assess progress towards achievement of the PDO. All indicators are specific, measurable, actionable, realistic and time-bound (SMART).

351. Reporting formats will be developed for each component by the NPCU and modified as needed by state. The RF will be updated every six months in the context of the semi-annual implementation support missions (ISMs) and will be reported in the Implementation Status and Results Reports (ISRs).

**4.4.6. Results Monitoring and Evaluation Arrangements**

352. Given the federal/state system in which the project will be implemented with information flowing in both directions, the project M&E will be grounded in existing country systems. In this

regard, a multi-layered and robust M&E arrangements at the federal, state and local levels, will be established to monitor progress and achievements under the project.

353. The AGILE M&E's institutional arrangement shall also include an independent third party that is expected to provide monitoring support and conduct independent verification and impact evaluation of the project. The Project M&E system will function through a combination of M&E units at the Federal, State and community levels with support from an external third party entity.

#### **4.4.7. Responsibility for the M&E Function**

354. Monitoring function is the responsibility of the NPCU/SPIUs including the development/upgrade and maintenance of a system that would facilitate collection of data on specified indicators for management reporting purposes and also for making stakeholders aware of the progress of project activities.

355. Data collected at the local level (by schools, SBMCs, LGAs) will be collated and/or tabulated (relying to the extent possible, on available information and communications technology (ICT), including electronic tablets) and then will be transferred to the state level. These data will then be collated, analysed and reported to the Department of Planning and Research supported by the NPCU.

356. Coordination across various levels of government and agencies will be required to collect, consolidate, and report on the data required for the project results monitoring and supervision on a regular basis. To facilitate M&E Coordination processes across various levels of government and agencies, the specific responsibilities for relevant activities at all levels are as follows:

##### **[A] Federal Level M&E Unit**

357. The NPCU in the FME shall be responsible for coordinating and reporting on all project M&E activities and consolidating the information necessary for the Results Framework from all implementing partners, including State governments. As part of this effort, the project shall support the establishment and operation of an M&E office in the NPCU. This M&E office shall be led by an M&E specialist, and will be responsible for:

- (i) undertaking periodic sector and project progress reviews,
- (ii) coordinate the acquisition of relevant data from many partner national and sub-national MDAs and project actors to support the overall M&E operation in the project.
- (iii) preparing and disseminating project progress reports (based on information collected from the state and LGA levels including reporting on the fiduciary and safeguards requirements of the project),

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- (iv) providing guidance and oversight for studies and evaluations, reports and their dissemination.
- (v) carrying out regular checks to ensure the reliability and validity of the data collected at the local, state and federal levels, including project-supported activities which are conditional (e.g., girls' scholarships),
- (vi) develop and follow standardized reporting templates in conjunction with relevant project actors to ensure that project reports provide uniform progress updates on all indicators in the Results Framework
- (vii) undertaken regular verification for the project-supported activities which are conditional (e.g., girls' scholarships), in conjunction with independent verification agents (IVAs).

**[B] State Level M&E Unit**

358. Each State SPIU shall have within its structure an M&E office responsible for coordinating the project M&E activities at the State level. The State M&E office shall be responsible for:

- (i) coordinating the acquisition of relevant data from partner State Ministries, Departments and Agencies (MDAs) to support M&E duties for project tracking and reporting.
- (ii) provide support at their respective state levels to monitor implementation of interventions
- (iii) analyse data provided by the LGA-level and provide information to the federal level related to progress on each of the PDO-level and intermediate-results indicators, and
- (iv) produce report for submission to the Federal level M&E Office.

359. The State M&E office shall be expected to aggregate information emanating from site interventions and MDAs as information travels up to the NPCU. It is expected that participating states will also use the MIS to aggregate data to facilitate their own project management, learning and reporting functions. The State-level M&E Unit shall as much as possible mirror the Federal level M&E office with at least one M&E Officer.

**[C] Local level M&E Unit:**

360. Designated M&E officers within each relevant LGA will support the collection/transmission of data from the schools, communities, etc. to the state-level. This information will then be compiled by the M&E officer within the NPCU to be included in progress reports.

#### **4.4.8. Independent Third Party M&E Service Provider**

361. AGILE Project shall engage the services of a highly qualified third party entity to support the development and operation of the overall M&E system. The independent party (a firm) shall be a provider of expert M&E, MIS and operational research services. The firm shall be expected to provide technical support and mentorship to project M&E units of the Federal and State PIUs.

362. Apart from the promotion of greater transparency and improved governance, the engagement of the third party approach, will enable cutting-edge M&E approaches to be embedded into the AGILE Project system and also provide a boost to the low M&E capacity (human resources, systems, and technology) within the implementing agencies at Federal and State levels, to ensure that M&E is operational early in the project.

#### **363. Supervision and reporting:**

Implementation support missions (ISMs) will be carried out by the Bank in collaboration with the Government every six months, at a minimum. The Bank will also continuously monitor compliance with Bank fiduciary requirements and safeguards. Joint progress reviews will be carried out on an annual basis. An MTR and end-term review of the project will be carried out along the lines of the joint ISMs roughly half-way through project implementation and leading up to and following the closing of the project, respectively.

#### **4.4.9. Monitoring and Evaluation Mechanism**

364. The third component of the project will provide the necessary support in terms of skill building and technical assistance to enable states who are initially capable of achieving fewer KPIs to make this shift in performance and strive for enhanced performance.

365. In order to ensure the efficient delivery of the results level indicators of AGILE, NPCU will provide technical support in the development and periodic tracking of output and process level indicators in the results chain. In line with the project objectives, the results on the

individual States performance against the results indicators will be made public through the AGILE website, by NPCU

366. The monitoring and evaluation process, for the Project Components and Sub-components shall be in three dimensions:

- (i) Monitoring of inputs in order to ensure the delivery of specified outcomes
- (ii) Operational evaluation - to determine cost effectiveness of the project and ensure value for money.
- (iii) Impact evaluation – to determine the effects of capacity building achievement of results. The NPCU is responsible for the development and implementation of monitoring frameworks and follow-up modules and is obliged to report regularly to the FME, the World Bank and other control organisations.

#### **4.5.0. Monitoring Indicators**

367. The progress and performance of the Project Components and subcomponents will be subjected to monitoring and systematic internal and external evaluation. The M&E process will be structured around the Project Results Framework. Project performance will be monitored at the outcome level with Key Performance Indicators and at the Output level with Intermediate Results Indicators per sub-component.

368. The performance indicators set out in accompanying tables below will be monitored and assessed by NPCU and SPIU, using a range of data sources described in this PIM. The results will be reported in AGILE Project Annual Reports, States' Quarterly Reports and States' Annual Education Sector Performance Reports. Details of baseline figures and targets is as detailed in Annex 1.

#### **369. PDO Indicators**

The Schools and Department of Research and Statistics at State ministry of education shall ensure the collection of the following data:

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**Frequency *Annually***

- Number of direct project beneficiary in participating states including: (i) girls and boys enrolled in P6 in public primary schools with the likelihood of transitioning to secondary school, and (ii) girls and boys enrolled in public junior and Senior Secondary Schools and enjoyed benefit from one or more of project interventions, as indicated in the school level regular reporting on enrollment and attendance in EMIS
- Number of girls enrolled in JS1, JS2 and JS3 in participating states' public schools, as indicated in the school level regular reporting on enrollment and attendance in EMIS
- Number of girls enrolled in SS1, SS2 and SS3 in participating states' public schools, as indicated in the school level regular reporting on enrollment and attendance in EMIS
- Percentage of girls transitioning to public secondary school in participating states, as indicated in the school level regular reporting on enrollment and attendance in EMIS
- Percentage of Student trained who demonstrate digital literacy in participating states' public schools, as indicated in the school level regular reporting on enrollment and attendance in EMIS
- Number of girls who complete the safe space curriculum sessions per year, as indicated in the school level regular reporting on enrollment and attendance in project documentation

**370. Component 1: *Safe and Accessible Learning Spaces***

In addition to the protocol set out in the construction handbook for sub-component 1.1 and 1.2, the department of Research and statistics at State ministry of education shall ensure the collection of the following data, to monitor progress these subcomponents:

**Frequency: *Quarterly***

- Number of classrooms constructed in newly established JSSs under Subcomponent 1.1 and constructed or rehabilitated in the existing JSSs under Subcomponent 1.2, as indicated in the regular project progress reports of routine monitoring conducted by LGEA in collaboration with the supervision Department of Physical Planning monitoring and SPIU.
- Number of Public junior and Senior Secondary Schools receiving at least one of the School Improvement Grants made available under the project that's developed and being managed by SBMC, as indicated in the regular project progress reports of routine monitoring conducted by LGEA in collaboration with the supervision Department of Physical Planning monitoring and SPIU as indicated in the State level regular reporting on school infrastructure in EMIS..
- Percentage of Secondary schools in participating states with separate toilets for girls constructed as part of the School Grant or school construction program, as indicated in the School level regular reporting on school infrastructure in EMIS.
- Percentage of Secondary schools in participating states that are implementing the whole school approach, as indicated in the regular project progress reports of routine monitoring conducted by LGEA in collaboration with the SPIU and State Ministry of Women Affairs, corroborated by

**Frequency: *Quarterly***

independent survey. The whole school approach must include at least the first three of the following elements:

- (i) Teachers' codes of conduct (including training),
- (ii) GBV/SEA awareness activities, reporting mechanism with referral pathway,
- (iii) Adaptation of school buildings and grounds for safety
- (iv) School safety policies,
- (v) Establishment of a safety sub-committee,

- Number of teachers (disaggregated by gender) recruited and deployed to junior and Senior Secondary Schools as indicated in the regular project progress reports of routine monitoring conducted by LGEA in collaboration with the SPIU and State Ministry of Education, corroborated by annual schools census.

### 371. **Third-Party Monitoring of the Component**

It is expected that during the construction stage of the subcomponents 1.1 and 1.2, a Third-Party Monitor (TPM) will be appointed by the NPCU to visit the construction site to review the works independently and identify issues with quality of construction, quality control process and pace of progress and suggest mitigations. The TPM who would visit construction sites of each SSS and JSS on agreed frequency and submit reports to NPCU and the Bank. During the site visit the TPM would check that:

- The site is free from all encumbrances
- All environmental social health and safety precautions as defined in E&S instruments are in place.
- The grievance redressal mechanism is functioning and make a note of grievances, if any, and details of resolution of the same.
- The GBV referral pathway is functional
- The physical progress of work is as per contract document and note reasons of delays if any.
- The building / s are located as per drawings.
- There are no honeycombs in concrete, the columns, beams, walls etc. are in proper alignment and workmanship in general is of acceptable standard.

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- The materials used are as per specifications and concrete and mortar mixing is being done using appropriate machines as defined in the contract.
- The material testing is being conducted as per technical specifications, all test results are acceptable, and proper records are being maintained at site.
- The construction equipment like mixers, vibrators, scaffolding and formwork etc., are available at site and are in acceptable / working condition.
- Basic quality control materials like cube moulds for concrete, jars for testing bulk age of sand, slump test apparatus etc., as defined in the contract agreement are available at site.
- The contractors' key personnel proposed in the contract are available at site or not.
- The frequency of visits of Clerk of Works and DPP's zonal and HQ engineers is as per the Construction Handbook.
- The Clerk of Works is maintaining the site register, day book, measurement books etc. properly.
- The processes for procurement of materials and labour are as per procurement manual and account books are being maintained as per FM manual.
- The following have been executed at site as per drawings and specifications for PH works:
  - Overhead reservoir and pump-set used for water supply
  - The dimensions of the individual structures
  - Gradients provided for water-supply and sewage disposal systems
  - Positioning of fittings and fixtures
  - Floor gradients of the toilets
  - Quality of the materials and fixtures used in structures, etc.
- The following have been executed at site as per drawings and specifications for electrical works:
  - Location of light fittings as per drawings

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- Miniature circuit breakers (MSBs') of proper capacity according to the drawings.
- Load distribution as per drawings.
- Positioning of panel boards, switchboards etc.
- Earth continuity to each metallic portion
- Quality and specification of the items used as per contract.
- Due earth resistance with proper earthing.
- Functioning of lightning arrester system with proper continuity

372. In addition to the above, the consultant would:

- Take pictures of the buildings and material at site and record interviews with different stakeholders.
- Issue on the spot instruction if any life-threatening issues are noted with the quality of construction and report as appropriate.

373. The TOR and other deliverables for the TPM is detailed in the Construction Handbook.

**374. Component 2: *Fostering an enabling environment for girls***

The monitoring and evaluation process for this component shall be in the following dimensions. The LGA, SME , FME shall ensure the collection of the following data , to monitor progress this component:

<b>Frequency: <i>Quarterly</i></b>
<ul style="list-style-type: none"> <li>▪ Number of Community members reached at local level on the importance of girls’ education as indicated in the AGILE progress monitoring reports conducted at the state level in collaboration with the NPCU.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Number of girls meeting the eligiblity critiera and receiving the scholarship upon transitioning to JSS as indicated in the LGEA level progress report with independent survey based verification conducted by SPIU and FME</li> </ul>
<ul style="list-style-type: none"> <li>▪ Number of girls meeting the eligiblity critiera and receiving the scholarship upon continuing their education in JS2 or JS3 as indicated in the LGEA level progress report with independent survey based verification conducted by LGA, SME and FME</li> </ul>
<ul style="list-style-type: none"> <li>▪ Number of girls meeting the eligiblity critiera and receiving the scholarship upon transitioning to SSS as indicated in the LGEA level progress report with independent survey based</li> </ul>

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<b>Frequency: <i>Quarterly</i></b>
verification conducted by SPIU and FME
<ul style="list-style-type: none"> <li>▪ Number of girls meeting the eligibility criteria and receiving the scholarship upon continuing their education in SS2 or SS3 as indicated in the LGEA level progress report with independent survey based verification conducted by LGA, SME and FME</li> <li>▪ Number of schools with trained teacher-counselors who conduct weekly safe space sessions for adolescent girls SS3 as indicated in the LGEA level progress report conducted by SPIU and Guidance Counseling unit of SME</li> <li>▪ Number schools that have the following, as indicated in the school level reporting compiled by LGEA with independent verification <ul style="list-style-type: none"> <li>✓ been equipped with adequate number of tablets</li> <li>✓ have teachers who have been trained</li> <li>✓ are training students in digital literacy for at least one hour per week</li> </ul> </li> <li>▪ Number of girls receiving the digital literacy training from trained teachers and on electronic tablets, at least one hour per week for a minimum of 80% of the academic year, as indicated in the school level reporting compiled by LGEA with independent verification</li> <li>▪ Percentage of Grievances received and addressed through the project GRM system as indicated in the GRM reports provided to SPIU and NPCU by LGAs</li> </ul>

375. Specifically, the monitoring and evaluation process for this component shall be in the following dimensions

**376. Component 3: *Project management and system strengthening***

The monitoring and evaluation process for this component shall be in the following dimensions.

The LGA, SME, FME shall ensure the collection of the following data:

<b>Frequency: <i>Annually</i></b>
<ul style="list-style-type: none"> <li>▪ Number of State with strategy and plan, prepared through a cross-sectoral collaboration, involving key sectors including Education, Health, Women’s Affairs and social development, to empower adolescent girls as indicated in the State level report</li> </ul>

**4.5.1. Monitoring dashboard.**

377. A monitoring dashboard will be put in place for monitoring AGILE performance, with regards to the following:

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- (i) progress against PDO Indicators by Objectives/ Outcomes
- (ii) progress against Results Indicators by Components; and
- (iii) implementation status and progress against agreed activities (completed, ongoing, delayed), including issues and challenges in the project implementation.

The dashboard will be produced on a monthly basis, but its format and frequency may be adjusted during program implementation and as deemed necessary.

#### **4.5.2. Reporting**

378. At the state level, reporting against performance will be set out in a state's Quarterly Reports and Annual Performance Report, which shall be forwarded to NPCU, not later than two months from the end of each quarter. At the National level, semi-annual performance reports should be prepared on agreed indicators by the NPCU. Periodic (quarterly, bi-annual and yearly) physical and financial reports showing comparisons of actual financial and physical achievements with targets indicated in the annual work plan also need to be submitted to the World Bank. In this regard, quality of reporting, periodicity of reporting and commitment of decision makers has remarkable bearings on the success or failure of a monitoring system. The NPCU shall also be required to conduct mid-term reviews and annual reviews. .

##### **4.5.2.1. Annual Project Report**

379. This report is intended to formally inform stakeholders of the status of Project implementation and that the decisions or actions necessary for successful implementation of the project. Each report shall cover the period of one fiscal year and shall be furnished to the World Bank not later than two months after the end period of such a report. The Annual Program report will be prepared by the NPCU and submitted to the WB by October of each FY (for the preceding FY).

##### **4.5.2.2 Mid-Term Review Report**

380. Midterm review will be conducted on the 24<sup>th</sup> month after effectiveness. The review is intended to analyze whether the project is on track, what problems and challenges the project

is encountering and what corrective actions are required. For mid-term evaluations, either in-depth evaluations or desk evaluations can be used. At midterm, the National Project Coordinator will assess the performance of the project and make a decision whether the project needs to be restructured. The Annual Program report will be prepared by the NPCU and submitted to the World Bank.

#### **4.5.2.3 Project Implementation Completion report.**

381. End of project evaluation is undertaken at the end of a Project. This assesses whether the objectives and goals were achieved in an effective and efficient manner, and provides recommendations and lessons learned from Project implementation in order to assist in determining whether to continue, replicate or expand a project. Terminal evaluations can be undertaken as both in-depth and desk evaluations. The end of Project evaluation will be conducted no later than six (6) months prior to closing date. The Annual Project report will be prepared by the NPCU and submitted to the World Bank.

## CHAPTER 5 –ENVIRONMENTAL AND SOCIAL SAFEGUARD ARRANGEMENTS

### 5.0. ENVIRONMENTAL AND SOCIAL MANAGEMENT SYSTEM ASSESSMENT (ESSA)

The AGILE project will be implemented across different states with uneven institutional capacity and weak legislation enforcement, which may pose Environmental and Social risks in term of the ability to comply with the requirements of the Nigerian Environmental Guidelines and the World Bank Environmental and Social Framework (ESF). Also, the project will be implemented within complex and varied fragility/conflict contexts potentially posing significant risk to beneficiaries and communities in support of girls’ education. Indeed the overall Environmental and Social Safeguards risk of the AGILE Project is rated Substantial. In this connection, an Environmental and Social Management Framework (ESMF) has been developed, to provide necessary implementation guidance on this project.

382. Furthermore, to ensure that all environmental and social issues are adequately addressed and relevant capacity and training needs are established to facilitate effective implementation of AGILE project, some guidance is provided in this section while the key implementers especially, those who would be carrying out Environmental and Social risk management responsibilities are required to also refer to the following E&S instruments, plans and actions for detailed processes of how to identify and mitigate Environmental & Social risks and Impacts associated with the project, in accordance with agreed mechanisms satisfactory to both the government and the World Bank,:

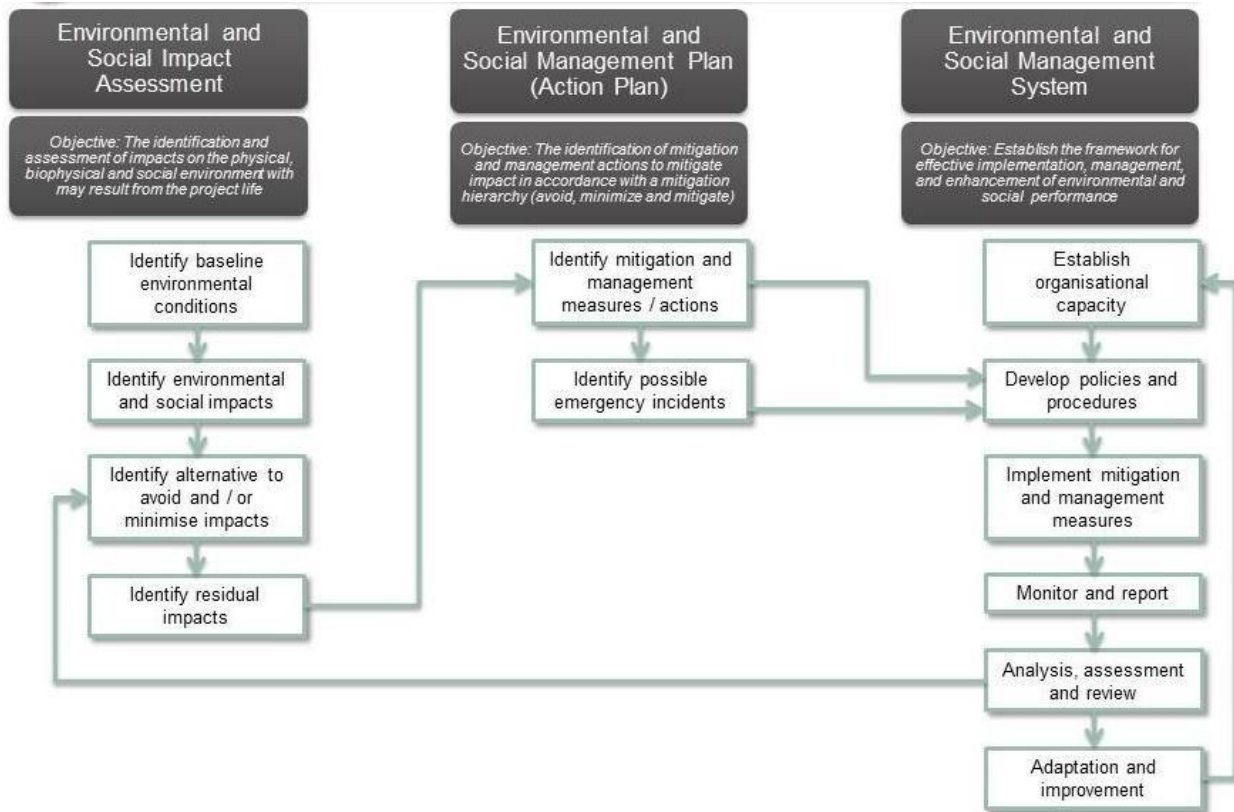
- Environmental and Social Management Framework (ESMF)
- Resettlement Policy Framework (RPF)
- Stakeholder Engagement Plan (SEP)
- Labour Management Procedures (LMP)
- GBV assessment Report

## 5.1 THE ENVIRONMENTAL AND SOCIAL MANAGEMENT FRAMEWORK



The ESMF is a statement of the policy, principles, institutional arrangement and procedures that the Project Management will follow in each subcomponent, in addressing environmental and social issues.

The instrument spells out corporate environmental and social safeguard policy frameworks institutional arrangements and capacity available to identify and mitigate potential environmental and social safeguards issues and impacts of each subcomponent. Standards and procedures are detailed in the **ESMF, RPF, SEP, GBV-A and LMP Handbooks**, developed under this project.



**Figure 15: Environmental and Social Management Framework**

383. The Environmental and Social Management Framework allows for the identification of environmental and social impacts, the development of mitigation and / or management actions and the establishment of a structure to ensure the effective implementation and adaption of mitigation and management measures. The main purpose of the ESMF is to:

- ❖ Establish clear procedures and methodologies for the environmental and social assessment, review, approval and implementation of investments to be financed under the AGILE Project;
- ❖ Specify appropriate roles and responsibilities, and outline the necessary reporting procedures, for managing and monitoring environmental and social concerns related to AGILE projects;
- ❖ Determine the training, capacity building and technical assistance needed to successfully implement the provisions of the ESMF;
- ❖ Provide practical information resources for implementing the ESMF.
- ❖ Identify potentially adverse environmental impacts and risks in the projects intervention zone;
- ❖ Assess potentially adverse social issues and impacts related to projects activities;
- ❖ Indicate ways in which potentially adverse environmental and social impacts will be avoided, minimizes and mitigated;
- ❖ Establish clear procedures and methodologies for the environmental and social planning, review, approval and implementation of subprojects to be financed under the project
- ❖ Develop screening tool i.e. checklists and guidelines to be used for screening sub-components for their potential environmental and social impacts.
- ❖ Specify appropriate roles and responsibilities, and outline the necessary reporting procedures, for managing and monitoring environmental and social concerns related to subprojects.
- ❖ Determine the training, capacity building and technical assistance needed to successfully implement the provisions of the ESMF;
- ❖ Establish the projects funding required to implement the ESMF requirements;

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- ❖ Provide practical information resources for implementing the ESMF.
- ❖ Develop an environmental monitoring plan under the projects to ensure that environmental and social issues will be managed effectively

384. Specifically, ESMF is to help ensure that activities under the proposed AGILE project benefits to:

- ☞ Protect human health; enhance positive environmental and social outcomes;
- ☞ Prevent or mitigate negative environmental impacts as a result of either individual sub-projects/ schemes or their cumulative effects;
- ☞ Prevent or compensate any loss of livelihood.

385. The document focuses attention on a given area, viz:

- Environmental Assessment which describes the steps involved in identifying and mitigating the potential adverse environmental and social impacts of future investment AGILE activities. It also provides guidance in cases where the screening results indicate that a separate Environmental Impact Assessment (EIA) is required, once the exact nature and locations of AGILE project have been identified.
- Social assessment is aimed at analysing the social issues and soliciting stakeholders' views for the design of the AGILE project. Social assessment helps make the project responsive to social development concerns, including seeking to enhance benefits for poor and vulnerable people while minimizing or mitigating risk and adverse impacts. It analyses distributional impacts of intended project benefits on different stakeholder groups, and identifies differences in assets and capabilities to access the project benefits

386. This document is a viable instruments to be adopted by all the implementing stakeholders in the implementation of the AGILE project especially for the execution of the Components 1 & 1.2 at the State, LGA and School levels.

## **5.2. GOVERNMENT ENVIRONMENTAL AND SOCIAL MANAGEMENT SYSTEMS**

387. The Government of Nigeria has a number of well-defined sectorial policies, instruments and laws which provide directives to integrate environmental and social considerations in the

decision-making process to avoid or minimize impacts associated with program implementation.

388. The Federal Ministry of Environment (FMEnv) is mandated to coordinate environmental protection and natural resource conservation for sustainable development while one its key agency, the National Environmental Standards and Regulations Enforcement Agency (NESREA) is mandated to ensure compliance with environmental standards, guidelines and regulations. The State Ministries of Environment (SMEnv) are concurrently charged with establishing guidelines and standards for the management and monitoring of the environment in the Nigerian States.

389. The FMEnv will ensure that the project implementation conforms to the statutory guidelines while the SMEnv is responsible for managing environmental problems caused by or arising within the project areas including waste management and environmental guidance.

390. In the education sector, the three tiers of Government institutions at the Federal, State, and Local will play a differentiated institutional roles in addressing social risks and impacts of the Program.

### **5.3 POTENTIAL ENVIRONMENTAL AND SOCIAL EFFECTS OF THE AGILE**

391. The project environmental and social risk rating is Substantial because the project proposes to support minor civil works (construction and renovation of schools' facilities and classrooms



The 8 applicable standards to this project include:

- ESS 1: Assessment and Management of Environmental and Social Risks and Impacts
- ESS 2: Labour and Working Conditions
- ESS 3: Resource Efficiency and Pollution Prevention
- ESS 4: Community Health and Safety
- ESS 5: Land Acquisition, Restrictions on Land Use and Involuntary Resettlement
- ESS 6: Biodiversity Conservation and Sustainable Management of Living Natural Resources
- ESS 8: Cultural Heritage

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ESS 10: Stakeholder Engagement and Information Disclosure

392. The applicability of these standards to the project is discussed in the following table:

**Table 28: Environmental and Social Standard Applicable to the Project**

Applicable Standard	Reason for Application of Standard to the Project	How it will be addressed by the project
<b>ESS 1:</b> Assessment and Management of Environmental and Social Risks and Impacts	Proposed project activities under component 1 will include minor infrastructure works in the selected schools to include rehabilitation of existing classrooms, construction of new classrooms, replacement of roofs, windows, provision of hygiene & sanitation facilities, etc. Environmental concerns associated with such construction works include waste generation, debris from rehabilitation activities, community health and safety, occupational health and safety of workers, noise, dust emissions etc. However, these impacts are limited, site specific and can be mitigated.  The project also poses some social risks, including risks associated with labour influx, grievances, social conflicts and exclusion of vulnerable groups from operationalizing the project.	<ul style="list-style-type: none"> <li>▪ Given that the exact project locations are not fully known at this stage,</li> <li>▪ Environmental and Social management framework (ESMF) has been prepared to address the step by step procedure that will be followed in preparing the ESMP when the exact locations will be identified.</li> <li>▪ A GBV assessment report has been developed.</li> <li>▪ Site-specific Environmental and Social Management Plans (ESMPS) and other required site-specific plans like waste management plan, OHS plan etc. will be prepared when project locations are known.</li> </ul>
<b>ESS 2:</b> Labour and Working Conditions	The project will make use of various categories of workers, direct and indirect workers who may face unfavourable terms and conditions of employment, discrimination, child labour, forced labour, grievances and unsafe working conditions.	<ul style="list-style-type: none"> <li>▪ Labour Management Procedures (LMP) consistent with ESS2 and National Labour Laws for all categories of workers has been developed, while specific OHS Plans will be prepared as part of the site-specific ESMPs.</li> </ul>
<b>ESS 3:</b> Resource Efficiency and Pollution Prevention;	Proposed construction may lead to air, water and land pollution from emissions, waste generation, use of resources etc. if not properly managed.  Inefficient use of resources like water and energy, use of environmentally un-friendly techniques during construction and operation could also pose risks. Increased use of fuel-wood for cooking from increased student's enrolment leading to deforestation	<ul style="list-style-type: none"> <li>▪ The ESMF identifies environmentally friendly options to project activities.</li> <li>▪ Site specific ESMPs and contractors waste management plans to be prepared will include mitigation measures to minimize and manage the risks and impacts associated with resource efficiency and pollution management.</li> </ul>

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Applicable Standard	Reason for Application of Standard to the Project	How it will be addressed by the project
	and climate change, if there is no switch to environmentally friendly cook stoves.	
<b>ESS 4:</b> Community Health and Safety	Schools and project communities may be exposed to risks from project activities during pre-construction, construction, operation phases including accidents/incidents, pollution, increase in spread of diseases, GBV/SEA, borrow pits etc. There is also a risk that project construction may be on erosion/flood prone areas.	<ul style="list-style-type: none"> <li>▪ Site-specific ESMPs will assess this risk and provide mitigation measures.</li> <li>▪ A stand-alone GBV assessment and action plan has been developed for the project.</li> <li>▪ An Environmental, Health &amp; Safety Guidelines (EHSG) applicable to the project developed in line with the World Bank guidelines is ESMF</li> </ul>
<b>ESS 5:</b> Land Acquisition, Restrictions on Land Use and Involuntary Resettlement	The project is not planning to finance activities that will involve land acquisition, restrictions on land use, or involuntary resettlement. However, risks may come from possibility of temporary squatters like IDPs, Military in abandoned schools selected for renovation, expansion of school facilities, repair of staff quarters may affect people using the facilities temporarily, erection of perimeter fence may affect people crops, illegal structures or easement. However, these impacts are expected to be limited and site specific.	<ul style="list-style-type: none"> <li>▪ This standard has been addressed in the Resettlement Policy Framework (RPF) prepared alongside the ESMF.</li> <li>▪ Site-specific Resettlement Action Plans (RAPs) will be prepared as required based on screening of such sites.</li> </ul>
<b>ESS6:</b> Biodiversity Conservation and Sustainable Management of Living Natural Resources	Potential environmental risks and impacts associated with this ESS will be limited. Potential risks could arise if there are rivers, floodplains, wetlands and other fragile ecological systems near the selected schools. Vegetation clearing could disturb flora and fauna. Increased demand for fuel-wood for cooking from increased students' enrolment will lead to more logging and deforestation if there is no switch to environmentally friendly cook stoves. Primary suppliers could source furnishing materials from reserved areas.	<ul style="list-style-type: none"> <li>▪ The ESMF provides guidance on screening and mitigation measures to ensure that project activities do not alter or cause destruction of any critical or sensitive natural habitats.</li> <li>▪ Site specific ESMPs will contain mitigation measures to address these risks</li> </ul>
<b>ESS8:</b> Cultural Heritage	Project activities are not envisaged to pose risks to cultural heritage since they will occur within the confines of schools. However, excavation and other project activities may	Physical and Cultural Resource Plan (PCR)/ Chance Find Procedures will be contained in the site-specific ESMPs.

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Applicable Standard	Reason for Application of Standard to the Project	How it will be addressed by the project
	lead to encounter of physical and cultural resources.	
<b>ESS 10:</b> Information Disclosure and Stakeholder Engagement	There are different categories of stakeholders associated with the project with varying degree of influence. These stakeholders will need to be identified, engaged effectively in order to improve environmental and social sustainability of the project, enhance acceptance, and make significant contribution to successful project design and implementation.	A Stakeholder Engagement Plan (SEP) has been prepared as a stand-alone document. Additionally, the Project will conduct stakeholder consultations throughout its lifecycle.

**5.4 OPERATIONAL PERFORMANCE AND INSTITUTIONAL CAPACITY ASSESSMENT IN MANAGING ENVIRONMENTAL AND SOCIAL IMPACTS**

393. Based on a review of the available data and detailed analysis of the environmental and social effects of the project and the institutional context, the main findings in the ESMF are summarized in Annex 57 and 58:

**5.5 Integrating Environmental and Social Mitigation Measures in Project Design and Tender Documents**

394. The mitigation measures developed and in subsequent specific safeguards instruments (ESIA/ESMP) will be integrated into the project design and tender documents, to enable the mitigation measures becoming part of the project construction and operation phase. This integration is articulated as follows:

<b>Project Design</b>	The mitigation measure integration in the design phase will help in strengthening the benefits and sustainability of the project. Such a step will enhance the mitigation measures in terms of <b>specific mitigation design, cost estimation of the mitigation measure, and specific implementation criteria.</b>
<b>Project Contract</b>	The project contractor should be bound by the parameters identified in the environmental and social assessments (ESMP) pertaining to specific mitigation measures in the contract. <b>The final acceptance of the completed works should not occur until the environmental clauses have been satisfactorily implemented.</b>

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<b>Bill of Quantities</b>	The tender instruction should explicitly mention the <b>site-specific mitigation measures, materials to be used, labour camp arrangements and waste disposal areas</b> , as well other site specific environmental and social requirements.
<b>Supervision and Monitoring</b>	The purpose of supervision is to ensure that specific mitigation parameters identified in the environmental and social assessment and as bound by the contract is satisfactorily implemented.

### **5.5 Gender-Based Violence (GBV) and Sexual Exploitation and Abuse (SEA) Risks in the AGILE Project**

The World Bank-financed Investment Project Financing (IPF) with major civil works can increase the risk of GBV in both public and private spaces by a range of perpetrators in several ways. Based on protocol laid out in the GBV Good Practice Note, the AGILE Project NPCU conducted a GBV Risk Assessment to rate the risk that the project will increase GBV across a number of areas. While the overall risk rating put this project in the “substantial risk” category, the World Bank and AGILE Project team recognize the GBV remains an important concern, and that mitigation of risk areas must be addressed. Risk factors include:

- The project construction is in the existing school premises that girls and female teachers, inclusive, attend on a regular basis, a risk factor for sexual exploitation and abuse (SEA) and sexual harassment. The risk of incidents of sex between labourers and minors, even when it is not transactional, could also increase.
- The prevalence of intimate partner violence (physical and sexual) and sexual violence are on the high side while the child marriage is common most of the participating states.
- Influx of workers to school environment and indeed women and men work in close proximity on the project with limited supervision.
- High levels of poverty locally may exacerbate vulnerability to SEA and other violence.

### **5.6. GBV and SEA Risk mitigation, prevention and response for AGILE Project site**

395. As part of the initiative to integrate GBV/SEA mitigation measures in AGILE project, a stand-alone GBV assessment report with defined action plan on mitigating these risks has been prepared for the project.



Action plan activities on mitigating School Related Gender Based Violence (SRGBV) in and around schools for the Project implementation will also adhere to the action plan as detailed in the **GBV Assessment**, developed

396. Key information provided in the report:

- Prioritizing community engagements and integrate outcomes into the GBV action plan.
- Community training on sexual exploitation and abuse (SEA) and sexual harassment, reporting and accountability mechanisms.
- Provision of costed GBV Action Plans to be prepared by each participating state.
- All relevant documents such as ESMPs, C-ESMPs ToRs, bidding documents will include information on SEA/SH prevention and mitigation considerations
- GBV service providers mapping will take place, including assessing quality of care
- AGILE Project will ensure availability of an effective GBV grievance redress mechanism (GRM) including forming a GRM committee at the project site and ongoing monitoring
- Codes of conduct on GBV prevention will be signed by all workers and managers, and trainings and refreshers will take place on an ongoing basis, including focus on SEA and sexual harassment.
- Separate toilet and hygiene facilities will be available and functional for men and women working on the site, including inside-locking doors and appropriate lighting

397. Detailed generic Action Plan to reduce and mitigate the risks of Schools Related GBV/SEA will include the following measures in the accompany tables:

**Table 29: SRGBV Actions Plan for AGILE PROJECT**

Recommended Action	Responsibility	Timing	Monitoring
Using a participatory approach, update code of conduct to address SRGBV and finalise with stakeholders.	SPIU, SMOE, SMWA	<ul style="list-style-type: none"> <li>○ Preparation.</li> <li>○ Implementation.</li> </ul>	Comprehensive code of conduct developed
Conduct focused SRGBV training to improve knowledge about GBV, code of conduct and	SPIU, SMOE, SMWA	<ul style="list-style-type: none"> <li>○ Throughout the project cycle.</li> </ul>	Number of teachers

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Recommended Action	Responsibility	Timing	Monitoring
build skills in positive discipline for teachers, administrative and support staff.			Trained
Ensure that new teachers sign off code of conduct after training/orientation. Facilitate sign off with existing teachers/support staff as part of a reorientation process.	SPIU, SMOE, SMWA	○ Implementation.	Code of conduct signed (number)
Develop learning guides for teachers, administrative and support staff to serve as a reference document for daily use.	SPIU, SMOE, SMWA	○ Preparation.	No. of booklets produced and given to staff
Facilitate discussions with parents through the PTA to deliver balanced information about gender equality, SRGBV and school retention for girls.	SPIU, SMOE, SMWA, PTA SBMC CBO/CSO	○ Quarterly ○ Throughout the project cycle.	PTA attendance
Facilitate discussions with parents through the PTA to deliver information about GBV case management process and referral	SPIU, SMOE, SMWA, PTA SBMC CBO/CSO	○ Quarterly ○ Throughout the project cycle	Number SRGBV PTA meetings per year
Institute safety sub-committee within the PTA to discuss/review safety related issues and make recommendations	SPIU, SMOE, SMWA, PTA SBMC CBO/CSO	○ Implementation.	Safety subcommittee constituted.
Conduct on the job training for all teachers on prevention and response to SRGBV in schools using the reference guides.	SPIU, SMOE, SMWA	○ Preparation. ○ Implementation.	Number of teachers trained.
Conduct TOT workshops for trainers/teachers on SRGBV, life skills and rights.	SMOE, SMWA	○ Preparation. ○ Implementation.	Number of TOT workshops and teachers trained.
Conduct trainings for schoolgirls and boys as part of the school program. Incorporate trainings as part of their school health education program.	SPIU, SMOE, SMWA	○ Preparation. ○ Implementation.	Number of schoolgirls and boys trained
Establish active girls' clubs to promote participatory learning for life skills and SRGBV in safe spaces.	SPIU, SMOE, SMWA	○ Preparation. ○ Implementation.	Number of girls' clubs established

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<b>Recommended Action</b>	<b>Responsibility</b>	<b>Timing</b>	<b>Monitoring</b>
Develop reporting and monitoring system to track GBV in schools and referral mechanisms.	SPIU, SMOE, SMWA	<ul style="list-style-type: none"> <li>○ Preparation.</li> <li>○ Implementation.</li> </ul>	Number of cases reported/number of referrals
Create safe spaces that provide peer support for girls that increase openness in	SPIU, SMOE	<ul style="list-style-type: none"> <li>○ Preparation.</li> <li>○ Implementation.</li> </ul>	
Mapping of child protection services, medical, psychosocial, legal or family welfare services that exist in the community or around the school.	SPIU, SMOE, SMWA	<ul style="list-style-type: none"> <li>○ Preparation.</li> <li>○ Implementation.</li> </ul>	List of mapped services
Create awareness on child protection services, medical, psychosocial, legal or family welfare services through flyers, meetings, G&C sessions etc.	SPIU, SMOE, SMWA	<ul style="list-style-type: none"> <li>○ Throughout the project cycle</li> </ul>	Number of people reached
Conduct GBV specific training for guidance counsellors on providing counselling and support for victims and survivors	SPIU, SMOE	<ul style="list-style-type: none"> <li>○ Preparation.</li> <li>○ Implementation.</li> </ul>	Number of guidance counsellors trained
Develop referral protocol or manual for guidance and counsellors to ensure effective referral mechanism	SPIU, SMOH	<ul style="list-style-type: none"> <li>○ Preparation.</li> <li>○ Implementation.</li> </ul>	Number of guidance counsellors sensitised
Develop linkages between schools and referral centres.	SPIU, SMOH	<ul style="list-style-type: none"> <li>○ Implementation.</li> </ul>	Number of schools linked to referral services
Recruit and conduct trainings and refresher sessions for female teachers to increase role models	SMOE	<ul style="list-style-type: none"> <li>○ Preparation.</li> <li>○ Implementation.</li> </ul>	Number of female teachers recruited
Construct/ repair toilet facilities in schools ensuring good toilet/student ration	State ministry of works	<ul style="list-style-type: none"> <li>○ Implementation.</li> </ul>	Number of toilets constructed Toilet/student ratio.
Clear bushy areas in and around school	SOME, SBMC	<ul style="list-style-type: none"> <li>○ Implementation.</li> </ul>	
Engage community and traditional leaders with information on GBV for behaviour change to encourage reporting and empower	SPIU, SMOE, CSOs/CBOs, Ward committee	<ul style="list-style-type: none"> <li>○ Throughout the project cycle</li> </ul>	Number of community leaders engaged

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Recommended Action	Responsibility	Timing	Monitoring
community members to identify protection mechanisms for SRGBV.			
Conduct trainings for school administrators/PTA/SBMC on GBV reporting mechanisms using a participatory approach.	SMOE	○ Throughout the project cycle	Number of people trained
Develop learning materials locally adaptable to the context	SMoE, SMWA, CSOs/CBOs	○ Preparation. ○ Implementation.	Number of IEC materials produced and disseminated
Conduct engagement sessions with community leaders/members to discuss ways of making the community safe for girls	SMOE SMWA, CSOs/CBOs	○ Throughout the project cycle	Number of GBV sessions held in the community

**Source:** GBV Assessment Report for the AGILE Project

**Table 30: SEA/SH Actions Plan for AGILE Project**

Recommended Action	Responsibility	Timing	Monitoring
<b>Identification/Appraisal Period</b>			
<b>Sensitize the IA</b> as to the importance of addressing SEA/SH in the project, and the mechanisms that will be implemented.	<ul style="list-style-type: none"> <li>• Task Team.</li> </ul>	<ul style="list-style-type: none"> <li>○ Preparation.</li> <li>○ Implementation.</li> </ul>	<ul style="list-style-type: none"> <li>• Task team to monitor and provide additional guidance as necessary.</li> </ul>
Conduct SEA/SH risks assessment using the SEA/SH Risk Assessment tool.  The Environmental and Social Management Framework also discusses underlying SES/SH risks	<ul style="list-style-type: none"> <li>○ Task team - for the SEA/SH risk assessment</li> <li>○ NPCU - for the social assessment in the ESMF</li> </ul>	<ul style="list-style-type: none"> <li>○ Preparation.</li> <li>○ Appraisal</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing review during implementation support missions.</li> <li>• Update project ESMP and C-ESMP if risk situation changes.</li> </ul>
Conduct a mapping of GBV Service Providers in communities adjoining the AGILE project	<ul style="list-style-type: none"> <li>• SPIUs</li> </ul>	<ul style="list-style-type: none"> <li>○ Preparation.</li> <li>○ Implementation.</li> </ul>	<ul style="list-style-type: none"> <li>• Ministry of Women Affairs to monitor and provide additional guidance as necessary.</li> </ul>

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Recommended Action	Responsibility	Timing	Monitoring
Integrate consultation information SEA/SH in the AGILE Project safeguard instruments (i.e., Project ESMP, C-ESMP).	<ul style="list-style-type: none"> <li>• SPIUs - for social assessment and ESMP.</li> <li>• Contractor for C- ESMP</li> </ul>	<ul style="list-style-type: none"> <li>○ Preparation.</li> <li>○ Implementation (before civil works commence)</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing review during implementation support missions.</li> <li>• Update project ESMP and C-ESMP if risk situation changes.</li> </ul>
Develop an <b>SEA/SH Prevention and Response Action Plan</b> including an <b>Accountability and Response Framework</b> as part of the ESMP.	<ul style="list-style-type: none"> <li>• SPIUs - for social assessment and ESMP.</li> <li>• Contractor for C- ESMP</li> </ul>	<ul style="list-style-type: none"> <li>○ Preparation.</li> <li>○ Implementation (before civil works commence).</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing review during implementation</li> </ul>
Conduct IA capacity assessment to prevent and respond to SEA/SH as part of <b>safeguard preparation</b> .	<ul style="list-style-type: none"> <li>• Task Team</li> </ul>	<ul style="list-style-type: none"> <li>○ Preparation.</li> <li>○ Implementation.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing review during implementation support missions. Update project ESMP if risk situation changes.</li> </ul>
Conduct AGILE <b>project's stakeholder</b> (political, cultural or religious leaders, health teams, local councils, social workers, women's organizations and groups working with children) <b>consultations and engagement to properly inform those affected by the project of SEA/SH risks</b> and project activities and get their feedback on project design and E&S issues.	<ul style="list-style-type: none"> <li>• SPIUs</li> </ul>	<ul style="list-style-type: none"> <li>○ Throughout the project cycle.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring of implementation of SEP.</li> <li>• Ongoing consultations, particularly when C-ESMP is updated.</li> </ul>
Institutionalise an <b>effective GM</b> that include SEA/SH sensitive confidential reporting approach, with multiple channels to initiate a complaint.	<ul style="list-style-type: none"> <li>• SPIUs, but discussed and agreed upon with the Task Team.</li> </ul>	<ul style="list-style-type: none"> <li>○ Prior to contractor mobilizing.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing monitoring and reporting on GM to verify it is working as intended.</li> </ul>
Ensure <b>IA has a GBV specialist</b> to support project implementation.	<ul style="list-style-type: none"> <li>• NPCU</li> </ul>	<ul style="list-style-type: none"> <li>○ Preparation.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing reporting.</li> </ul>
Ensure there is a <b>social /environmental specialist</b> in the supervising Engineer's team with <b>GBV specific</b> skills to supervise issues related to SEA/SH.	<ul style="list-style-type: none"> <li>• SPIUs,</li> </ul>	<ul style="list-style-type: none"> <li>○ During procurement evaluation process.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing reporting.</li> </ul>

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Recommended Action	Responsibility	Timing	Monitoring
<b>Ensure oversight</b> through an independent <b>Third Party Monitoring (TPM) organization/Independent Verification Agent (IVA)</b> (civil society organization, international or local NGO, academic partner, private sector firm) <b>with experienced GBV staff</b> to monitor implementation of the SEA/SH Prevention and Response Action Plan and ensure all parties are meeting their responsibilities.	<ul style="list-style-type: none"> <li>• SPIUs,</li> </ul>	<ul style="list-style-type: none"> <li>○ Preparation.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing reporting.</li> </ul>
<b>Ensure funding is available</b> for IA to recruit GBV service providers to facilitate access to timely, safe and confidential services for survivors.	<ul style="list-style-type: none"> <li>• SPIUs</li> </ul>	<ul style="list-style-type: none"> <li>○ Preparation</li> </ul>	<ul style="list-style-type: none"> <li>• NPCU, SPIUs</li> </ul>
<b>Procurement Period</b>			
Clearly define the SEA/SH requirements and expectations in the <b>bid documents</b> , including the requirement for a CoC <b>which addresses SEA/SH</b>	<ul style="list-style-type: none"> <li>• SPIUs, SBMC, CPMC</li> </ul>	<ul style="list-style-type: none"> <li>○ Procurement.</li> </ul>	<ul style="list-style-type: none"> <li>• Review by Task Team.</li> </ul>
Set out clearly in the procurement documents how adequate SEA/SH-related costs will be paid for in the contract.	<ul style="list-style-type: none"> <li>• SPIUs, SBMC, CPMC</li> </ul>	<ul style="list-style-type: none"> <li>○ Procurement.</li> </ul>	<ul style="list-style-type: none"> <li>• Review by Task Team.</li> </ul>
<b>Evaluate the contractor's SEA/SH Accountability and Response Framework</b> in the C- ESMP and confirm prior to finalizing the contract the contractor's ability to meet the project's SEA/SH prevention and response requirements	<ul style="list-style-type: none"> <li>• SPIUs, SBMC, CPMC</li> </ul>	<ul style="list-style-type: none"> <li>○ Procurement.</li> </ul>	<ul style="list-style-type: none"> <li>• Review by Task Team.</li> </ul>
<b>Implementation Period</b>			
<b>Review C-ESMP</b> to verify that appropriate mitigation actions are included.	<ul style="list-style-type: none"> <li>• SPIUs, SBMC, CPMC</li> </ul>	<ul style="list-style-type: none"> <li>○ Implementation.</li> </ul>	<ul style="list-style-type: none"> <li>• Review by IA.</li> <li>• Review by Task Team.</li> </ul>
<b>Review the GM's reception and processing of complaints</b> to ensure that the protocols are being followed in a timely manner, referring complaints to an established mechanism to review and address SEA/SH complaints.	<ul style="list-style-type: none"> <li>• Task Team.</li> <li>• SPIUs, SBMC, CPMC</li> </ul>	<ul style="list-style-type: none"> <li>○ Implementation.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing reporting.</li> <li>• Monitoring of complaints and their resolution.</li> </ul>
<b>Codes of Conduct signed and understood</b> <ul style="list-style-type: none"> <li>• Ensure requirements in CoCs are clearly understood by those signing.</li> </ul>	<ul style="list-style-type: none"> <li>• Contractor, Consultant, IA.</li> </ul>	<ul style="list-style-type: none"> <li>○ Initiated prior to contractor mobilization and</li> </ul>	<ul style="list-style-type: none"> <li>• Review of SEA/SH risks during project supervision (e.g.,</li> </ul>

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Recommended Action	Responsibility	Timing	Monitoring
<ul style="list-style-type: none"> <li>• Have CoCs signed by all those with a physical presence at the project site.</li> <li>• Train project staff on the behaviour obligations under the CoCs.</li> <li>• Disseminate CoCs (including visual illustrations) and discuss with employees and local communities.</li> <li>• Create an appropriate Accountability and Response Framework.</li> </ul>		continued during implementation	<ul style="list-style-type: none"> <li>• Mid- term Review) to assess any changes in risk.</li> <li>• Supervising Engineer reporting that CoCs are signed and that workers have been trained and understand their obligations.</li> <li>• Monitoring of GM for SEA/SH complaints.</li> <li>• Discussion at public consultations.</li> </ul>
Have project workers and local community undergo <b>training</b> on SEA/SH	<ul style="list-style-type: none"> <li>• SPIUs, Contractors, Consultants.</li> </ul>	○ Implementation	<ul style="list-style-type: none"> <li>• Ongoing reporting.</li> </ul>
Undertake regular <b>M&amp;E</b> of progress on SEA/SH prevention and response activities, including reassessment of risks as appropriate.	<ul style="list-style-type: none"> <li>• SPIUs, Contractors, Consultants.</li> </ul>	○ Implementation	<ul style="list-style-type: none"> <li>• Monitoring of GM</li> <li>• Ongoing reporting</li> </ul>
Implement appropriate <b>project-level activities</b> to reduce SEA/SH risks prior to civil works commencing such as: <ul style="list-style-type: none"> <li>• <b>Have separate, safe and easily accessible facilities for women and men working on the site.</b> Locker rooms and/or latrines should be located in separate areas, well-lit and include the ability to be locked from the inside.</li> <li>• <b>Visibly display signs around the project site</b> (if applicable) that signal to workers and the community that the project site is an area where SEA/SH is prohibited.</li> <li>• As appropriate, ensure public spaces around the project grounds are <b>well-lit</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Contractor (implementation)</li> <li>• Supervising Engineer (supervising/enforcing contract)</li> <li>• Task Team.</li> </ul>	○ Prior to works commencing.	<ul style="list-style-type: none"> <li>• Outgoing reporting</li> <li>• Review during implementation support missions</li> </ul>

**Source:** Adapted from Good Practice Note - Environmental & Social Framework for IPF Operations

398. The states will be required to prepare a detailed costed state specific action plan to address the identified GBV/SEA risks associated to the AGILE project in their respective state.

## 5.6. Labour Management Procedures



Activities around Labour Management issues identified for the Project implementation will adhere to the processes and procedures as detailed in the **Labour Management Procedures (LMP) Handbook**, which sets out the procedures for addressing labour conditions and risks associated with the project.

399. The LMP is enshrined within the context of the World Bank ESS 2: Labour and Working Conditions. The risks and impact associated with workers as well as community health and safety, and the risk associated with labour impact are moderate due to the nature of minimal construction activities which are well understood and expected to have limited impacts. For the AGILE Project, there will be various categories of direct and indirect staff and workers. In this regard, the project has also identifies labour management issues associated with the Labour influx for the project implementation, which is likely to aggravate GBV/SEA issues.

400. These issues can be avoided, minimized or managed through the development of a Labour Management Procedures (LMP) for this project, which identifies labour requirements and sets out the procedures for addressing labour conditions and risks associated with the Labour influx. These procedures include:

- Adequate documentation of terms and conditions of employment
- Safe work environment, fair pay and rights of association and collective bargaining
- Non-discrimination and equal opportunity
- Prohibition of child labour and forced labour
- Training of all workers on Code of Conduct
- Compliance with National and international occupational health and safety standards

401. The LMP also requires every employer, including contractors, to have a Formal Grievance Procedure to lodge complaints and receive responses, which should be known and explained to the employees by the contractor and the SPIUs.

402. Indeed, contractors must prepare and sign all levels of Code of Conducts requested and present a Construction-Environmental and Social Commitment Plan (C-ESMP) that specifically addresses the aforementioned. The submission and acceptance of the C-ESMP is a mandatory

process, essential prior to the commencement of any form of civil works. The SPIU is responsible for monitoring compliance to the E&S requirements.

### 5.7 ESMF implementation arrangements

403. The success of the implementation of the environmental and social standards will depend on the commitment, coordination, capacity and defined roles and responsibilities of actors in the implementation arrangements. This section highlights the roles, responsibilities and institutional arrangements and capacity building plan for the ESMF implementation. It is highly critical that all relevant MDAs collaborative effectively as failure to do so will bring ineffectiveness and failure of the program development objective.

404. The NPCU and each of the SPIUs will ensure that ESF and ESS standards are mainstreamed and effectively managed at the Federal and State level respectively. Within the NPCU and each SPIU, there shall be skilled staff in the areas of environmental and social management, specifically, environmental and social officers.

### 5.8. Institutional Roles and Responsibilities for Implementing the ESMF

405. The roles and responsibilities of the various institutions towards the implementation of the ESMF are outlined in the following table below

**Table 31: Roles and Responsibilities for ESMF Implementation**

Institution	Roles and Responsibilities
National Project Coordinating Unit (NPCU)	<ul style="list-style-type: none"> <li>• Ensure timely preparation of all ESF instruments E&amp;S Frameworks</li> <li>• Communicate ESF instruments to all stakeholders at the Federal Level through consultations and disclosure</li> <li>• Ensure E&amp;S staffing of the SPIUs with qualified officers</li> <li>• Provide oversight monitoring function on the timely preparation, review and implementation of site-specific E&amp;S instruments</li> </ul>
State Project Steering Committee	<ul style="list-style-type: none"> <li>• Provide support to the SPIU in terms of guidance, conformity and operation of the ESMF specifically;</li> <li>• Ensure funds are made available by the Government for addressing project E&amp;S requirements as stipulated in the ESCP, ESMF, SEP, LMP and other plans</li> <li>• Promote multi-sector dialogue and ensuring conformity</li> </ul>

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Institution	Roles and Responsibilities
	<ul style="list-style-type: none"> <li>• Sector policy and project harmonization</li> <li>• Taking decisions on recommendations from the PIU</li> </ul>
State Project Implementation Unit	<ul style="list-style-type: none"> <li>• Responsible for the day to day implementation of the Project including the preparation of annual work plans</li> <li>• Coordinate E&amp;S planning and response</li> <li>• Ensure that the project design and specifications adequately reflect the recommendations of the ESIA/ ESMPs</li> <li>• Monitor the project work to ensure that the activities are carried out in a satisfactory manner</li> <li>• Progress reports and budgets</li> <li>• Disclosure of E&amp;S instruments prepared for the project in coordination with the EA department of the Ministry of Environment/ NPCU</li> </ul>
Environmental and Social Assessment Officers – PIU (Environmental Officer, Social Officer, GBV Officer)	<ul style="list-style-type: none"> <li>• Reviews TOR and ESMPs prepared for the sub-project sites</li> <li>• Ensure that the project design and specifications adequately reflect the recommendations and mitigation in the ESMPs</li> <li>• Co-ordinate application, follow up processing and obtain requisite clearances required for the project, if required</li> <li>• Prepare compliance reports with statutory requirements</li> <li>• Develop, organize and deliver training program for the SPIU staff, the contractors and others involved in the project implementation, in line with training plan in the ESMF, RPF, SEP, LMP, ESMPs</li> <li>• Ensures that ES commitment clauses including labour and GBV management components are contained in the contractors bidding documents and contracts</li> <li>• Ensure sensitization of contractors and project communities on Code of Conduct, prevention of STDs/STIs, GBV/SEA</li> <li>• Establish and implement a Grievance Redress Mechanism</li> <li>• Ensure contractors prepare their C-ESMPs and implement it</li> <li>• Monitor contractor’s compliance to the ESMP, Code of Conduct, Labour Management Plan (LMP) and other site-specific plans prepared including Occupational Health &amp; Safety (OHS), Waste Mgt. Plan (WMP) etc.</li> </ul>
Ministry of Women Affairs, Ministries of Education	<ul style="list-style-type: none"> <li>• Collaborate on sensitization and advocacy on girl’s child education</li> <li>• Ensure effective GRM and GBV reporting mechanism at the state level</li> </ul>

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Institution	Roles and Responsibilities
	<ul style="list-style-type: none"> <li>• Implement sex education campaigns in schools and risks associated with under-age marriage/pregnancy</li> </ul>
Local Government Authority (LGA)	<ul style="list-style-type: none"> <li>• Serve as a liaison between the community members and the project institutions</li> <li>• assist in the implementation of the proper community mechanism</li> <li>• awareness campaign for the proposed project, amongst the various relevant grass roots interest groups</li> <li>• Monitor and report on project activities to the PIU</li> <li>• Channel for Grievance Redress Mechanism</li> </ul>
CBOs, NGOs, Associations, Groups, School Management	<ul style="list-style-type: none"> <li>• Monitor and evaluate project activities</li> <li>• Partner with the project on sensitization and delivery of project objectives</li> <li>• Independent observation of project compliance to E&amp;S Requirements</li> </ul>
World Bank	<ul style="list-style-type: none"> <li>• Review and clearance of TORs, ESMF/ESMPs</li> <li>• Recommend additional measures for strengthening environmental management</li> <li>• Provide oversight guidance on E&amp;S</li> </ul>

**5.9. Grievance Redress Mechanism framework and procedures**

406. This Grievance Redress Mechanism (GRM) is developed to address in clarity and predictability how grievances, complaints, and concerns will be received, assessed, sorted, resolved, and monitored in line with the Project Development Objectives. Some areas of potential concerns include grievances that may arise from any of the following:

- Constructions activities due to noise, dust emission, waste management issues;
- Changes in land use;
- Community health and safety issues;
- Potential increase in sexual exploitation and abuse/sexual harassment (SEA/SH) due to labour influx;
- Potential increase in intimate partner violence (IPV) from the Financial incentive Component of the project;
- Disagreements and conflicts from community members regarding the procurement of construction materials
- Selection of Contractors.
- Exclusion from project benefits
- Non-compliance of the contractor to the agreement reached with AGILE or the

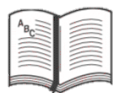
community

- Lack of alternative route for movement during construction, etc.

407. The AGILE Project will be focusing on two main GRM levels, viz;

- (i) The **project-level-GRM** - which will be managed by each participating SPIU and
- (ii) The **labour-specific-GRM** - for project workers (all direct workers, contracted workers, and community workers).

408. The project-level GRM and labour-specific GRM will include GBV protocols to ensure responses to potential GBV incidents following ethical standards and international best practice. These protocols will be triggered as soon as the GRM is established to ensure that informed consent and confidentiality are respected. Operators are expected to be trained in this regard. GBV-related complaints would provide information only on the nature of the complaint (what the complainant says in her/his own words) without further questions, and operators would link the complaint to a GBV service provider for necessary attention and action.



Activities around internal and external grievances Management issues identified for the Project implementation will follow the processes and procedures as detailed in the **Stakeholder Engagement Plan (SEP/GRM) Handbook**.

The detailed processes of how to deal with internal and external grievances are included in the Stakeholder Engagement Plan document developed as part of this project; however, some guidance is provided in this section.

409. The GRM will be implemented to ensure that all complaints from local communities are dealt with appropriately, with corrective actions being implemented, and the complainant being informed of the outcome. Specifically, the GRM will:

- (a) provide information on project implementation;
- (b) provide clear procedures for resolving grievances and disputes in the communities where the sub-projects will be implemented;
- (c) resolve disputes on time and effectively;

- (d) build trust with project beneficiaries and stakeholders for their buy-ins; and
- (e) allow communities to express views, on project activities (for example, civil work quality and malpractices).

410. The mechanism for implementing the GRM will include:

- Setting up Grievance Redress Committees (GRCs) at the community/school level, State/SPIU level, Federal level and court redress system as a final option
- Complaints boxes located within the school and the community
- Grievance Log to document grievances received and how they were resolved
- Dedicated phone numbers for access to reporting grievances

### 5.10 Grievance Redress Committees

411. Each state PIU shall set-up grievance redress committees that will address any complaints during project implementation. This will be treated in two folds viz;

- 1) Non-GBV related GRM and
- 2) GBV related GRM.

412. **The Grievance Redress Committee will be responsible for:**

- Communicating with the affected persons (AP's) and evaluate if they are entitled to compensation;
- Making the list of affected persons public and the established grievance redress procedure;
- Recommending to the Social Officer of the SPIU solutions to such grievances from affected persons;
- Communicating the decisions to the AP's;
- Acknowledging appeals from persons, households or groups who rightfully will not be affected by the project, but claim to be;
- Recommending to the SPIU whether such persons should be recognized as AP's, and to communicate back the decisions to the Claimants.

413. A classified procedure for confidentiality is required in the cases of GBV. Grievance Redress Committees (GRCs) shall be constituted at various levels to implement the GRM for the project including community level, SPIU level, NPCU level, Judiciary as shown below.

**414. First Level GRM: GRC at the Site/Community Level:**

Composed at the school/community level, easily accessible to the school/community people. This will comprise of the following:

- School principal,
- PTA chairman,
- Guidance Counsellor,
- community leader,
- students
- members of the communities,
- LGEA officers responsible for schools monitoring and inspection (from SME and SUBEB)

415. This committee will be expected to receive complaints through the designated channels (Complaints boxes, Designated phone numbers, etc.), and document all complaints received in the Grievance Log Book. The committee will investigate all project related complaints and resolve/provide responses. Where the issue cannot be resolved at this level, the complainant will be supported in escalating the grievance to the SPIU for the second level of GRM. However, efforts will be made to resolve all grievances at this level.

**416. Second Level of GRM: GRC at the SPIU Level:**

This committee shall comprise of SPIU members including the following:

- Project Coordinator,
- Social Safeguards/GRM Officer,
- Environmental Safeguards Officers,
- Gender/GBV Officer and
- Communications Officer

They will further investigate all project-related complaints and provide responses/solutions. If the complainant does not accept the solution offered by the SPIU-GRC, then the complaint is referred

by the State Project Coordinator to the NPCU. In all cases, there must be a feedback process until the complaint is closed. Recurring complaints should be flagged by the GRCs and the SPIU should develop a corrective action plan, implement and close the process.

**417. Third Level of GRM: GRC at the NPCU Level:**

The National Project Coordinating Unit (NPCU) will be required to intervene in grievances beyond the state level resolution. This committee will include members of the NPSC, and staff of the NPCU, including the following:

- National Project Coordinator,
- Social Safeguards Officers,
- Gender/GBV Officer,
- Environmental Safeguards Officers and
- Communications Officer.

418. The GRC will investigate all project related complaints and provide responses/solutions. If the complainant does not accept the solution offered by the NPCU- GRC, then the complainant will be advised to seek judicial process

**419. Court Redress of Grievances:**

While the aim of GRM is to resolve all issues caused by project implementation out of court and to save time which is usually involved in litigation matters, it is important to anticipate scenarios where aggrieved person is not satisfied with the process and judgment given by the Grievance Redress Committee(s). Therefore, NPCU shall inform the aggrieved person(s) of their right to seek redress in the court of law as the final resort.

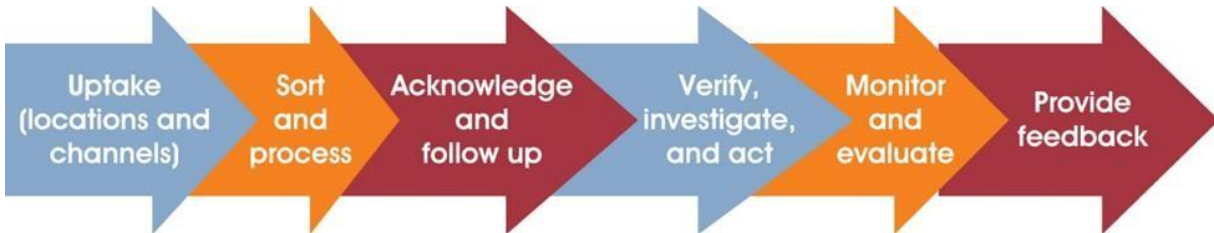
**420. Expectations When Grievances Arise**

When people present a grievance, any of the followings is or are expected from the project management/channel of grievance resolution by the local people:

- acknowledgement of their problem;
- an honest response to questions/issues brought forward;
- an apology, adequate compensation; and

- Modification of the conduct that caused the grievance and some other fair remedies.

### 5.11 Typical Grievance Redress Process



**Figure 16: Dealing with Internal and External Grievances**

421. The process of grievance redress will start with registration of the grievance(s) to be addressed, for reference purposes and to enable progress updates of the cases. Thus, the person affected by the project will file a complaint with the Grievance Redress Committee. The complaint should contain a record of the person responsible for an individual complaint, and records dates for the date the complaint was reported; date the Grievance Log was uploaded into the project database; the date information on proposed corrective action was sent to complainant (if appropriate), the date the complaint was closed, and the date response was sent to complainant.

422. The officer receiving the complaint (part of the GRC) will ensure that each complaint has an individual reference number and is appropriately tracked, and recorded actions are completed. The response time will depend on the issue to be addressed but it should be addressed with efficiency.

423. The Grievance Committee will act on it within 10 working days of receipt of grievances. If no amicable solution is reached, or the affected person does not receive a response within 15 working days, the affected person can appeal to the SPIU, which should act on the grievance within 15 working days of its filing. These timelines are further illustrated in following table below:

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**Table 32: Typical Steps in a Grievance Redress Process**

<b>Steps</b>	<b>Process</b>	<b>Description</b>	<b>Completion Time frame</b>	<b>Responsible Agency/Person</b>
1	Receipt of complaint	Document date of receipt, name of complainant, village, nature of complaint, inform the SPIU	1 day	Secretary to GRC at project level
2	Acknowledgement of grievance	By letter, email, phone	1-2 days	Social officer at SPIU
3	Screen and Establish Merit of the Grievance	Visit the site; listen to the complainant/community; assess the merit	5-10 days	GRC & social officer & the aggrieved PAP or his/her representative
4	Implement and monitor a redress action	Where complaint is justified, conduct further investigation	14 days or at a time specified in writing to the aggrieved PAP	PC-PIU and Social Officer
5	Extra intervention for a dissatisfied scenario	Review the redress steps and conclusions, provide intervention solution	10 days of receiving status report	State Project Coordinator
6	Judicial adjudication	Take complaint to court of law	No fixed time	Complainant
7	Funding of grievance process	GRC logistics and training, redress compensation, court process	No fixed time	The proponent

\*All complaints including anonymous ones must be registered, treated and responded to

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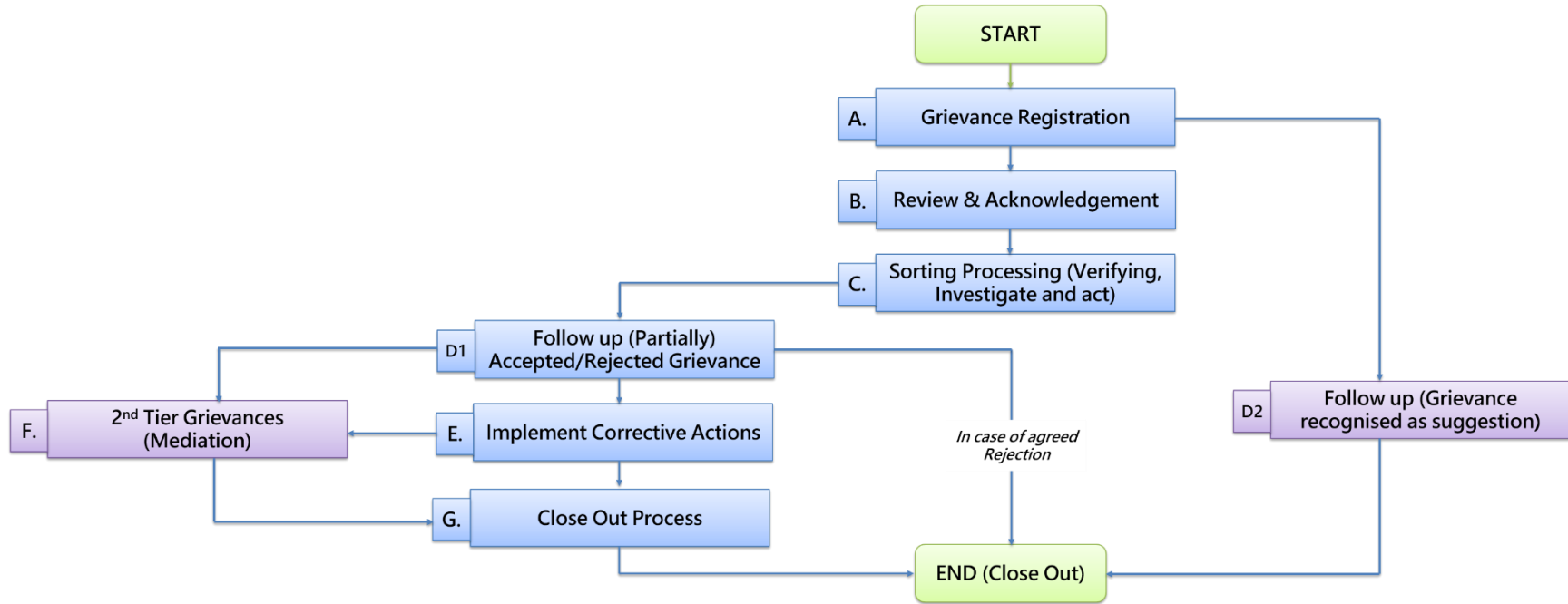


Figure 17: GRM Process

## 5.12 Project-level GRM and GBV

424. Based on the substantial GBV risk profile of the project as well as the vulnerable population the project wishes to target (adolescent girls), a separate GBV related GRM will be constituted to receive GBV related complaints that is tailored to be responsive to the sensitivities of reporting GBV and for vulnerable population. The GBV-GRM composition must be sensitive to create safe-space for reporting grievances.

425. The AGILE Project shall identify and map existing GBV Service Providers<sup>16</sup> in all the communities, LGAs, and States. The NPCU will develop a standalone mapping exercise of GBV Service providers which will further elaborate on the Service Providers in the various communities. The GRM should primarily serve to refer complaints to the GBV service provider and record resolution of the complaint. To avoid the risk of stigmatization, exacerbation of the mental/psychological harm and potential reprisal, the GRM shall have a sensitive approach to GBV related cases. If the survivor does not wish to place an official complaint with the offender, the complaint is closed and the GRM records the survivor's preference. Where such SEA/SH case is reported to the GRM, the GR focal person in the GRC should immediately refer the case to the GBV Service Provider. The incident should be reported to the PIU and the AGILE Project Task Team Leader within 24 hours of receiving the complaint.

426. The GRM will operate under the following principles:

- The project GBV specialist will make certain the availability of an effective grievance redress mechanism (GRM) for GBV with multiple channels to initiate a complain.
- Refer cases where needed and work with GBV Services Providers as entry points into service provision to raise awareness of the GRM.
- Provide essential services and referrals for survivors, based on the GBV mapping of services documented.
- Report case through the GRM as appropriate keeping survivor information confidential and anonymous.

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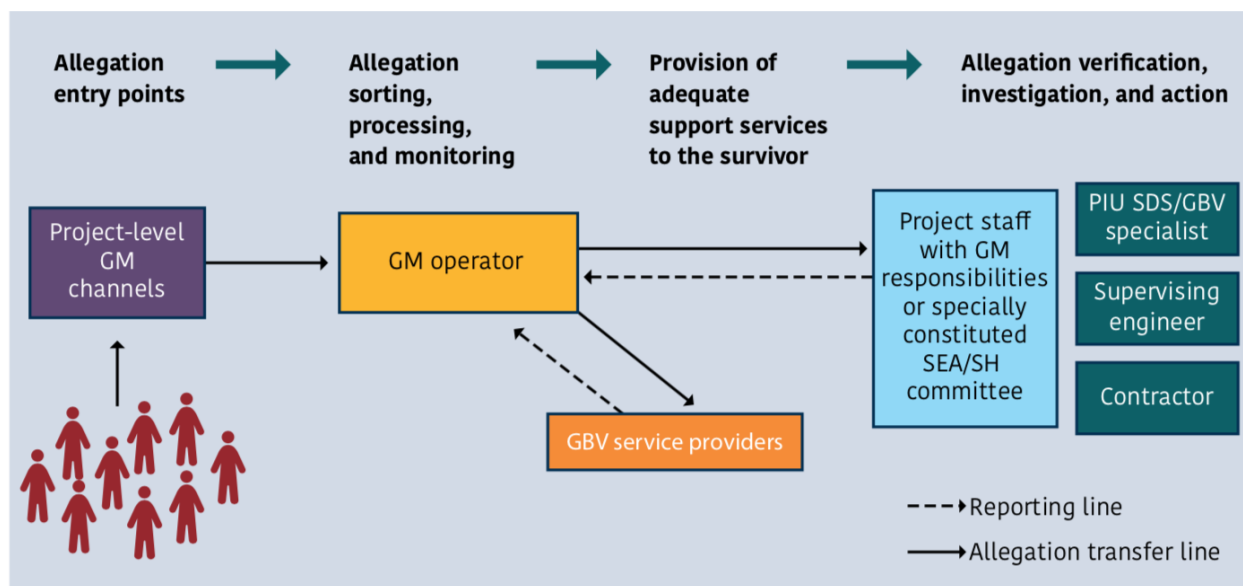
<sup>16</sup> GBV Service Provider is an organization offering specific services for GBV survivors, such as health services, psychosocial support, shelter, legal aid, safety/security services, etc.

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- Cases brought through the GRM are documented and closed.
- The GM focal persons will be trained by the NPCU/SPIU GBV and Social Officers on how to collect SEA/SH cases confidentially and empathetically (with no judgement).
- Multiple complaint channels, which must be trusted by those who need to use them. Community consultations may be one mechanism to identify effective channels (e.g., local community organizations, health providers, etc.).
- Ensure that no identifiable information on the survivor is stored in the GRM.
- The GRM should **not** ask for, or record, information on the SEA/SH allegation:
- The GRM should assist SEA/SH survivors by referring them to GBV service provider(s) for support immediately after receiving a complaint directly from a survivor.
- The information in the GRM must be confidential—especially when related to the identity of the complainant. For SEA/SH, the GRM should primarily serve to:
  - (i) refer complainants to the GBV service provider; and
  - (ii) record resolution of the complaint.
- The incident should be reported to the PIU and the AGILE Project Task Team Leader within 24 hours of receiving the complaint.
- If the survivor does not wish to place an official complaint with the offender, the complaint is closed and the GRM records the survivor’s preference.

427. Below is a schematic diagram of the GVB-GRM process to be followed.

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GBV = gender-based violence; GM = grievance mechanism; PIU = project implementation unit; SDS = social development specialist; SEA = sexual exploitation and abuse; SH = sexual harassment.

**Figure 18: Project GBV-Grievance Redress Mechanism**

### 5.13 Grievance Redress Procedures for Workers

428. This procedure requires every employer, including contractors, to have a Formal Grievance Procedure which should be known and explained to the employee. The framework to be adopted for workers to lodge their grievances is outlined below:

GRM	Description
First Level GRM: Grievance redress at the site/community level	The first level is the community level and easily accessible to workers. This will comprise community liaison officers, supervision consultant site engineer, and those representatives of school management among other identified persons. In addition, a complaint box will be placed in the school that will encourage aggrieved workers drop their complaints. This should be checked regularly (at least twice weekly) by a designated person in the committee. This committee will be expected to report to the SPIU.
Second Level of GRM: Grievance redress at the SPIU level	This committee shall comprise SPIU members including the project coordinator, social officer, among others, and other state-level representative from within the State Project Monitoring Committees. If the complainant does not accept the solution offered by the SPIU-GRC, then the complaint is referred by the State Project Coordinator to the NPCU
Third level of GRM: Grievance	The NPCU will be required to intervene in grievances beyond the state level resolution.

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GRM	Description
Redress at the NPCU Level	
Court redress of grievances	While the purposes of the GRM put in place by this project is to resolve all issues caused by the project implementation out of court and to save time usually spent in litigation matters, it is not out of place to anticipate a scenario where an aggrieved person is not satisfied with the process and judgment given by the GRC(s). Therefore, the SPIU shall inform aggrieved persons of their right to seek for redress in the court of law as the final resort.

**5.14. Roles and Responsibilities for Managing the LMP**


429. The State Project Implementation Units (SPIUs) have the overall responsibility to oversee all aspects of the implementation of the LMP including occupational safety, health and welfare of workers, and ensure contractor compliance. The SPIUs will address all LMP aspects as part of procurement for works as well as during contractor induction/training. This role will primarily be part of the responsibilities of the Environmental and Social Officers of the SPIUs, however, they will be required to liaise with other staff of the SPIU and report frequently to the Project Coordinator on all LMP matters.

430. Contractors will be responsible for implementation of the plan on a daily basis and providing the required human, financial and training resources for effective compliance. However, implementation of the project will be done in collaboration with several other stakeholders at national, state, schools and community level who will also be expected to assist in the management of workers within their areas of jurisdiction in the project

**5.15 Occupational Health and Safety**

431. Contractors must engage a minimum of one Health Safety and Environment (HSE) officer in every team to ensure the day-to-day compliance with specified health and safety measures and records of any incidents. Minor incidents and near misses will be reported to the SPIUs (through the SPIU Environmental Officer) on a monthly basis, serious incidents should be reported immediately and not later than 24hrs. Minor incidents will be reflected in the quarterly reports to the World Bank, while major accidents/deaths should be flagged to the World Bank within 48hrs.

**5.16 Labour and Working Conditions**

432. Contractors will keep records in accordance with specifications set out in the LMP. The SPIUs may at any time require records to ensure that labour conditions are met. Where issues are spotted, the SPIU will ensure that immediate remedial actions are implemented. A summary of issues and remedial actions will be included in quarterly reports to the  World Bank.

#### **5.17 Worker Grievances**

433. Contractors must engage a minimum of one social officer in every team to handle issues relating to social risks. The SPIUs (through the social officer) will review the effectiveness of the workers grievance redress mechanism as itemised in 5.13 above and ensure that all complaints by workers are resolved. The SPIU will report this as part of the quarterly E&S reports to the World Bank.

#### **5.18 Additional Training**

434. The contractor will set up a system of daily HSE PEP talks, routine safety trainings and specialized job trainings for workers. Trainings will form part of the contractor's responsibility. The contractors HSE officers will provide safety instructions to contractor staff. The SPIU will liaise with contractors to deliver trainings to address risks associated with labour influx including SEA/SH. The contractor will be obligated to make staff available for this training, as well as any additional mandatory trainings required by the SPIU, as specified by the contract

#### **5.19 Occupational Health and Safety compliance**

435. The contractor shall comply with all provisions of the LMP, site-specific ESMPs that will be prepared, including occupational health and safety plans, emergency plans amongst others. In addition, contractors shall procure the identified PPE and First Aid kit for use during project implementation and these will be included in the Bill of Quantities (BoQs). The Contractor shall organize training for workers on the use of PPE and First Aid kit. It is also expected that every contractor will have an HSE Manual which will demonstrate the company's personnel commitments to HSE compliance

## CHAPTER 6 – COMMUNICATION STRATEGY AND PROJECT ADVOCACY FRAMEWORK

### 6.0. AGILE COMMUNICATIONS AND OUTREACH

**E**xperience has shown that in the absence of consistent core text, distortions by different stakeholders in internalizing and disseminating information become quite common, thus compromising and diluting the integrity of development programmes, and leaving them open to misinterpretation. The purpose of Communications and Outreach program (C&O) is to sensitize the range of stakeholders about the project’s overall philosophy and methodology, the objectives and rationale of the various components & subcomponents, outline the complementary roles and responsibilities of the various actors and build a knowledge base of lessons learned.

436. During project implementation, there will be extensive communications and outreach activities, including communities outreach and civil society engagement campaign. C&O activities across all project levels will consequently focus on promoting a shift in social and cultural norms and perceptions which act as barriers to girls’ schooling through **community mobilization, multi-channel media** communications campaign and advocacy in order to promote girls’ education and empowerment.

437. The C&O seeks to address the cultural, social norms and religious barriers to girls’ education and to emphasize the need to provide a safe and inclusive learning environment for all children, with emphasis for girls and all children with disabilities. The emphasis will be on using C&O to create space for continuing, non-confrontational negotiations between stakeholders, communities and government for supporting information, awareness and communication activities to shift social norms and community’s perceptions of the role of girls and the value of girls’ secondary education.

### 6.1. AGILE Communications and Outreach Responsibilities

438. The NPCU, working with the National Program Steering Committee and the States, will take the lead in C&O activities from the National level downwards to the regional government level, thus addressing the C&O needs of each subcomponents and assigning needed resources following the agreed work plan, for critical C&O activities, detailed below:

439. The subcomponent will also create an enabling environment for girls to enrol and complete secondary school through the support of the following three activities.

**I. *Communications campaign at the national level:***

This campaign will be carried out at the national level using media, special brand and digital platforms focusing on the benefits of girls' education and empowerment. The campaign will feature a series of *edutainment* activities which will include a national debate, sports competitions and an awareness-raising platform to showcase the benefits of girls' education and empowerment. Girls will feature on different platforms to promote education, this will be aired on media platforms for wider publicity.

**II. *State-level community engagement and awareness campaigns***

Each state will carry out state-level community engagement and awareness campaigns. Messages will be conveyed to parents, families, traditional rulers and community members by key stakeholders including local Religious and Traditional Leaders (RTLs), women's groups<sup>17</sup>, ward development committees and SBMCs. These messages will be conveyed through community dialogue and fora, house to house (H2H) campaigns, and engaging specific groups (e.g., boys' and men's groups) on barriers girls face in accessing secondary education and the community's role in ensuring that schools are both safe and inclusive. Messages from influential RTLs, media personalities, and leaders on social media will be amplified using digital platforms and these messages will be integrated into radio dramas, jingles, television soap operas, and social media. As part of extra-curricular activities, students will also be encouraged to carry out social responsibility activities in their neighbourhood communities to increase climate change awareness. TA will also be provided by a consulting firm with expertise on communications in each state, to be engaged, to work with the respective departments and SPIU in designing and producing creative local media content and messaging. As part of the social mobilization campaigns, conversations and workshops at the LGA/community-level will strengthen community knowledge and capacity to identify and

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<sup>17</sup> Group of mothers from communities forming associations to support their daughters' retention in school and encouraging other parents in the community to do the same. Mothers' Association are strong and active in states like Kebbi.

confidentially refer incidents to the appropriate GBV providers and if survivors wish to report the incident, refer them to the appropriate authorities.

### **III. *National and state-level advocacy and policy dialogue.***

These efforts aim to expand networks to influence policies at the national and state levels by engaging with high level government officials (Governors, Ministers, Senators, etc.) and RTLs to support a larger movement towards increased coordination and effective policies for girls' education and empowerment. To this end, this project will:

- (d) develop platforms to support strategic policy advocacy that will encourage formal institutions to adopt policies and implement activities supporting girls' education and empowerment;
- (e) provide capacity-building support to relevant government officials to ensure effective and impactful communication on these issues; and
- (f) support opportunities for high-level policy dialogue, fora for communication among key stakeholders, and national and state level relevant activities.

The Communications Department and Gender Unit within the FME with the support of the NPCU will implement aspects of the advocacy efforts and policy dialogue. A communications firm with expertise in policy advocacy will be contracted to support the implementation of some of the advocacy elements of the subcomponent at the federal-level.

440. In addition, frequent supervision and consistent collaboration with government, communities and beneficiaries will be strengthened by regular communication with all actors directly involved in the Project, constant information exchange, and adequate flexibility to accommodate the specificities of the Project.

441. With an overall objective of behavioural change, awareness-raising and project information dissemination .the NPCU will carry out a regular extensive program of strategic communication and outreach activities with State Governments as well as other key federal/national level stakeholders such as the NEC, the Federal Ministries of Education, Information & Culture and Finance, Budget & National Planning, etc. Campaigns will also promote the importance of girls' education and highlight

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the need for a safe, enabling and inclusive learning environment, including prevention and mitigation of GBV/SEA, and ensuring a specific focus on the inclusion of girls with disabilities to help dispel existing myths and address discrimination.

442. Stakeholders will be actively engaged in the design of campaigns to ensure that the language, pace and targeting of the campaigns are appropriate and do not exacerbate existing exclusion, stigmatization or violence against girls, female teachers, parents or others within the community that either attend schools or wish to encourage the attendance of girls in school.

443. The NPCU will also ensure the development of work plan to include Communication activities, among other. The Bank will work alongside the NPCU to design and organize activities with all Project stakeholders to enable regular dialogue and information sharing - starting before Project effectiveness and throughout the duration of the Project. It is envisaged that at least twice a year, there will be a peer forum convening key stakeholders across States to collectively review progress (based on the results of the annual assessment), showcase and learn from success, identify implementation challenges and problem-solve, and plan for the next year of the Program.

444. The forums will leverage existing communities of practice for state commissioners of education and chairmen of SUBEBs. A Communications Specialist would be recruited at the federal level to implement and coordinate these activities. The Specialist will drive the Communications Strategy and ensures consistent and effective communication among the stakeholders on the Project implementation.

445. The principal role of the Communications Consultant will be to design and lead the communications and outreach activities for the AGILE Project to participating states and other key stakeholders. The Communications Consultant is also expected to help build the capacity of the FME, NPCU and SPIUs in communications and outreach to external stakeholders. The Communications Consultant is expected to conduct/implement the following key operational activities:

- Develop an effective communications strategy and plan for the AGILE Project for the duration of the project. This strategy would include identifying the target audience, the

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relevant messages, and effective channels for information dissemination to support the project implementation;

- Lead the implementation of activities outlined in the communications and outreach strategy and plan. This is envisaged to include the following activities:
  - Organization of sensitization and awareness activities among key stakeholders at the federal and state level at the start of the project and during implementation as needed;
  - Development of communication materials, including press releases and stories, web and social media content, reports, summary notes, presentations;
  - Management of relationships with media outlets to ensure relevant coverage of AGILE activities as required;
  - Management of the content published on the AGILE public website. The Consultant will ensure relevant content is available and up-to-date and the content presentation and website functionality is user friendly;
  - Organization of semi-annual forums for participating states to collectively review progress on achieving the KPIs, showcase, learn from successes, identify and problem-solve implementation challenges, and plan for the next year of the Project.
- Produce semi-annual communications and outreach activity reports for the National-level Steering Committee;
- Provide on-the-job mentoring and coaching support to NPCU and SPIUs staff on AGILE Project on activities related to this consultancy; and
- Support a regular, semi-annual program of communication and outreach activities with State Governments as well as other key stakeholders such as the NEC, etc. on the contents and activities of the Project. This is to enable regular dialogue and information sharing.

## **6.2. PUBLIC DISCLOSURE POLICY AND IEC STRATEGY**

446. Public information disclosure promotes broad public understanding of the Government's overall capacity building agenda. It enhances participation and local ownership of the project for greater effectiveness and better results for the country. To this end, Government will regularly publish and disclose data generated from various survey instruments used under AGILE so that the public is made aware of the progress and impact of the AGILE Project. In the near term, NPCU will carry out surveys in order to establish baselines across sample local jurisdictions immediately after the launch of AGILE implementation.

447. In addition to using media such as radio, TV, posters, brochures, leaflets, newspapers, etc. the strategy will also seek to build on and strengthen the use of agreed local cultural vehicles (folk drama, songs, etc.) to disseminate information to communities and stimulate demand for project-related services. Targeted and iterative IEC activities will consequently seek to establish and sustain an information-rich environment which will ensure equitable access to information by all levels of stakeholders and consequent opportunity, for the other stakeholders to participate actively in accessing project-related benefits.

448. The strategies developed by the project will be modified on the basis of feedback from beneficiary assessments and IEC process and impact assessments. Indicators will be developed to accurately monitor and evaluate the implementation of IEC activities. Capturing and disseminating the lessons learned and good practices through various media vehicles will result in the creation of a dynamic knowledge base.

## **6.3 COMMUNICATION STRATEGY**

449. The AGILE Communication Strategy should address issues, which are separated into generic and overarching issues, issues for the Federal & State authorities, issues for LGAs, and issues for the communities.

- Address each of the issues by identifying a target group of people who need to change attitudes, behaviour or knowledge to help AGILE become more successful.

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- The significance of each of these issues to the successful implementation of AGILE is then described.
- Based on the particular issue and its significance to the Program, an appropriate communication intervention is recommended.
- The key messages which form the content of the intervention are described.
- The resources (people, equipment, communication medium and timeframe) needed to operationalize the intervention are identified.

450. The Communication Strategy therefore shall consist of a set of practical responses to the communication issues and needs specific to AGILE based on the experiences of other related projects. This will also be led by the communication Specialist.

#### **6.4. KEY FEATURES OF THE COMMUNICATION STRATEGY AND TARGET AUDIENCE**

451. The communication strategy will be designed with the approach of supplementing interpersonal communication exchanges rather than to supplant them. The communication tools will not be confined solely to mass media but include a range of local options, such as signboards and Logos in communities, and posting project information in the LGA Secretariats. Mass media shall be used freely whenever there is something to be gained by putting information into the public domain.

452. It is expected that AGILE will also work in communities through meetings. This will include working through traditional institutions, faith-based organisations (FBOs) or participating in specific events as appropriate. Outreach activities in mosques or churches shall be considered as part of the AGILE approach of working with a wide range of user groups in the communities. This would be carried on in a sustainable manner. The strategy will be used to support many kinds of local initiatives.

453. The communities themselves are the source of the communication needs. Following discussions with key stakeholders the needs and planned communication interventions will be developed by Communication Service Providers to reflect the individual and particular needs of the communities residing in the LGAs of each participating State. This approach gives AGILE States a

certain amount of freedom to interpret the communication strategy according to local circumstances and needs.

454. To ensure effective change management and defining and instilling new values, attitudes, norms, and behaviours among the stakeholders within and outside government, there would also be a strong emphasis on internal communications. After a proper stakeholder mapping is done, there would be regular meetings and interactions with the internal audience and at the various levels across the ministries, parastatals and establishments. This is to ensure every stakeholder is in the loop of the progress and activities towards achieving the objectives of the project.

#### **6.5. USE OF SERVICE PROVIDERS FOR COMMUNICATION**

455. It is important that the AGILE has access to a number of communication service providers with sufficient capacity to support the implementation of the overall communication needs of communities, local governments and states. There should be a heavy reliance on the expertise of skilled Communication Based Assessment professionals, media producers and service providers in stakeholder mapping, design, printing, multi-media and new producers, audio/video recording, website design etc. in each participating State.

#### **6.6 PLAN OF ACTION**

456. Given the scope of the project, the relevant Public Relations Units of the various implementing agencies will undertake the following activities:

- Facilitate the preparation of IEC strategies and activities at other levels that are consistent with the government's overall view of the AGILE Project. To do this, NPCU will convene a meeting of interested parties which will include the focal persons and or their nominated representatives to examine each component and identify specific IEC needs for each one.
- Prepare and disseminate, based on the identified IEC needs, a set of core brochures - one on the overall AGILE – objectives, rationale, methodology, etc. - essentially detailing the rules of the game - and also a set of other brochures in local language and in English on each component with prefatory text linking the overall project objectives to each

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component. This exercise would result in the documentation of consistent core text from which there will be no deviation unless agreed to in subsequent reviews.

- Conduct a 5-day communications strategy workshop for all communications officers in all the participating States of the project (and other FME staff) during which each participating State would develop its own communication activities with action plans and timelines.
- The Communications Officer at the NPCU to organise peer review meetings with key communication actors from the states to harmonise issues of branding, national website, logo, slogans etc.
- The Communication Specialist in conjunction with NPCU communication officer and the relevant Public Relations Units of the various implementing agencies, to develop detailed Communications and Outreach Plan, which will include sensitization meeting with core education correspondents especially those covering the secondary school subsector.

# ANNEXURE

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**Annex 1: Results Framework: Targets, Monitoring and Evaluation**  
**The Federal Republic of Nigeria: Adolescent Girls Initiative for Learning and Empowerment (AGILE) Project**

The M&E system would be anchored on the results framework of the AGILE which is typified by the Table below:

**Project Development Objective(s): *Improve secondary education opportunities among girls in targeted areas in participating states.***

**Project Development Objective Indicators**

Indicator Name	PBCI	Baseline	Intermediate Targets				End Target
			1	2	3	4	
<b>Improve secondary education opportunities among girls in targeted areas in participating states</b>							
1. Students benefitting from direct interventions to enhance learning (CRI number)		0.	0	2,800,000	3,900,000	4,980,000	6,020,000
(a) Students benefitting from direct interventions to enhance learning - Female (CRI, Number)		0	0	1,300,000	1,800,000	2,300,000	2,820,000
(b) Students benefitting from direct interventions to enhance learning- Boys (Number)		0	0.	1,500,000	2,100,000	2,680,000	3,200,000
2. Girls currently enrolled in JSS and SSS in participating states (number)		925,785	925,785	1,111,000	1,330,000	1,589,000	1,692,000
(a) Girls currently enrolled in JSS in participating states (number)		548,992	548,992	675,000	820,000	990,000	1,000,000
(b) Girls currently enrolled in SSS in participating states (number)		376,793	376,793	436,000	510,000	599,000	692,000
3. Girls transitioning to secondary school in participating states (Percentage)		43.00	43.00	45.00	50.00	55.00	60.00
4. Students trained who demonstrate digital literacy (Percentage)		0.00	0.00	40.00	45.00	45.00	55.00
5. Girls completing life skills program (Number)		0.	0	85,000	170,000	255,000	340,000

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**Intermediate Results Indicators by Components**

Indicator Name	PBC	Baseline	Intermediate Targets				End Target
			1	2	3	4	
<b>Component 1: Safe and Accessible Learning Spaces</b>							
1. New JSS classrooms in newly established and existing schools (Number)		0	0	1,826	3,493	5,160	5,556
(a) In newly established schools (Number)		0	0	1,880	2,376	3,564	3,960
(b) In existing schools (Number)		0	0	638	117	1,596	1,596
2. New SSS classrooms in newly established and existing schools (Number)		0	0	1,066	2,063	3,024	3,324
(a) In newly established schools (Number)		0	0	792	1,584	2,376	2,640
(b) In existing schools (Number)		0	0	274	479	648	648
3. JSS and SSS receiving School Improvement Grants based on School Improvement Plans developed and managed by School Based Management Committees (Number)		0	900	1,800	3,500	4,700	4,700
4. Secondary schools in participating states with separate toilets for girls (%)		39%	39%	45%	50%	60%	70%
5. Targeted schools that are implementing the whole school approach (%)		0	10	30	50	70	90
<b>Component 2: Fostering an enabling environment for girls</b>							
6. Community members reached at local level on the importance of girls' education (number)		Baseline will be established in year 1	Baseline will be established in year 1	5 percent increase	5 percent increase	5 percent increase	5 percent increase
7. States that design and implement the media outreach program (number)		0	0	2	3	5	6

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Indicator Name	PBC	Baseline	Intermediate Targets				End Target
			1	2	3	4	
8. Scholarship program operational: (i) targeting completed; (ii) monitoring mechanisms established; (iii) scholarship payment options organized (Number)		0	0	2	4	5	6
9. Scholarships (number)		0	0	150,000	300,000	450,000	550,000
(a) to girls transitioning (in P6) to JSS (number)		0	0	105,000	105,000	105,000	105,000
(b) to girls staying in JSS (number)		0	0	0	0	105,000	210,000
(c) to girls transitioning in JSS3 to SSS (number)		0	0	45,000	45,000	45,000	45,000
(c) to girls staying in SSS (number)		0	0	0	45,000	90,000	135,000
10. Beneficiaries of social safety net programs (CRI Number)		0	0	150,000	300,000	450,000	555,000
11. School running Life skills program (number)		0	0	240	960	1,900	2,400
12. Schools running digital literacy program (number)		0	0	150	340	600	760
13. Girls trained in digital literacy program (number)		0	50	60,000	135,000	240,000	300,000
14. Grievances received and addressed through the project GRM system (%)		0	50	80	90	90	90
<b>Component 3: Project management and system strengthening</b>							
15. State strategy and plan for convergent action on the empowerment of adolescent girls developed and adopted (Number)		0	2	4	6	7	7

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**Annex 2: Results Framework Indicator Description**  
**The Federal Republic of Nigeria: Adolescent Girls Initiative for Learning and Empowerment (AGILE) Project**

<b>Monitoring &amp; Evaluation Plan: PDO Indicators</b>					
<b>Indicator Name</b>	<b>Definition/Description</b>	<b>Frequency</b>	<b>Datasource</b>	<b>Methodology for Data Collection</b>	<b>Responsibility for Data Collection</b>
1. Students benefitting from direct interventions to enhance learning (number)		Annual	EMIS /NPA/Annual school census	School level regular reporting on enrollment using school census	School and Department of Research and statistics at State Ministry of education.
(a) Students benefitting from direct interventions to enhance learning - Female		Annual	EMIS /NPA/Annual school census	School level regular reporting on enrollment using school census	School and Department of Research and statistics at State Ministry of education.
(b) Students benefitting from direct interventions to enhance learning - Boys	Number of direct project beneficiary boys in participating states including: (i) boys enrolled in P6 in public primary schools and have increased likelihood of transitioning to secondary school due to demand and supply side project interventions including social norms interventions, (ii) boys enrolled in public junior and Senior Secondary Schools will benefit from one or more of project interventions. The indicator targets are calculated based on the project activities with the greatest reach including school grants and social norms interventions. Baseline is estimated using NPA, 2018 data for JSS and ASC for SSS.	Annual	EMIS /NPA/Annual school census	School level regular reporting on enrollment using school census	School and Department of Research and statistics at State Ministry of education.
2. Girls currently enrolled in JSS and SSS in participating states.		Annual	EMIS /NPA/Annual school census	School level regular reporting on enrollment using school census	School and Department of Research and statistics at

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**Monitoring & Evaluation Plan: PDO Indicators**

Indicator Name	Definition/Description	Frequency	Datasource	Methodology for Data Collection	Responsibility for Data Collection
					State Ministry of education.
(a) Girls currently enrolled in JSS in participating states.	Number of girls enrolled in public schools in JS1, JS2 and JS3 in participating states. Baseline is estimated using NPA, 2018 data	Annual	EMIS /NPA/Annual school census	School level regular reporting on enrollment using school census	School and Department of Research and statistics at State Ministry of education.
(b) Girls currently enrolled in SSS in participating states.	Number of girls enrolled in public schools in SS1, JS2 and JS3 in participating states. Baseline is estimated using data reported by states based on annual school census.	Annual	EMIS /NPA/Annual school census	School level regular reporting on enrollment using school census	School and Department of Research and statistics at State Ministry of education.
3. Girls transitioning to secondary school in participating states		Annual	EMIS /NPA/Annual school census	School level regular reporting on enrollment using school census	School and Department of Research and statistics at State Ministry of education.
4. Student trained who demonstrate digital literacy	The percent of girls receiving the digital literacy training with higher digital competencies as compared to competencies measured at baseline. Competence areas that are relevant for digitally literacy and the assessment that will be used to assess girls will be develop as part of the training program.	Annual	Project reporting	School level regular reporting on using school censuse	SPIU / IT department in SME
5. Girls completing life skills program	Number of girls who complete the safe space curriculum per year space sessions per year. Information will be disaggregated at State level.	Annual	Project reporting	School and government level regular reporting	SPIU

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**Monitoring & Evaluation Plan: Intermediate Results Indicators**

Indicator Name	Definition/Description	Frequency	Datasource	Methodology for Data Collection	Responsibility for Data Collection
<b>Component 1: Safe and Accessible Learning Spaces</b>					
1. New JSS classrooms in newly established and existing schools	Number of classrooms constructed; in newly established Junior Secondary Schools under Subcomponent 1.1 and in existing Junior Secondary Schools under Subcomponent 1.2..	Quarterly	Progress reports	LGEA level regular reporting corroborated with routine monitoring and supervision Department of Physical Planning monitoring and SPIU	Department of Physical Planning and SPIU
(a) In newly established schools	Number of classrooms constructed in newly established Junior Secondary Schools under Subcomponent 1.1.	Quarterly	Progress reports	LGEA level regular reporting corroborated with routine monitoring and supervision Department of Physical Planning monitoring and SPIU	Department of Physical Planning and SPIU
(b) In existing schools	Number of classrooms constructed in existing Junior Secondary Schools under Subcomponent 1.2	Quarterly	Progress reports	LGEA level regular reporting corroborated with routine monitoring and supervision Department of Physical Planning monitoring and SPIU	Department of Physical Planning and SPIU
2. New SSS classrooms in newly established and existing schools	Number of classrooms constructed; in newly established Senior Secondary Schools under Subcomponent 1.1 and in existing Senior Secondary Schools under Subcomponent 1.2.	Quarterly	Progress reports	LGEA level regular reporting corroborated with routine monitoring and supervision Department of Physical Planning monitoring and SPIU	Department of Physical Planning and SPIU

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**Monitoring & Evaluation Plan: Intermediate Results Indicators**

<b>Indicator Name</b>	<b>Definition/Description</b>	<b>Frequency</b>	<b>Datasource</b>	<b>Methodology for Data Collection</b>	<b>Responsibility for Data Collection</b>
(a) In newly established schools	Number of classrooms constructed in newly established Senior Secondary Schools under Subcomponent 1.1.	Quarterly	Progress reports	LGEA level regular reporting corroborated with routine monitoring and supervision Department of Physical Planning monitoring and SPIU	Department of Physical Planning and SPIU
(b) In existing schools	Number of classrooms constructed in existing Senior Secondary Schools under Subcomponent 1.2	Quarterly	Progress reports	LGEA level regular reporting corroborated with routine monitoring and supervision Department of Physical Planning monitoring and SPIU	Department of Physical Planning and SPIU
3. JSS and SSS receiving School Improvement Grants based on School Improvement Plans developed and managed by School Based Management Committees	Public junior and Senior Secondary Schools receiving at least one of the School Improvement Grants made available under the project that's being managed by School Based Management Committee based on School Improvement Plan which has taken into account feedback from community and all stakeholders into the school activities.	Quarterly	Progress reports	LGEA level regular reporting corroborated with routine monitoring and supervision Department of Physical Planning monitoring and SPIU	SPIU
4. Secondary schools in participating states with separate toilets for girls	Percent of junior public schools & senior public schools in participating states receiving School Improvement Grants as part of the project with separate toilets for girls. Baseline is NPA, 2018.	Annual	EMIS /NPA/Annual school census	School level regular reporting on school infrastructure using school census	School and Department of Research and Statistics at the state ministry of education
5. Targeted schools that are implementing the whole school approach	The whole school approach to safe schools is a collaborative and participatory approach to promoting school safety. The approach can include each of the following elements: (i) school safety policies, (ii)	Quarterly	Progress reports	LGEA level regular reporting corroborated with monitoring by	SPIU and Ministry of Women Affairs

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**Monitoring & Evaluation Plan: Intermediate Results Indicators**

Indicator Name	Definition/Description	Frequency	Datasource	Methodology for Data Collection	Responsibility for Data Collection
	teachers' codes of conduct (including training), (iii) establishment of a safety sub-committee, (iv) GBV/SEA awareness activities, reporting mechanism with referral pathway, (v) adaptation of school buildings and grounds for safety. A school that is implementing at least (ii), (iv) and (v) is considered as implementing the approach.			SPIU and State Ministry of Women Affairs corroborated by independent survey	
6. Community members reached at local level on the importance of girls' education	Community members reached at local level on the importance of girls' education	Quarterly	Progress reports	State level regular corroborated with monitoring by NPCU	SPIU and NPCU
7. States design and implement the media outreach program	States design and implement the media outreach program	Quarterly	Progress reports	State level regular corroborated with monitoring by NPCU	SPIU and NPCU
8. Scholarship program operational: (i) targeting completed; (ii) monitoring mechanisms established; (iii) scholarship payment options organized	Number of states that have operationalized the scholarship program by (i) Completing targeting including establishment of beneficiary register (ii) Established monitoring mechanisms (iii) Establish payment modalities including contracting of FSP	Quarterly	Progress reports	State level regular corroborated with monitoring by NPCU	SPIU and NPCU
9. Scholarships	Number of girls meeting the eligibility criteria and receiving the scholarship upon; transitioning to JSS, continuing their education in JS2 or JS3, transitioning to SS1 and continuing their education in SS2 or SS3.	Quarterly	Progress reports	LGEA level regular reporting corroborated with monitoring by SPIU with independent survey based verification	SPIU and FME
(a) to girls transitioning (in P6) to JSS	Number of girls meeting the eligibility criteria and receiving the scholarship upon; transitioning to JSS	Quarterly	Progress reports	LGEA level regular reporting corroborated with monitoring by SPIU with independent survey based verification	SPIU and FME
(b) to girls staying in JSS	Number of girls meeting the eligibility criteria and receiving the scholarship upon continuing their education in JS2 or JS3	Quarterly	Progress reports	LGA level progress reporting with SPIU with	SPIU and FME

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**Monitoring & Evaluation Plan: Intermediate Results Indicators**

Indicator Name	Definition/Description	Frequency	Datasource	Methodology for Data Collection	Responsibility for Data Collection
				independent survey based verification independent survey based verification	
(c) to girls transitioning and staying in SSS (number)	Number of girls meeting the eligibility criteria and receiving the scholarship upon transitioning to SS1	Quarterly	Progress reports	LGA level progress reporting with independent survey based verification	LGA, SME, FME
(d) to girls transitioning in JSS3) to SSS	Number of girls meeting the eligibility criteria and receiving the scholarship upon; transitioning to JSS	Quarterly	Progress reports	LGEA level regular reporting corroborated with monitoring by SPIU with independent survey based verification	SPIU and FME
(c) to girls staying in SSS	Number of girls meeting the eligibility criteria and receiving the scholarship upon continuing their education in SS2 or SS3	Quarterly	Progress reports	LGA level progress reporting with SPIU with independent survey based verification independent survey based verification	SPIU and FME
10. Beneficiaries of social safety net programs		Quarterly	Progress reports	LGEA level regular reporting corroborated with monitoring by SPIU with independent survey based verification	SPIU and FME
11. Schools running life skills program	The number of schools with trained teacher-counsellors who conduct weekly safe space sessions for adolescent girls	Quarterly	Progress reports	LGEA level regular reporting corroborated with monitoring by SPIU with independent survey based verification	SPIU and Guidance Counseling unit of SME

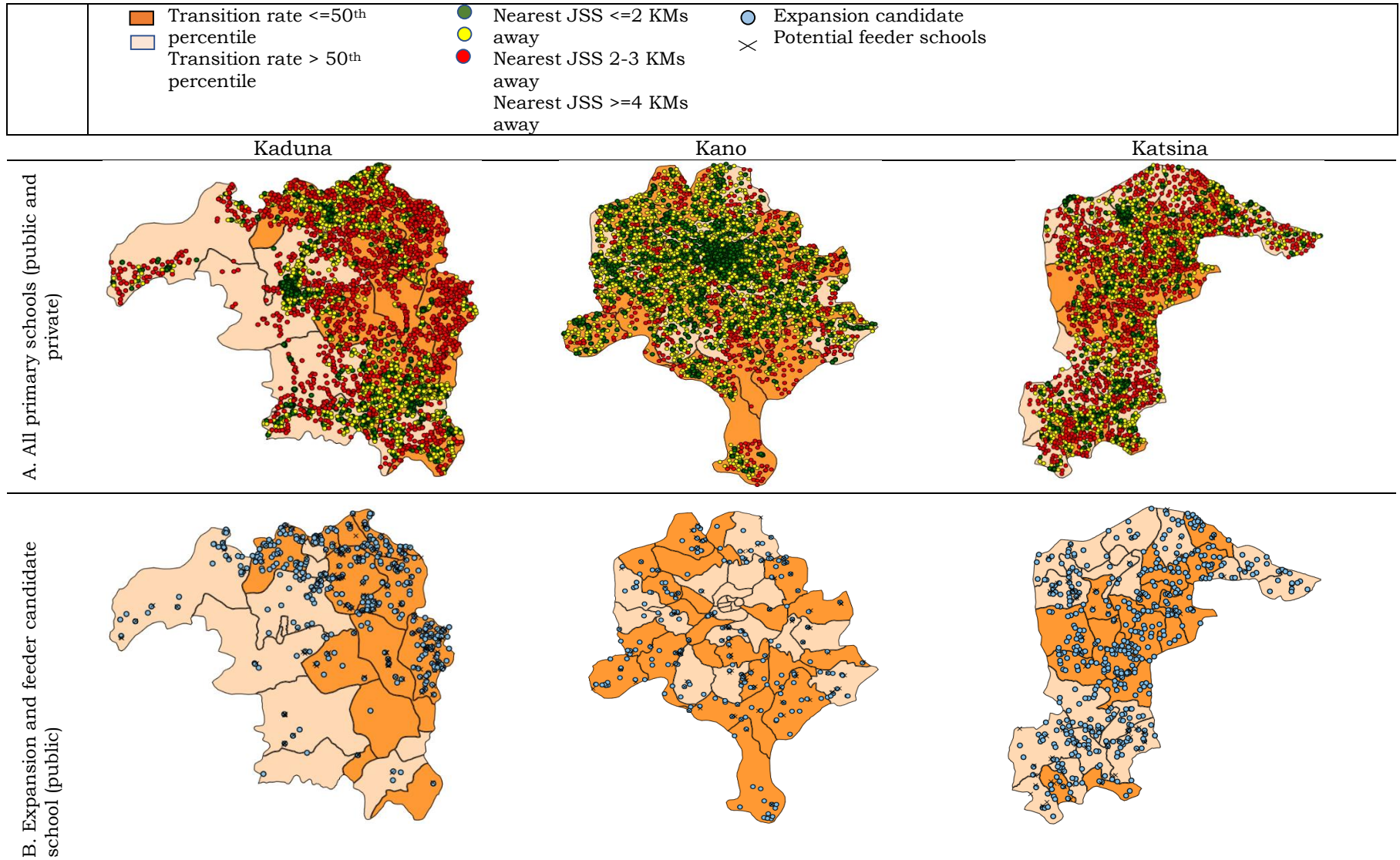
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**Monitoring & Evaluation Plan: Intermediate Results Indicators**

<b>Indicator Name</b>	<b>Definition/Description</b>	<b>Frequency</b>	<b>Datasource</b>	<b>Methodology for Data Collection</b>	<b>Responsibility for Data Collection</b>
12. Schools running the digital literacy program	Schools that (i) have been equipped with tablets, (ii) have teachers who have been trained (iii) are training students in digital literacy for at least one hour per week	Quarterly	Progress reports	LGA level progress reporting with SPIU with independent survey based verification independent survey based verification	SPIU and IT department in SME
13. Girls trained in digital literacy	The number of girls receiving the digital literacy training from trained teachers and on electronic tablets, at least one hour per week for a minimum of 80% of the academic year	Quarterly	Progress reports	LGA level progress reporting with SPIU with independent survey based verification independent survey based verification	SPIU and IT department in SME
14. Grievances received and addressed through the project GRM system	This indicator tracks the percent of grievances received and addressed using the grievance redressal mechanisms that currently exist or will be established by each participating state.	Quarterly	Progress reports	The SME and FME will use the GRM system to consolidate quarterly grievance redress reports for participating states.	SPIU and NPCU
15. State strategy and plan for convergent action on the empowerment of adolescent girls developed and adopted	Strategic plan that will be prepared through a cross-sectoral collaboration, involving key sectors including Education, Health, Women’s Affairs and social development, to empower adolscent girls.	Annually	Progress report	State level regular reporting by SPIU corroborated with monitoring by NPCU	SPIU and NPCU

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**Annex 3: Figure: Candidate Schools for School Expansion under Subcomponent 1.1**



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In Panel A, the red dots indicate schools that do not have a Junior Secondary School within 4 kilometers. Overall, the figures show that targeted LGAs (i.e., those having the lowest transition to secondary rate for girls (ranked in the bottom 50 percent), indicated in dark orange) have a high share of underserved primary schools in most of the states. In Panel B, the blue dots indicate schools that are candidate schools for expansion (i.e., primary schools that are 4 kilometers or more away from the nearest JS and meet the selection criteria).<sup>18</sup> Potential feeder primary schools (i.e., primary schools that do not have Junior Secondary School within 4 kilometers, do not meet the selection criteria, but they are within 2 kilometers km of an candidate school (for expansion)) are also identified..

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<sup>18</sup> In Kaduna, Kano, and Katsina, the number of candidate schools is large. Next steps will include refining the selection protocol using LGA and community level poverty data and assessing the availability of land in the candidate schools for immediate expansions. In Kebbi and Plateau, many of the underserved primary schools are very small. Hence the number of candidate schools that meet the criterion on number of students (i.e. schools that have 60 or more primary students that could fill 2 or more JS sections) are not many. The targeting strategy will be refined by identifying candidate schools that can serve a cluster of primary schools and have land for expansion.

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**Annex 4: STEPS, ACTIVITIES AND RESPONSIBILITIES IN THE CBT AND SR**

No	Steps	Activity/Tasks	Responsible Institution
1	Geographic Targeting	<p>(a) Reaching a consensus on use of Poverty Map (or other poverty measurement criteria).</p> <p>(b) Selecting poor LGA in agreement with poverty mapping e.g. selection of initially 30% then subsequently 50% and 20% poorest LGAs in a State.</p> <p>(c) Selection of communities in the identified LGAs.</p>	<p>State Government functionaries from the Agencies that have direct responsibility to state data and statistical information and SPIU</p> <p>SPIU and LGAs</p> <p>SPIU working with LGA functionaries.</p>
2.	Community Gathering and identification of poor households and individuals.	<p>(a) Sensitisation and mobilization of community.</p> <p>(b) After sensitization and mobilization, trained facilitators conduct community gathering to facilitate identification of PVHH in each of the selected poor villages/ communities which is called community engagement.</p> <p>(c) At the gathering, community members/groups identify and agree on ALL of the poorest households or individuals in the community, based on agreed criteria exclusive to them defining poverty and vulnerability in each of their communities</p> <p>(d) Selected poor Household list must be harmonized if more than one list is produced.</p> <p>(e) A grievance redress mechanism is set up at the Community immediately after engagement, LGA (at constitution of CBTT) and SPIU level (before the conduct of community Engagement), will be used to address complaints and pleas emanating from the community gathering and engagement process in each LGA. All the GRM persons at all the levels will share their phone</p>	<p>Communities facilitated by SPIU and LGA staff using trained officials (CBT Team);</p> <p>SPIU, Community, LGA and Community GRM Focal persons</p>

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No	Steps	Activity/Tasks	Responsible Institution
		numbers after the community engagement.	
3.	Data Collection and Analysis from identified poor Households and individual	(a) Trained Enumerators (preferably LGA workers) will use questionnaire or specialized checklist to collect relevant information from the identified households and/or individuals, including Biometric information of enrolled beneficiaries.	Community Development Officer (CDO), Enumerators
4	Validation	The List of identified households thereafter is validated either at community meetings or by a select group of community members.	Community members/CDOs / Civil societies, CBT Team
5	Abridged Register of Poor and Vulnerable Households	Data or information on identified households are entered into the project device developed specially for this purpose Quality assurance procedures are conducted on the data before submission and uploading to SPIU server and consolidate into the Beneficiaries Enrolment Register.	Enumerators NASSCO NSR/ MIS, SPIU MIS and Enumerators
6	Beneficiary Selection into the Cash Transfer program	Beneficiaries are selected from the NSR for enlisting into CT based on relevant characteristics of members of the identified and ranked poor households and established quota for each ward/LGA/State	SPIU shall mine beneficiaries from NSR

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**Annex 5: CHECKLIST**

**PREPARATION OF TERMS OF REFERENCE**

**Important Components to ensure clarity, consistency and preparation of good contracts**

ITEM	SUBJECT AREA		COMMENTS
1	Title	YES/NO	Helps consultants to focus
2	Background	YES/NO	General guiding information to consultants
3	Source of funds	Yes/NO	Consultants are always interested to know this
4	Objectives	YES/NO	Summarises immediate and long-term goal
5	Scope and methodology/Specific Tasks	YES/NO	Guides consultant to constitute team and provide a strong basis for pricing
6	Estimated Time Frame	YES/NO	Guides consultant to determine availability of key staff and to re-Program their activities
7	Staff Requirement	YES/NO	Academic, professional and work experience
8	Estimated time in-puts (person-months)/professional time inputs	YES/NO	(1) Important basis to determine cost of assignment (2) Guides the preparation of RFP and Draft contract (3) This is <b>not</b> the same as time duration and must be estimated by experts
9	Resources, data, information to be made available to consultant by client	YES/NO	Partly facilitates pricing
10	Expected output/Reports and time of deliverables	YES/NO	<ul style="list-style-type: none"> <li>• Clearly defined outputs/deliverables and reports should always be specified</li> <li>• Time expected for these deliverables should be specified, to whom, no. of copies etc.</li> <li>• Payments are normally tied to outputs</li> </ul>

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**Annex 6: ENVIRONMENTAL AND SOCIAL SCREENING CHECKLIST**

1. State: ..... 2. Local Government Area: ..... 3. Nature of the activity: ..... 4. Brief Description of the Project:..... 5. Environmental Category of the Main Project
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**A) GENERAL ELIGIBILITY**

Does the activity ...	Yes	No
Have an impact on areas for which the World Bank Environmental and Social Standards have not been applied? In particular:		
<ul style="list-style-type: none"> <li>• Disrespect for human dignity, human rights, economic systems and cultures of indigenous peoples (under <i>ESS7: Indigenous Peoples</i>)?</li> <li>• Impact on forest health and quality?</li> <li>• Involve construction of dams?</li> <li>• Serious consequences resulting in malfunctioning or stopping a dam?</li> <li>• Effects on waters of two or more states (under <i>OP 7.50 International waterways</i>)?</li> <li>• Is the project highly contentious and likely to attract the attention of NGOs or civil society nationally or internationally?</li> </ul>		

**If the answer is YES to one of these general eligibility questions: the sub-project is not eligible under the Project.**

**B) ENVIRONMENTAL AND SOCIAL IMPACTS SCREENING**

	Will the activity ...			If yes give the extent (in ha/number)
		Yes	No	
1	Include clearing of forests?			
2	Include removal and/or cutting of a considerable number of trees?			
3	Involve reclamation of wetland, land?			
4	Potentially affect the ecology of a protected area (e.g., interference on mammalian or bird migration routes)?			
5	Potentially affect geological or soil instability (e.g., erosion, landslides and subsidence)?			
6	Be located in an area threatened by silting?			
7	Be located in any flood protection area?			
8	Be located in any flood prone area?			
9	Be located 60 meters from the bank of a public stream			
10	Lead to increase in waste generation			
11	Be located in an area where there is no household waste management system?			
12	Generate non-hazardous waste that will be stored on the project site?			

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13	Use of hazardous or toxic materials and generation of hazardous wastes?				
14	Involve the use of an already over-exploited groundwater?				
15	Contribute to reducing the amount of water available to other local users?				
16	Be located in an area where there is no sanitation network?				
17	Occur in old establishments that may contain asbestos cement?				
18	Include large deep excavations?				
19	Soil excavation during subproject's construction so as to cause soil Erosion				
20	Have important potential accidental soil erosion, groundwater pollution and contamination?				
21	Greatly increase air pollution and dust generation?				
22	Long-term impacts on air quality				
23	Greatly increase noise pollution and vibrations?				
24	Finance any pesticides or procurement of pesticide equipment				
25	Minimum land area required for the proposed development (ha)				
26	Available total land area within the identified location (ha)				
27	Expected construction period				
28	Source of fresh Surface Water				
29	Surface Water Use	Agriculture	Domestic	Animal	other
30	Change of surface water quality or water flows (e.g. Increase water turbidity due to run-off, waste water from camp sites and erosion, and construction waste) or long term.	Yes	No		
31	Separation or fragmentation of habitats of flora and fauna?	Yes	No		
32	Are there any environmentally and culturally sensitive areas within 250m?	Protected Areas/Migratory Pathways/Archaeological sites/Wetlands/Mangroves sands			
33	Any historic, archaeological reserve, ancient or protected monument, graveyards, temples	Yes	No		
34	Need to open new, temporary or permanent, access roads?				
35	Acquisition (temporarily or permanently) of land (public or private) for its development				
36	Is there any potential for land dispute, assets and livelihoods displacement?	If yes, refer to Resettlement Policy Framework			
37	Involuntary restriction of access by people to legally designated parks and protected areas				
38	Risk of disease dissemination from construction workers to the local peoples (and vice versa)?	Yes	No		
39	Are children in the project area likely to be used for child labor				
40	Are asbestos materials located in any of the sub-project site?				

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41	Will asbestos waste be generated during renovation works?			
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**Additional Social Aspects**

42	Are there squatters within plot line (Tick the relevant) (a) Present [ <input type="checkbox"/> ] (b) Not present [ <input type="checkbox"/> ] (c) Give details (if any).....
43	Will there likely be acquisition (temporarily or permanently) of land (public or private) for the school improvement/construction? (a) Yes [ <input type="checkbox"/> ] (b) No [ <input type="checkbox"/> ] (c) Give details (if any).....
44	Potential for land dispute, assets and livelihoods displacement? (a) Yes [ <input type="checkbox"/> ] (b) No [ <input type="checkbox"/> ] (c) Give details (if any).....
45	Are there social issues associated with the community such as Gender Based Violence, Labour Influx, social conflicts, security issues etc. (a) Yes [ <input type="checkbox"/> ] (b) No [ <input type="checkbox"/> ] (c) Give details (if any).....
46	Are there localized channels for receiving and addressing grievances and conflicts in the communities? (a) Yes [ <input type="checkbox"/> ] (b) No [ <input type="checkbox"/> ] (c) Give details (if any).....
47	Potential for children in the project area to be used for child labour (a) Yes [ <input type="checkbox"/> ] (b) No [ <input type="checkbox"/> ] (c) Give details (if any).....
48	Are there students with disabilities in the school? (a) Yes [ <input type="checkbox"/> ] (b) No [ <input type="checkbox"/> ] (c) Give details (if any).....
49	Are there potential students with disabilities in the communities who are unable to attend school? (a) Yes [ <input type="checkbox"/> ] (b) No [ <input type="checkbox"/> ] (c) Give details (if any).....

**Direct observation and analytical notes about the community and site if any.**

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**If the answer is YES to one of these questions:** An Environmental Review (ER)/Environmental Audit/ESMP/ ESIA or Asbestos Management Plan (AMP) if issues on asbestos are observed will be prepared in line with World Bank requirements – even if, because of the nature of the works, national procedures do not require the preparation of an Environmental Review (ER) or of an EIA.

**If the answer is NO to all questions:** According to national regulations, an ER or an EIA will not be mandatory. However, in compliance with WB ESF the preparation of a fully-fledged ESMP, will be considered as necessary.

The appropriate instrument to be prepared will depend on the risk rating of the sub-project based on the screening

Additional checklists may be developed as required based on the complexity of the projects

Note: Attach geo-tagged photographs from different angles of the schools and the area. Photos should cover four sides of the schools exposed to risks. Spend some time roaming around in the community and public places near the school and observing their management for natural disaster risk management.

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Required E&S instrument(s) to be prepared: ESMP [    ] ARAP [    ] RAP [    ]

Environmental Officer: \_\_\_\_\_ Signature \_\_\_\_\_

Social Officer: \_\_\_\_\_ Signature \_\_\_\_\_

LGA officer's name: \_\_\_\_\_ Signature \_\_\_\_\_

SUBEB officer's name: \_\_\_\_\_ Signature \_\_\_\_\_

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**Annex 7: ENVIRONMENTAL AND SOCIAL MONITORING CHECKLIST**

ACTIVITIES	INSTRUMENTS		
<b>PREPARATORY PHASE</b>			
<b>E&amp;S Framework</b>	ESMF	RPF	SEP
Status of Preparation	Yes/No	Yes/No	Yes/No
Date of Disclosure (in-Country)			
Date of Disclosure (World Bank)			
Date of Consultations Carried out			
<b>E&amp;S Staffing</b>	Environmental Officer	Social Officer	GBV Officer
	Yes/No	Yes/No	Yes/No
<b>Training for PIU/MDAs</b>	ESMF Implementation	RPF Implementation	
Date of Training			
Participants			
<b>Site – Specific Instruments for Sub-Projects</b>			
Title of Rehabilitation Project	ESIA	RAP	ESMP
Status of preparation	Yes/No	Yes/No	Yes/No
Review status	FPMU/WB	FPMU/WB	FPMU/WB
Cleared Status	Yes/No	Yes/No	Yes/No
Date of Disclosure (in-Country)			
Date of Disclosure (World Bank)			
Date of Consultations Carried out			
<b>Training on ESIA/ESMP Implementation</b>	ESMP Implementation	RAP Implementation	
Date of Training			
Participants			
	Developed	Operationalized	
Grievance Redress Mechanism	Yes/No	Yes/No	
Availability number of complaint boxes on all roads			
Total number of contractor staff on project			
	Locals	Foreign	
Total number of contractor staff trained on Code of Conduct (CoC)			
Total number of signed code of conduct by staff and contractor			
Host agreement received for contractors yard/Office			
Host agreement received for borrow pits			
Host agreement received for contractors residence			
<b>IMPLEMENTATION PHASE</b>			
Contractors C-ESMP	Yes	No	
<b>Staffing</b>			
Availability of Environmental /HSE on contractors team	Yes	No	
Availability of Environmental Officer/HSE on supervision consultants team	Yes	No	
Availability of Social Officer on contractors team			

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Availability of Social Officer on supervision consultants team			
<b>Training (Contractors, Supervision Consultants)</b>	<b>C-ESMP Implementation/ HSE</b>	<b>GBV Training/ Code of Conduct</b>	<b>Grievance Redress Mechanism</b>
Date of Training			
Participants			
<b>Site Monitoring</b>			
<b>Adequacy of site office and campsite (water, ventilation, furniture, toilets, security, first-aid)</b>			
Conducive site office in line with OHS requirements			
Conducive camp site in line with OHS requirements			
Availability of well-stocked first aid box	Site office	Construction site	Mobile kit
Standard Toilet Facility meeting WHO standard	Male/female Y/N	Water Y/N	Adequate septic Y/N
Adequate waste management	Y	N	
<b>Adequate Staging Area</b>			
Fence	Y	N	
Caution Tape	Y	N	
Good housekeeping	Y	N	
Lightening	Y	N	
<b>Occupational Health &amp; Safety</b>	Available/ Adequate	Compliance	
PPEs			
Cautionary Signs			
Flagmen			
Cordon off excavated areas			
Mobile First Aid box			
Accident/ Incident	Fatal Y/N	Minor Y/N	
Compliance with Traffic Management Plan and safety (Site Safety and Security, Road/caution Signs)			
<b>Awareness and sensitization of communities on STIs/STDs</b>			
Date of program/ Venue			
Participants			
<b>Grievance Redress</b>			<b>Comments</b>
No of Grievances received			
No of grievances resolved			
<b>Environmental Parameters Limits</b>	Satisfactory	Not satisfactory	Comments
Air pollution			
water pollution			
Land pollution			
Noise			
Fugitive dust			

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**Annex 8: Checklist for conducting an initial assessment of a grievance mechanism for SEA/SH**

The following checklist provides guidance to task teams evaluating an existing sexual exploitation and abuse (SEA) and sexual harassment (SH) grievance mechanism to determine the extent to which it might be a suitable grievance channel for SEA/SH cases in World Bank operations and where capacity or systems may still require consolidation. The list can help gender and social specialists conduct brief initial assessments and pave the way for a more comprehensive and context-specific analysis. It is adapted from the World Bank’s “Checklist to Accompany the Guidance Note for ESS 10: Stakeholder Engagement and Information Disclosure” (World Bank 2018a)

	Yes	No
<b>A. System-related issues</b>		
1. Are there grievance-handling procedures in place for SEA/SH cases?		
2. Is there a policy for the handling of SEA/SH cases?		
a. Is the policy available to all staff, beneficiaries, and potential survivors?		
b. Is the policy written in the local language?		
3. Does the SEA/SH grievance mechanism include the following:		
a. Clearly understood entry points for people to submit grievances?		
b. Clear responsibilities regarding who registers SEA/SH allegations?		
c. Procedures for investigating SEA/SH allegations?		
d. A system for recording SEA/SH allegations and outcomes?		
e. Procedures for protecting the confidentiality of survivors?		
<b>B. Staff management</b>		
1. Is there a SEA/SH grievance manual for staff?		
2. Do the grievance policy and/or procedures provide guidance on:		
a. Types of SEA/SH cases?		
b. Information to collect from survivors?		
c. Referral pathways to be used to provide support to survivors?		
3. Are the grievance mechanism’s policy and procedures regarding SEA/SH cases well communicated to all staff?		
4. Are adequate resources allocated for the grievance mechanism to function effectively?		
5. Is training provided to staff members managing SEA/SH cases?		
<b>C. Communications with users</b>		
1. Are project-affected people told how to submit SEA/SH complaints?		

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	Yes	No
a. Are communications materials about the grievance mechanism—such as informational brochures and posters—prominently displayed and readily accessible?		
b. Do the communications materials include clear explanations regarding:		
– How to report a SEA/SH incident?		
– To whom?		
– What to expect in terms of available services?		
– What to expect in terms of confidentiality?		
c. Is the information about the SEA/SH GM available in the local languages?		
2. Can survivors submit their grievance:		
a. In person?		
b. In writing?		
c. By email?		
d. By SMS (short message service/text message)?		
e. At a dedicated website/online platform?		
f. On a telephone hotline?		
3. Can the grievance mechanism be accessed free of charge?		
4. Are users promised confidentiality?		
<b>D. Recording of grievances</b>		
1. Are there clear guidelines about how to respond to a survivor disclosing a SEA/SH allegation?		
2. Are they readily available?		
3. Are staff members aware of what data are appropriate for them to collect from survivors and for what purposes?		
4. Are staff members trained on how to receive, document/record, and respond to SEA/SH allegations?		
5. Are SEA /SH allegations logged and documented?		
6. Are SEA/SH allegation report forms readily available?		
7. Are the outcomes and responses to all SEA/SH cases recorded?		
<b>E. Business standards</b>		
1. Are there clear procedures in place to follow-up on received SEA/SH allegations?		
2. Is there evidence that substantiated SEA/SH allegations have led to disciplinary actions or contractual consequences?		
3. Are there clear guidelines in place to help determine when a case is considered closed?		
<b>F. Reporting</b>		

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	Yes	No
1. Is anonymised SEA/SH data being regularly reported? (Only three basic indicators should be included: age of survivor, sex of survivor, and whether or not the incident is project-related.)		
<b>G. Survivor-centricity and consent</b>		
1. Do women and child survivors have the reporting their allegation to a female staff member?		
2. Are special safeguards in place to allow survivors under the age of eighteen to submit grievances?		
3. Is survivor consent over the use and sharing of data systematically collected?		
4. Is a survivor consent form readily available in the local languages?		
<b>H. Data storage and confidentiality</b>		
<b>OFFLINE</b>		
1. Are cases received in a private setting or a dedicated space that maintains confidentiality?		
2. Are SEA/SH allegations recorded separately from other types of grievances?		
3. Are the survivor files and SEA/SH data stored with adequate precautions to protect client anonymity and safety, for instance in secure files and locked drawers or cabinets?		
4. Is there a coding system for paper files to anonymise the data, such as identifying survivors by a code instead of by name?		
5. Are there contingency plans for the destruction or relocation of paper files during an emergency evacuation?		
6. Are staff members aware that survivor files should not be discussed with anyone unrelated to the case?		
<b>ONLINE</b>		
1. Is there an encryption system for online SEA/SH case filing?		
2. Is the software used to record allegations password-protected by each agency?		
3. Are precautions being taken to prevent the loss of stored electronic data, such as antivirus protection and database backup?		
<b>I. Referrals and data-sharing</b>		
1. Are written standard operating procedures in place to facilitate joint action by different agencies?		
2. Is an information sharing protocol readily available among the various agencies and GBV service providers?		
3. Are GBV terminology, data collection tools, and incident-type classification standardized across organizations?		

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	Yes	No
4. Is a referral protocol readily available with up-to-date information about where to refer survivors for care and support?		
5. Is a care action plan template readily available?		
6. Do the services offered to survivors by service agencies match international quality standards?		

a. Quality standards for medical care can found at: <http://www.who.int/reproductivehealth/publications/post-violence-care-in-health-facilities/en/>.

Other service standards can be found at: [https://www.unfpa.org/sites/default/files/pub-pdf/GBVIE.Minimum.Standards.Publication.FINAL\\_ENG\\_.pdf](https://www.unfpa.org/sites/default/files/pub-pdf/GBVIE.Minimum.Standards.Publication.FINAL_ENG_.pdf)

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**Annex 9: Sample Training Plan**

**Implementing Agency Capacity Building Activities with Time Schedule**

S/No	Expected outcome / Activity Description	Estimated Cost SDG	Target Staff and/or their Titles	Estimated Duration	Start Date	Comments/Completion Date



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**Annex 11: Sample Procurement Plans**

**Goods (Request for quotation Method)**

Contract No.	Contract Description	Review	Contract Value	Draft Specs Prepared	IDA Clears Specs	Issues Quotations	Quotations Received	Quotations Evaluated	IDA Clears Evaluation	Supplier Notified	Items Delivered



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**Goods (ICB)**

Contract No.	Contract Description	Review	Contract Value	Draft BD Prepared	BD Cleared by IDA	Issue Notice at DG Mkt or Press	Bid Opening	Bids Evaluated	BER Sent to IDA	BER Cleared by IDA	Contract Negotiated	Draft Contract Cleared by	Contract Awarded	Contract Signed	Goods Delivered

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**Individual Consultants**

Contract No.	Contract Description	Review	Contract Value	TOR Drafted	Draft TOR sent to IDA	Draft TOR Cleared by IDA	EOI Published	Long List Prepared	Short List Prepared	Short List sent to IDA	Short List Cleared by IDA	Candidates Interviewed	Selection Cleared by IDA	Contract Negotiated	Contract Awarded

**Consultants (CQ Method)**

Contract Package No.	Contract Package	Review	Contract Value	TOR Drafted	Draft TOR Sent to IDA	Draft TOR Cleared by IDA	EOI Published	Long List Prepared	Short List Developed	Short List Sent to IDA

**Consultants (QCBS Method)**



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**Annex 12: Sample General Procurement Notice**

COUNTRY]

[NAME OF OPERATION]

[Insert sector]

GENERAL PROCUREMENT NOTICE

Loan No. /Credit No. /TF No. /Grant No.

Operation ID No.

The [insert name of borrower] [has received/has applied for/intends to apply for] financing in the amount of US\$ [insert dollar amount] equivalent from the World Bank toward the cost of the [insert name of operation], and it intends to apply part of the proceeds to payments for goods, works, related services and consulting services to be procured under this operation. This operation will be jointly financed by the [insert name of co-financing agency].

The operation will include the following components [describe the main operation components, including consulting services, and include a brief description of the goods, works and services to be procured under ICB procedures].

Procurement of contracts financed by the World Bank will be conducted through the procedures as specified in the World Bank's Procurement Regulations for IPF Borrowers - Procurement in Investment Project Financing Goods, Works, Non-Consulting and Consulting Services, July 2016.

Specific procurement notices for contracts to be bid under the World Bank's international competitive bidding (ICB) procedures and for contracts for consultancy services will be announced, as they become available, in [UN Development Business](#) and [dgMarket](#) [and the names of technical magazines, newspapers and trade publications of wide international circulation and in local newspapers].

Prequalification of suppliers and contractors will be required for the following contracts [insert names of contracts].

Interested eligible bidders who wish to be included on the mailing list to receive invitations to prequalify/bid under ICB procedures, and interested consultants who wish to receive a copy of advertisement requesting expressions of interest for consultancy contracts, or those requiring additional information, should contact the address below.

[Insert name of office]

Attn: [insert name of officer & title]

[Insert postal address and/or street address]

[Insert postal code, city and country]

Tel: [include the country and city code]

Fax: [include the country and city code]

E-mail:

Web site:

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**Annex 13: Sample Expressions of Interest (EOI)**

[NAME OF COUNTRY or *beneficiary*]

[NAME OF OPERATION or *assignment*]

CONSULTING SERVICES

TRUST FUND #: [insert: *Trust Fund number*] or

BUDGET ALLOCATION # [insert *account number*]

**Expressions of Interest**

The World Bank intends to finance the assignment/services described below under a [trust fund from the (*insert name of trust fund provider*)] or [budget allocation for the Bank’s administrative budget].

The services include [*brief description, organization, and implementation period.*]

The *World Bank* now invites eligible consultants to indicate their interest in providing the services. Interested consultants must provide information indicating that they are qualified to perform the services (brochures, description of similar assignments, experience in similar conditions, availability of appropriate skills among staff, etc.). Consultants may associate to enhance their qualifications.

Consultants will be selected in accordance with the procedures set out in the current edition of the World Bank’s Regulations for procurement in investment project financing Goods, Works, Non-Consulting and Consulting Services July 2016. Interested consultants may obtain further information at the address below [*state address at the end of document*] from [*insert office hours*].

Expressions of interest must be delivered to the address below by [*insert date*].

[*Insert name of office*]

[*Insert name of officer*]

[*Insert postal address and/or street address*]

Tel: [*Indicate country and city code*]

Fax: [*Indicate country and city code*]

E-mail:

## Annex 14: Outline of the Terms of Reference

*Background of the Operation.* Brief overview and information on the following aspects of the assignment:

- (a) name of the Hiring Agency;
- (b) operation location;
- (c) rationale of the operation;
- (d) operation history (what has been done so far and by whom);
- (e) list of relevant studies and basic data;
- (f) need for assistance in the operation with respect to the issues to be resolved;
- (g) activities to be carried out;
- (h) source of financing; and
- (i) supervision arrangements.

*Objectives of the Consulting Assignment.* Objectives and expected results of the assignment.

*Scope of Work.* Details of all main activities (or tasks) and expected results. The TOR should describe only the activities and not the approach or the methodology by which the results are to be achieved since these would be the task of the proponents. Nevertheless, the TOR may suggest the approach or the methodology that consultants could or should use to execute the assignment and under certain selection methods the estimated staff-months required can be stated.

*Transfer of Knowledge.* If transfer of knowledge is an objective of the assignment, the TOR should provide specific details on the characteristics of the required services and ask consultants to propose training approaches and methods.

*Reports and Schedule of Deliverables.* Estimated duration of the assignment, from the date of commencement to the date the hiring agency receives and accepts the consultant's final report or a specified completion date including the reporting requirements (other dates may be considered such as the date of effectiveness of the contract). Depending on the nature assignment, the following reports are usually required:

- a) *Inception Report.* This report should be submitted before the assignment begins to give the hiring agency confidence that the assignment can be carried out as stipulated in the contract. Any major inconsistency in the TOR, staffing problems, or deficiency in the hiring agency assistance that have become apparent during this period should be included;
- b) *Progress Reports.* These reports keep the hiring agency regularly informed about the progress of the assignment. They may also provide warnings of anticipated problems or serve as a reminder for payment of invoices due;

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- c) *Interim Reports* (if applicable). If the assignment is phased, interim reports are required to inform the hiring agency of preliminary results, alternative solutions, and major decisions that need to be made; and
- d) *Final Report*. The final report is due at the completion of the assignment.

*Data, local services, personnel and facilities to be provided by the hiring agency.* Description of the facilities to be provided to the consultant such as office space, vehicles, survey equipment, office and computer equipment, and telecommunication devices. If the Hiring Agency provides support staff to work with the consultant, this should be clearly indicated and the staff appointed should be under the consultants' supervision and work on the same hours but he/she would be not remunerated under the consultants' contract.

*Institutional Arrangements.* Definition of the institutional setup of the assignment, role and responsibilities and type and timing of participation (including those from the hiring agency) of all concerned.

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**Annex15: Sample Schedule of Requirements (Goods)**

Goods Procurement No. ___ for the Supply of _____							
1	2	3	4	5	6	7	8
Line Item N°	Description of Goods	Delivery Date	Quantity and physical unit	Unit Price Per item before tax	Total Price before tax (4 x 5)	Sales and other taxes payable per line item if Contract is awarded	Total Price per line item (Col. 6+7)
<i>[insert number of the item]</i>	<i>[insert name of Good]</i>	<i>[insert quoted Delivery Date]</i>	<i>[insert number of units to be supplied and name of the physical unit]</i>			<i>[insert sales and other taxes payable per line item if Contract is awarded]</i>	<i>[insert total price per item]</i>
						<b>TOTAL PRICE</b>	

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**Annex 16: Sample Fixed Asset Disposal Request Form**

Department: \_\_\_\_\_ Disposal Request No. \_\_\_\_\_

Submitted by:	
Date:	
Signature	

1) Details of asset to be disposed:

Asset No.	Asset Description	Historical Cost	Proposed Selling Price

2) Reason for the disposal:

3) Has the asset already been replaced?    \_\_\_\_\_ (Yes)        \_\_\_\_\_ (No)

4) Has a buyer been found?

Yes	No	If yes, list the details of the buyer in this box

4) Has the disposal been authorized by the project Coordinator?

\_\_\_\_\_ (Yes)        \_\_\_\_\_ (No)





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**Annex 19: Sample Page of the Advances Ledger**

ADVANCES LEDGER								
John Doe								
Date	PV No.	Description	Amount (SDG)	Date	PV No.	Description	Amount (SDG)	Balance (SDG)
Jul. 1, 2018		Balance brought forward						2,000
Jul 6, 2018	20500	Subsistence allowance for State Procurement Officers – Benin State	6,500	Jul. 25, 2018	20500	Accountability for advance against PV 20500	(3,500)	5,000

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**Annex 20: Sample Bank Reconciliation Statement**

**Name of the Implementing Agency**  
**For the month ended: Jan. 31, 2012**

		<b>Naira</b>
Opening Bank Balance as per ledger (Jan. 31, 2011)		100,000
Transfer received from _____		<u>400,000</u>
Total Cash Available		500,000
Total expenditures for the month		<u>(350,000)</u>
Cash at bank balance as per ledger (Jan. 31, 2011)		<u>150,000</u>
Bank balance shown in the Bank Statement (Jan. 31, 2011)		160,500
Add: Deposits in transit		
CRV 006 – Return from a supplier	10,000	
CRV 009 – Refund of travel advance	<u>1,500</u>	
		<u>11,500</u>
		172,000
Less: Checks written but not presented for payment		
BD 12345	6,000	
BD 12349	7,000	
BD 12400	<u>9,000</u>	
		<u>(22,000)</u>
		<u>(150,000)</u>
Prepared by: _____ Checked by: _____		
Accountant	Operation Finance Officer	

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**Annex 21: Sample Monthly Statement of Expenditures (SOE)**

**Capacity Building Program**

For the month of \_\_\_\_\_ Year \_\_\_\_\_  
 SOE No. \_\_\_\_\_

**The World Bank**  
**APPLICATION FOR WITHDRAWAL**  
**STATEMENT OF EXPENSES(SOE)**

**CONTRACT DETAIL**

Category No. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

1	3	4	5	6	7	8	9	10	11	12
Item No.	Name and Address of Contractors/Suppliers	Contract or Purchase order No. & Date (or other ref.)	Brief Description of Goods, Works or Services	Currency and Total Amount of Contract	Total amount invoices covered by application (net of retention)	Elig. %	Invoice Amount Eligible for Financing	Amount Paid From Special Account (if any)	Date of Payment	Remarks
TOTALS										

Supporting documents for this SOE retained at:(insert location)

Prepared by: \_\_\_\_\_ Approved by: \_\_\_\_\_

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**Annex 22: Sample Payments Made During Reporting Period**

**Payments Made during Reporting Period  
Against Contracts Subject to the Bank's Prior Review**

<b>Contract Number</b>	<b>Supplier</b>	<b>Contract Date</b>	<b>Contract Amount</b>	<b>Date of WB's Non-Objection to Contract</b>	<b>Amount Paid to Supplier during Period</b>	<b>WB's Share of Amt Paid to Supplier during Period</b>

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**Annex 23: Sample Statement of Sources & Uses of Funds**

**ADOLESCENT GIRLS INITIATIVE FOR LEARNING AND EMPOWERMENT OPERATION**  
**Statement showing Uses of Funds by Operation Activities- For the Quarter ended 30 September 2018**  
(Amounts in US\$)

	3rd Quarter 2018								Cumulative								Operation life/ FPP	Revised operation budget			
	Operation (GON+IDA Credit)				IDA Credit				Operation (GON+IDA Credit)				IDA Credit					Operation (GON+IDA Credit)			
	Budget	Actual	Var(B-A)	B%A	Budget	Actual	Var (B-A)	B%A	Budget	Actual	Var (B-A)	B%A	Budget	Actual	Var (B-A)	B%A		Grant	Actual	Var(B-A)	B%A
<b>1. 1Support for Financial Management Systems</b>																					
1.1 Vehicles, furniture and equipment																					
1.2 Consultants																					
1.3 Training																					
1.4 Operating Costs																					
<b>Component 1 sub-total</b>																					
<b>2. Service Delivery with Employment Opportunities</b>																					
2.1 Works																					
2.2 Vehicles, furniture and equipment																					
2.3 Consultants																					
2.4 Training																					
2.5 Operating Costs																					
2.6 Grants																					
<b>Component 2 sub-total</b>																					
<b>3. OPERATION IMPLEMENTATION</b>																					
<b>Support and Coordination</b>																					
4.1 Vehicles, furniture and equipment																					
4.2 Consultants																					
4.3 Training																					
4.4 Operating Costs																					
<b>Component 3 sub-total</b>																					

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Total operation expenditure																	
-----------------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

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**Annex 24: Sample Quarterly Progress Report**

**Quarterly Progress Report**

**Taken as Financial Monitoring Report  
for the quarter ended  
30 September 2018**

NAME OF OPERATION

Funded by

**International Development Association (IDA)  
and Government of Nigeria (GON)**

Insert date of report here

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**XYZ Operation**  
**Quarterly Progress Report**  
**For the quarter ended 30 September 2018**

Operation Description:	The operation is designed around three result areas: (i) Ensure unfettered access to free and compulsory nine years of formal basic education for children of school-going age; (ii) Reduce drastically the incidence of dropout from the formal school system, through improved relevance, quality, and efficiency; (iii) Ensure the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative, and life skills as well as the ethical, moral, and civic values needed for laying a solid foundation for life-long learning Increase.															
Program Development Objective:	The project development objective (PDO) is to increase equitable access for out of school children in focal states; improve literacy in focal states and strengthen accountability for results															
Sector:	Public Sector															
Location:	The Operation covers the following seventeen states. The Operation will be implemented over a five-year period.															
Total Operation Cost:	Breakdown of operation costs: <table border="1" style="margin-left: 20px;"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Amount (USD Million)</th> </tr> <tr> <th>GON</th> <th>IDA</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Total operation cost</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Out of which Phase 1</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> The Operation may require additional financing as it scales up over time.		Amount (USD Million)			GON	IDA	Total	Total operation cost				Out of which Phase 1			
	Amount (USD Million)															
	GON	IDA	Total													
Total operation cost																
Out of which Phase 1																
Implementing Agency	A National Coordination Team in UBEC-NCT reporting to the steering committee chaired by the Ministry of Education.															
Implementing Period:	Five years.															

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**XYZ Operation**  
**Quarterly Progress Report**  
**For the quarter ended 30 September 2018**

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<b>Section</b>	<b>Pages</b>
1 Executive summary	
2 Physical progress	
3 Component details	
4 Financial management	
5 Procurement	
6 Next steps	
 Annexes	
I Physical outputs/ performance indicators	
II Summary procurement tables	

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**XYZ Operation**  
**Quarterly Progress Report**  
**For the quarter ended 30 September 2018**

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### **Section 1 - Executive Summary**

Provide an executive summary of the report including the operation/Program:

- Details of the period covered by the report
- Brief details of the purpose of the report e.g. what is the focus of the report and what users should expect out of the report
- Highlights and successes
- Key performance indicators
- Constraints
- Details of the layout in the remainder of the report i.e. how many sections and what each section deals with

### **Section 2 – Physical progress**

Operation/program highlights:

- Provide details of activities that have successfully been completed and outputs that have been delivered within the period.
- Reference can be made to table(s) summarizing physical output/progress/performance indicators which should be attached as Annex I. *A Microsoft excel file with a template sheet labelled as “Annex1-Phy outputs” is provided. It should however be tailored to suit operation specific circumstances.*
- Provide details of operation’s/program’s schedule of implementation i.e. whether the operation/program is on or behind schedule

Constraints and issues:

- Provide details of any constraints affecting the achievement of the operation/program objectives and other issues affecting the operation/program implementation such as changes in policies etc.

### **Section 3 – Component details**

Introduction:

- Indicate whether all components are covered

Components:

- For each component and activity in consideration, provide a narrative of its status and details pertaining to the position of its planned and actual targets

E.g.

1. **Component 3: Program management** – Operation management costs significantly exceeded the plan due to payment of technical committee remuneration costs which had been planned for the next quarter. Etc.

Others activities

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- Provide details of various meetings held, such as the regular operation progress meeting, joint missions etc.
- Provide details of key internal events that occurred during the period e.g. whether PIM has been completed or not etc.

**Section 4 – Financial Management**

Provide details with regards to the following:

- Receipts: applications for withdrawals made, amounts disbursed by IDA and GON;
- Payments made – split between IDA and GON;
- Analysis of budget vs. actual – explaining significant variances
- Statement of cash/fund balances
- Status of the IDA advance

A summary statement showing sources and uses of funds should be inserted within the main text. See example (with arbitrary figures) below.

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Xa Yb Zc (XYZ) Project Sources and Uses of Funds Statement - For the Quarter ended 30 September 2012 Government of Nigeria (Amounts in US\$)								
	Note	3rd Quarter 2011			Cumulative			Forecast: next six months
		IDA	GON	Total	IDA	GON	Total	
<b>Receipts and payments statement</b>								
<b>Receipts</b>								
From IDA/GON	1	194,500	100,000	294,500	994,500	300,000	1,294,500	950,000
Exchange gains	2	11,255	0	11,255	24,510	0	24,510	12,000
<b>Total financing</b>		<b>205,755</b>	<b>100,000</b>	<b>305,755</b>	<b>1,019,010</b>	<b>300,000</b>	<b>1,319,010</b>	<b>962,000</b>
<b>Less: Payments by component/category</b>								
1. Financial Management Systems	3	68,147	29,116	97,263	138,000	46,116	184,116	340,108
2. Service Delivery with employment opportunities		0	0	0	0	0	0	302,300
3. Project Management	4	197,000	50,500	247,500	217,500	50,500	268,000	290,000
<b>Total payments</b>		<b>265,147</b>	<b>79,616</b>	<b>344,763</b>	<b>355,500</b>	<b>96,616</b>	<b>452,116</b>	<b>932,408</b>
<b>Receipts less payments</b>		<b>-59,392</b>	<b>20,384</b>	<b>-39,008</b>	<b>663,510</b>	<b>203,384</b>	<b>866,894</b>	<b>29,592</b>
Add: Net foreign exchange gain/(loss)		0	0	0	0	0	0	0
<b>Net change in cash</b>		<b>-59,392</b>	<b>20,384</b>	<b>-39,008</b>	<b>663,510</b>	<b>203,384</b>	<b>866,894</b>	<b>29,592</b>
<b>Statement of fund balances</b>								
Opening cash and bank balances								
Cash at hand		0	843	843	0	0	0	647
Local currency account		0	138,159	138,159	0	0	0	122,169
Designated (Special) Account		651,580	0	651,580	0	0	0	516,683
<b>Total opening cash and bank balances</b>		<b>651,580</b>	<b>139,002</b>	<b>790,582</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>639,499</b>
Add: Net change in cash		-59,392	20,384	-39,008	663,510	203,384	866,894	29,592
<b>Net cash available</b>		<b>592,188</b>	<b>159,386</b>	<b>751,574</b>	<b>663,510</b>	<b>203,384</b>	<b>866,894</b>	<b>669,091</b>
Closing cash and bank balances								
Cash at hand		0	647	647	0	647	647	200
Local currency account		0	122,169	122,169	0	122,169	122,169	134,871
Designated (Special) Account		516,683	0	516,683	516,683	0	516,683	384,520
<b>Total opening cash and bank balances</b>		<b>516,683</b>	<b>122,816</b>	<b>639,499</b>	<b>516,683</b>	<b>122,816</b>	<b>639,499</b>	<b>519,591</b>
Advances unaccounted for								
Advances at beginning of quarter		0		0				0
Advances at end of quarter	5	38,000	-38,000	0	38,000	-38,000	0	0
<b>Movement in advances</b>		<b>38,000</b>	<b>-38,000</b>	<b>0</b>	<b>38,000</b>	<b>-38,000</b>	<b>0</b>	<b>0</b>
<b>Total assets</b>		<b>554,683</b>	<b>84,816</b>	<b>639,499</b>	<b>554,683</b>	<b>84,816</b>	<b>639,499</b>	<b>519,591</b>
<b>Notes</b>								
1 Elaborate								
2								
3								
4								
5								

Explanatory notes can be given as considered necessary intended to make readers understand the message. A notes column can be used to number those lines explanatory notes relate to. An additional statement showing uses of funds by activities should also be inserted within the main text or attached as an annex. This statement should compare budget and actual for the quarter, cumulative and operation life per activity. The component/category totals should reconcile with the payment component/category figures in the statement above.

A Microsoft excel file with template sheets labelled as "Sources and Uses of Funds Statement" and "Annex2-Detailed payments" is provided. These templates should be tailored to suit operation specific circumstances.

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**XYZ Operation**

**Quarterly Progress Report**

**For the quarter ended 30 September 2018**

*An illustrative of a statement showing uses of funds by operation activities*

Xa Yb Zc (XYZ) Project																					
Statement showing Uses of Funds by Project Activities- For the Quarter ended 30 September 2011																					
Government of Nigeria																					
(Amounts in US\$)																					
	3rd Quarter 2006								Cumulative								Project life/FPP	Revised project budget			
	Project (GON+IDA)				IDA				Project (GON+IDA)				IDA					Project (GON+IDA)			
	Budget	Actual	Var(B-A)	B%A	Budget	Actual	Var(B-A)	B%A	Budget	Actual	Var(B-A)	B%A	Budget	Actual	Var(B-A)	B%A		Grant	Actual	Var(B-A)	B%A
<b>1. Financial Management Systems</b>																					
1.1 Consultants	37,700	22,912	14,788	61%	11,200	7,637	3,563	68%	121,300	87,433	33,867	72%	70,000	62,300	7,700	89%	150,000	150,000	87,433	62,567	58%
1.2 Workshops, seminars and training	38,500	36,440	2,060	95%	19,300	24,400	-5,100	126%	56,000	46,650	9,350	83%	40,000	37,000	3,000	93%	400,000	400,000	46,650	353,350	12%
1.3 Vehicles, furniture and equipment	54,200	37,911	16,289	70%	35,000	36,110	-1,110	103%	458,000	50,033	407,967	11%	332,500	38,700	293,800	12%	550,000	550,000	50,033	499,967	9%
1.4 Training on Financial Management	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	900,000	900,000	0	900,000	0%
<b>Component 1 sub-total</b>	<b>130,400</b>	<b>97,263</b>	<b>33,137</b>	<b>75%</b>	<b>65,500</b>	<b>68,147</b>	<b>-2,647</b>	<b>104%</b>	<b>635,300</b>	<b>184,116</b>	<b>451,184</b>	<b>29%</b>	<b>442,500</b>	<b>138,000</b>	<b>304,500</b>	<b>31%</b>	<b>2,000,000</b>	<b>2,000,000</b>	<b>184,116</b>	<b>1,815,884</b>	<b>9%</b>
<b>2. Service Delivery</b>																					
2.1 Consultant's training budget	42,100	0	42,100	0%	14,033	0	14,033	0%	42,100	0	42,100	0%	14,033	0	14,033	0%	800,000	950,000	0	950,000	0%
2.2 Training evaluation	19,650	0	19,650	0%	6,550	0	6,550	0%	19,650	0	19,650	0%	6,550	0	6,550	0%	300,000	150,000	0	150,000	0%
2.3 Training materials and curriculum development	23,300	0	23,300	0%	7,767	0	7,767	0%	23,300	0	23,300	0%	7,767	0	7,767	0%	900,000	900,000	0	900,000	0%
<b>Component 2 sub-total</b>	<b>85,050</b>	<b>0</b>	<b>85,050</b>	<b>0%</b>	<b>28,350</b>	<b>0</b>	<b>28,350</b>	<b>0%</b>	<b>85,050</b>	<b>0</b>	<b>85,050</b>	<b>0%</b>	<b>28,350</b>	<b>0</b>	<b>28,350</b>	<b>0%</b>	<b>2,000,000</b>	<b>2,000,000</b>	<b>0</b>	<b>2,000,000</b>	<b>0%</b>
<b>3. Project Management</b>																					
3.1 Construction	262,119	229,500	32,619	88%	191,780	179,000	12,780	93%	340,200	248,000	92,200	73%	220,800	197,500	23,300	89%	8,000,000	7,800,000	248,000	7,552,000	3%
3.2 Equipment	36,000	18,000	18,000	50%	36,000	18,000	18,000	50%	43,122	20,000	23,122	46%	23,000	20,000	3,000	87%	1,000,000	1,200,000	20,000	1,180,000	2%
<b>Component 3 sub-total</b>	<b>298,119</b>	<b>247,500</b>	<b>50,619</b>	<b>83%</b>	<b>227,780</b>	<b>197,000</b>	<b>30,780</b>	<b>86%</b>	<b>383,322</b>	<b>268,000</b>	<b>115,322</b>	<b>70%</b>	<b>243,800</b>	<b>217,500</b>	<b>26,300</b>	<b>89%</b>	<b>9,000,000</b>	<b>9,000,000</b>	<b>268,000</b>	<b>8,732,000</b>	<b>3%</b>
<b>Total project expenditure</b>	<b>513,569</b>	<b>344,763</b>	<b>168,806</b>	<b>158%</b>	<b>321,630</b>	<b>265,147</b>	<b>56,483</b>	<b>191%</b>	<b>1,103,672</b>	<b>452,116</b>	<b>651,556</b>	<b>99%</b>	<b>714,650</b>	<b>355,500</b>	<b>359,150</b>	<b>120%</b>	<b>13,000,000</b>	<b>13,000,000</b>	<b>452,116</b>	<b>12,547,884</b>	<b>12%</b>

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The following table (illustrating an example) can be used to explain the status of the IDA advance:

	<b>US\$</b>
Authorised advance	500,000
Exchange gain on transfer	<u>13,255</u>
	<b><u>513,255</u></b>
Amount in Designated (Special) Account	204,099
Eligible expenditures paid but not yet claimed	117,907
Eligible expenditures claimed but not yet received	156,850
Ineligible expenditure paid – under resolution	<u>34,389</u>
	<b><u>513,255</u></b>

The balance of IDA Special Account plus SOEs in transit (i.e., amounts spent but either not claimed or claimed but funds not yet received from IDA) should add up to the amount of the advance. Any adjustments or discrepancies should be explained as a footnote or separate attachment to this Table. In addition, reasons should be given for unusual items like ineligible expenditure paid under resolution.

#### **Section 5 – Procurement**

Provide details with regards to the following:

- Overall performance of the procurement function;
- Various procurement activities undertaken and their status;
- Implementation problems encountered

*Note: Summary procurement tables for goods, works and consultants should be attached. An example of a summary procurement table for goods is attached at annex II. A Microsoft excel file with a template sheet labelled as “Annex3-Proc tables” and “Annex2-Detailed payments” is provided. The template should be tailored to suit operation specific circumstances.*

#### **Section 6 – Next steps**

- Provide a plan of activities for the next quarter

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**Annex I (Example – with arbitrary figures)**

Xa Yb Zc (XYZ) Project  
 Physical outputs - As at 30 September 2011  
 Government of Nigeria  
 (Cost in US\$'000)

Component/activity	Target				Achievement				Achievement as % of target				Comments				
	Units (if not apparent)		To start of reporting period		During reporting period		To start of reporting period		During reporting period		Total todate			During reporting period		Total todate	
	Units	Cost	Units	Cost	Units	Cost	Units	Cost	Units	Cost	Units	Cost		Units	Cost	Units	Cost
<b>1. Financial Management Systems</b>																	
1.1 Consultants	4	150	2	75	1	37	1	54	1	33	2	87	100%	89%	50%	58%	
1.2 Workshops, seminars and training																	
Workshops	5	250	2	100	0	0	0	0	0	0	0	0	0%	0%	0%	0%	
Seminars	4	40	3	30	1	13	1	10	1	16	2	26	100%	123%	50%	65%	
International training courses	10	110	5	55	2	25	0	0	2	20	2	20	100%	80%	20%	18%	
1.3 Vehicles, furniture and equipment																	
Vehicles	12	276	12	276	0	0	0	0	0	0	0	0	0%	0%	0%	0%	
Computers	45	130	45	130	0	0	0	0	0	0	0	0	0%	0%	0%	0%	
Generators	8	144	0	0	3	54	0	0	2	38	2	38	67%	70%	25%	26%	
1.4 Training on Judicial Management																	
Senior judges	400	450	0	0	0	0	0	0	0	0	0	0	0%	0%	0%	0%	
Grade 2 magistrates	400	450	0	0	0	0	0	0	0	0	0	0	0%	0%	0%	0%	
<b>2. Service Delivery</b>																	
3.1 Construction/ Note 1																	
Roads - Rivers	% completion	1	375	30%	112	30%	112	0	0	0	0	0	0%	0%	0	0%	
Agricuktural Scheme - Rivers	% completion	1	375	30%	112	30%	112	20%	85	30%	102	50%	187	100%	91%	50%	50%
3.2 Equipment																	
Generators		208	600														
Computers		10	600														
Note 1: Unit of measurement is % completion for large constructions Note 2: elaborate																	

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**Annex II (Example – with arbitrary figures)**

**Xa Yb Zc (XYZ) Project**  
**Summary procurement plan**

**Procurement of goods**

CP	Contract description	Unit	Quantity	Budget (US\$)	Method	Start document Prep	Send out RFP	Technical Proposal opening	Technical evaluation complete	Final evaluation complete	Contract signed	Complete assignment	Contract amount (US\$)	Supplier name
1	Pick up double Cabin 4WD	PIU	31	700,600	ICB	Plan	20/05/2006	29/05/2006	11/07/2006	22/07/2006	12/08/2006	12/11/2006	632,500	Golden Arrow
						Actual	20/05/2006	29/05/2006	11/07/2006	14/08/2006	18/08/2006	21/09/2006		
2	Computers, Communications &	PIU	50	156,900	NCB	Plan	20/05/2006	29/05/2006	27/06/2006	13/07/2006	07/08/2006	17/09/2006	197,806	Compuart/Solarman Cos
						Actual	20/05/2006	29/05/2006	27/06/2006	12/08/2006	29/08/2006	08/10/2006		
3	1 Generator 27-30, 10 Gen 12-18 and	PIU	21	93,150	NCB	Plan	10/06/2006	19/06/2006	18/07/2006	30/07/2006	21/08/2006	30/09/2006	125,656	Diesel Generators Co/SWITCH
						Actual	10/06/2006	19/06/2006	18/07/2006	23/07/2006	28/08/2006	27/09/2006		
4	1 Unit Generator 27-30, Soundproof	PIU	1	16,000	Shopping	Plan	N/A	07/06/2006	14/06/2006	21/06/2006	02/07/2006	04/07/2006	16,872	Mago Eng Trading Co
						Actual		07/06/2006	14/06/2006	22/06/2006	08/07/2006	08/07/2006		
5	Unit Station Wagon 4WDVehicle &	PIU	1	35,000	Shopping	Plan	20/06/2006	25/07/2006	07/07/2006	10/07/2006	18/07/2006	25/07/2006		
						Actual	20/05/2006	19/09/2006	24/09/2006					
6	Computers & printers Power	LIU	Various	21,000	Price comparison	Plan	N/A	N/A	01/07/2006	05/07/2006	15/07/2006	17/07/2006	18,000	Different Co
						Actual	20/05/2006	25/07/2006	08/1-12/06	15/08/2006				
7	Power Supply (UPS)	LIU	Various	1,500	Price comparison	Plan	N/A	N/A	01/07/2006	05/07/2006	15/07/2006	17/07/2006	1,450	Different Co
						Actual	20/05/2006	25/07/2006	08/1-12/06	15/08/2006				
<b>Totals</b>				<b>1,024,150</b>									<b>992,284</b>	

**Selection of consultants**

CP	Contract description	Budget (US\$)	Method	Start document Prep	Send out RFP	Technical Proposal opening	Technical evaluation complete	Final evaluation complete	Contract signed	Complete assignment	Contract amount (US\$)	Supplier name
8	Start up Workshops	200,000	NCB	Plan	31/05/2006	21/08/2006	19/09/2006	11/10/2006	15/11/2006	14/01/2007	198,703	DIG
				Actual	01/06/2006	03/08/2006	04/09/2006	14/09/2006	10/10/2006			
9	Community mediatio	200,000	ICB	Plan	31/05/2006	21/08/2006	19/09/2006	11/10/2006	15/11/2006	14/01/2007	188,150	EDATO/REED
				Actual	01/06/2006	03/08/2006	04/09/2006	12/09/2006	10/10/2006			
<b>Totals</b>		<b>400,000</b>									<b>386,853</b>	

- Notes:**
- 1 Prior review threshlods: Goods US\$ 50,000; Consultants US\$ 100,000
  - 2 Exchange rate used for contracts expected to be in local currency: US\$ 1: SDD 210

## Annex 25: Sample TOR for the Audit of Operation Accounts

### Objective

The objective of the audit of the Operations Financial Statement (OFS) is to enable the auditor to express a professional opinion of the financial position of (Name of Operation) at the end of each fiscal year and of the funds received and expenditures for the accounting period ended mm/dd/yy, as reported by the Operations Financial Statement [as well as an opinion on the Statement of Expenditures]

The operations accounts (book of account) provided that basis for preparation of the (Name of Operation) and are established to reflect the financial transactions in respect of the operation, as maintained by the operation implementing agencies (names of implementing agencies) and subsequently the regulatory bodies.

### Scope

The audit will be carried out in accordance with International Standards of Auditing, and will include such tests and controls as the auditor considers necessary under the circumstances. In conducting the audit, special attention should be paid to the following:

- a) All external funds have been used in accordance with the conditions of the relevant financing agreements, with due attention to economy and efficiency, and only for the purposes for which the financing was provided. Relevant financing agreements are set out in the Financing Agreement for the (Name of the Operation) (Credit No. \_\_\_\_\_) and the supporting disbursement letter.
- b) Counterpart funds have been provided and used in accordance with the relevant financing agreements, with due attention to economy and efficiency, and only for the purpose for which they were provided.
- c) Goods, works and services financed have been procured in accordance with the relevant financing agreement.
- d) All necessary supporting documents, records, and accounts have been kept in respect of all operation ventures [including expenditures reported via SOEs or SAs]. Clear linkages should exist between the books of account and reports presented to the Bank.
- e) Where Special Accounts have been used, they have been maintained in accordance with the provisions of the relevant financing agreement.
- f) The operation accounts have been prepared in accordance with consistently applied International Accounting Standards and give a true and fair view of the financial situation of

the operation at mm/dd/yy and of resources and expenditures for the year ended on that date.

The Operation Financial Statements should include

- a) Summary of Funds received showing the World Bank, operation funds from other donors, and counterpart funds separately
- b) Summary of Expenditures shown under the main operation headings and by main categories of expenditures, both for the current fiscal year and accumulated to date: and
- c) Balance sheet showing Accumulated Funds of the Operation back balances other assets of the operation, and liabilities, if any.

As an annex to the Operation Financial Statements, the auditor should prepare a reconciliation between the amounts shown as "received by the operation from the World Bank" and that shown as being disbursed by the Bank. As part of that reconciliation, the auditor should indicate the mechanism for the disbursement i.e. Special Accounts, Statements of Expenditures, or direct reimbursement.

#### **Statement of Expenditures**

In addition to the audit of the PFS, the auditor is required to audit all SOEs used as the basis for the submission of withdrawal applications. The auditor should apply such tests and controls as the auditor considers necessary under the circumstances. These expenditures should be carefully compared for operation eligibility with the relevant financing agreements and with reference to the Staff Appraisal Report for Guidance when considered necessary. Where ineligible expenditures are identified as having been included in withdrawal applications and reimbursed against, these should be separately noted by the auditor. Annexed to the Operation Financial Statements should be a schedule listing individual SOE withdrawal applications by specific reference number and amount. The total withdrawals under the SOE procedure should be part of the overall reconciliation of Bank disbursements described above.

#### **Special Accounts**

In conjunction with the audit of the Operation Financial Statements, the auditor is also required to audit the activities of the Special Accounts associated with the operation. The Special Accounts usually comprise

- a) Deposit and replenishments received from the Bank
- b) Payments substantiated by withdrawal applications
- c) Interest that may be earned from the balances and which belong to UBEC; and
- d) The remaining balanced at the end of each fiscal year.

The auditor must form an opinion as to the degree of compliance with the Bank's procedures and the balance of the Special Account at year-ended. The audit should examine the eligibility and correctness of financial transactions during the period under review and fund balances at the end of such a period. The operation and use of SA in accordance with the financing agreement and the adequacy of internal controls for this type of disbursement mechanism.

For this operation the Special Accounts are referred to in [the disbursement letter] of the relevant financing agreements. Special Accounts statements and the auditor's report should wit the Operation Financial Statements.

#### **Audit Opinion**

Besides a primary opinion on the Operation Financial Statements, the annual audit report of the Operation Accounts should include a separate paragraph commenting on the accuracy and propriety of expenditures withdrawn under SOE procedures and the extent to which the Bank can rely on SOEs as a basis for loan disbursement. The financial statements, including the auditor report, should be received by the Bank no later than [three to six] months after the end of the accounting period to which the audit refers. The auditor should submit the report to the borrowers designated agent rather than to any staff member of the operation entity. The agent should the promptly forward two copies of the audited accounts and report to the Bank.

#### **Management Letter**

In addition to the audit reports, the auditor will prepare a "management letter" in which the auditor will:

- a) Give comments and observations of the accounting records, systems and controls that were examined during the course of the audit.
- b) Identify specific deficiencies and areas of weakness in systems and controls and make recommendation for their improvement.
- c) Report on the degree of compliance of each of the financial covenants on the financing agreement and give comments, if any, on internal and external matters affecting such compliance.
- d) Communicate matters that have come to attention during the audit which might have a significant impact on the implementation of the operation.
- e) Bring to the borrower's attention any other matters that the auditors considers pertinent.

#### **General**

The auditor should be given access to all legal documents, correspondence, and any other information associated with the operation and deemed necessary by the auditor. Confirmation

should also be obtained of amounts disbursed and outstanding at the Bank. The Task Team Leader can assist in obtaining these confirmations.

It is highly desirable that the auditor become familiar with a copy of the Bank's Guidelines on Financial Reporting and Auditing of Operations Financed by the World Bank, which summarises the Bank's financial reporting and auditing requirements. The auditor should also be familiar with the Bank's Disbursement Manual. The Task Team Leader will provide both documents.

## Annex 26: Template for Contracts Awarded by ICB

ADOLESCENT GIRLS INITIATIVE FOR LEARNING AND EMPOWERMENT OPERATION  
Federal Republic of Nigeria  
Operation Number:

Bid/Contract Reference No:  
Scope of Contract:  
Duration of Contract:  
Evaluation Currency:

### **Awarded Bidder(s)**

Name:  
Address\*:  
Bid price at bid opening:  
Evaluated Bid Price (in evaluation currency):  
Contract Price (in evaluation currency):

### **Evaluated Bidder(s)**

Name:  
Address:  
Bid price at bid opening:  
Evaluated bid price (in evaluation currency):

Name:  
Address:  
Bid price at bid opening:  
Evaluated bid price (in evaluation currency):

### **Rejected Bidder(s)**

Name:  
Address:  
Bid price at bid opening:  
Reason(s) for rejection:

Name:  
Address:  
Bid price at bid opening:  
Reason(s) for rejection:

\*At least the city & country

### Annex 27: Identification

1.1	Name of Borrower	<hr/>
1.2	Loan/Credit number	<hr/>
1.3	Date of effectiveness	<hr/>
1.4	Closing date	<hr/>
	(a) original	<hr/>
	(b) revised	<hr/>
1.5	Name of operation	<hr/>
1.6	Purchaser (or Employer)	<hr/>
	(a) name	<hr/>
	(b) address	<hr/>
1.7	Contract number (identification)	<hr/>
1.8	Contract description	<hr/>
1.9	Cost estimate	<hr/>
1.10	Method of procurement (check one)	ICB <input type="checkbox"/> LIB <input type="checkbox"/> Other <input type="checkbox"/>
1.11	Prior review required	Yes <input type="checkbox"/> No <input type="checkbox"/>
1.12	Domestic preference allowed	Yes <input type="checkbox"/> No <input type="checkbox"/>
1.13	Fixed price contract	Yes <input type="checkbox"/> No <input type="checkbox"/>
1.14	Co-financing, if any:	<hr/>
	(a) agency name	<hr/>
	(b) percent financed by agency	<hr/>

## Annex 28: Bidding Process

2.1	General Procurement Notice (a) first issue date (b) latest update	
2.2	Pre-qualification, if required (a) number of firms pre-qualified (b) date of Bank's no-objection	
2.3	Specific procurement notice (a) name of national newspaper (b) issue date (c) name of international publication (d) issue date (e) number of firms separately notified	
2.4	Standard Bidding Document (a) title, publication date (b) date of Bank's no-objection (c) date of issue to bidders	
2.5	Number of firms issued bidding documents	
2.6	Amendments/Clarifications to documents, if any (a) list all issue dates (b) date(s) of Bank's no-objection	1. _____ 2. _____ 3. _____ 1. _____ 2. _____ 3. _____
2.7	Date of pre-bid conference, if any	
2.8	Date minutes of conference sent to bidders and Bank	

## Annex 29: Bid Submission and Opening

3.1	Bid submission deadline (a) original date, time (b) extensions, if any	_____ _____
3.2	Bid opening date, time	_____ _____
3.3	Record of bid opening, date sent to Bank	_____ _____
3.4	Number of bids submitted (a) of which how many withdrawn by bidders prior to bid submission date	_____ _____
3.5	Number of bids submitted late and returned to bidders unopened	_____ _____
3.6	Bid validity period (days or weeks) (a) originally specified (b) extensions, if any (c) date of Bank's "no-objection", if required	_____ _____ _____
<i>The following items should be filled in the case of Two-Stage Bidding only</i>		
3.7	Date of World Bank "no-objection" to first stage bid evaluation	_____ _____
3.8	Bidders not invited to submit second stage bids (list names of bidders)	_____ _____
3.9	Date of invitation to submit second stage bids	_____ _____

**Annex 30: Bid Prices (as Read Out from Bid Form)**

Bidder Identification			Read-out Bid Price(s)		Modifications or Comments <sup>1</sup>
Name <i>(a)</i>	City/State or Province <i>(b)</i>	Country <i>(c)</i>	Currency(ies) <i>(d)</i>	Amount(s) <i>(e)</i>	
etc.					

<sup>1</sup> Describe any modifications to the read-out bid price, such as discounts offered, withdrawals, and alternative bids. Note also the absence of any required bid security or other critical items.

**Annex 31: Bid Prices (as Recorded in the Grand Summary Cost Table)**

Bidder Identifications			Supply & Installation & Recurrent Costs Prices(s)				Modifications or Comments <sup>1</sup>
Name	City/State or Province	Country	Supply & Installation Costs		Recurrent Costs		
<i>(a)</i>	<i>(b)</i>	<i>(c)</i>	Currency(ies) <i>(d)</i>	Amount(s) <i>(e)</i>	Currency(ies) <i>(f)</i>	Amount(s) <i>(g)</i>	<i>(h)</i>
etc.							

<sup>1</sup> Describe any modifications to the prices, and reasons for the modifications.

**Annex 32: Bid Examination and Evaluation<sup>1</sup>**

Bidder	Preliminary Examination of Bids <sup>2</sup>				Substantial Technical and Commercial Responsiveness <sup>3</sup>	Acceptance for Detailed Evaluation
	Verification	Eligibility	Bid Security	Completeness of Bid		
<i>(a)</i>	<i>(b)</i>	<i>(c)</i>	<i>(d)</i>	<i>(e)</i>	<i>(f)</i>	<i>(g)</i>
etc.						

<sup>1</sup> The Bid Evaluation Report should, in addition to this table, include a detailed narrative related to this table, including discussion of rejection of bids.

<sup>2</sup> Bids that fail Verification, Eligibility, Bid Security, and/or Completeness of Bid requirements, should not be examined further, and not subjected to further evaluation.

<sup>3</sup> The Bid Evaluation Report should include detailed narrative on any deviations to the commercial and the mandatory technical specifications. Minor deviations should be noted, while major and material deviations should be highlighted and a reason for any rejections presented in the report.

### Annex 33: Corrections and Unconditional Discounts (Supply & Installation Costs)

Bidder	Supply & Installation Price		Corrections		Corrected Supply & Installation Price(s)	Unconditional Discounts <sup>2</sup>		Corrected/Discounted Supply & Installation Price(s)
	Currency(ies)	Amount(s)	Computational Errors <sup>1</sup>	Provisional Sums		Percent	Amount(s)	
<i>(a)</i>	<i>(b)</i>	<i>(c)</i>	<i>(d)</i>	<i>(e)</i>	<i>(f) = (c) + (d) - (e)</i>	<i>(g)</i>	<i>(h)</i>	<i>(i) = (f) - (h)</i>
etc.								

**Note:** Only bids accepted for detailed evaluation (Table 12, column *g*) should be included in this and subsequent tables. Columns *a*, *b*, and *c* are from Table 17 (columns *a*, *d*, and *e*, respectively).

<sup>1</sup> Corrections in column *d* may be positive or negative.

<sup>2</sup> If the discount is offered as a percent, column *h* is normally the product of the amounts in columns *f* and *g*. If the discount is provided as an amount, it is entered directly in column *h*. A price increase is a negative discount. Discounts applied against the bid price should be recorded against the Supply & Installation price.

**Annex 34: Corrections and Unconditional Discounts (Recurrent Costs)**

Bidder	Recurrent Costs Price		Corrections		Corrected Recurrent Costs Price(s)	Unconditional Discounts <sup>2</sup>		Corrected/Discounted Recurrent Costs Price(s)
	Currency(ies)	Amount(s)	Computational Errors <sup>1</sup>	Provisional Sums		Percent	Amount(s)	
<i>(a)</i>	<i>(b)</i>	<i>(c)</i>	<i>(d)</i>	<i>(e)</i>	<i>(f) = (c) + (d) - (e)</i>	<i>(g)</i>	<i>(h)</i>	<i>(i) = (f) - (h)</i>
etc.								

**Note:** Columns *a*, *b*, and *c* are from Table 11 (columns *a*, *f*, and *g*, respectively).

<sup>1</sup> Corrections in column *d* may be positive or negative.

<sup>2</sup> If the discount is offered as a percent, column *h* is normally the product of the amounts in columns *f* and *g*. If the discount is provided as an amount, it is entered directly in column *h*. A price increase is a negative discount.

## Annex 35: Exchange Rates

Currency Used for Bid Evaluation: \_\_\_\_\_

Effective Date of Exchange Rate: \_\_\_\_\_

Authority or Publication Specified for Exchange Rate: \_\_\_\_\_

**Note:** Attach copy of exchange rates provided by specified authority or publication.

### Annex 36: Currency Conversion (Supply & Installation Price)

Specify Evaluation Currency: \_\_\_\_\_

Bidder  <i>(a)</i>	Currency(ies) of Bid  <i>(b)</i>	Corrected/Discounted Supply & Installation Price(s)  <i>(c)</i>	Applicable Exchange Rate(s) <sup>1</sup>  <i>(d)</i>	Evaluation Currency	
				Supply & Installation Price(s) <i>(e) = (c) x (d)</i>	Total Supply & Installation Price <sup>2</sup> <i>(f)</i>
etc.					

**Note:** Columns *a*, *b* and *c* are from Table 17, columns *a*, *b* and *i*.

<sup>1</sup> Column *d* is from Table 15.

<sup>2</sup> Column *f* is the sum of prices in column *e* for each bidder.

### Annex 37: Currency Conversion (Recurrent Costs Price)

Specify Evaluation Currency: \_\_\_\_\_

Bidder  <i>(a)</i>	Currency(ies) of Bid  <i>(b)</i>	Corrected/Discounted Recurrent Costs Price(s)  <i>(c)</i>	Applicable Exchange Rate(s) <sup>1</sup>  <i>(d)</i>	Evaluation Currency	
				Recurrent Costs Price(s) <i>(e) = (c) x (d)</i>	Total Recurrent Costs Price <sup>2</sup> <i>(f)</i>
etc.					

**Note:** Columns *a*, *b* and *c* are from Table 16, columns *a*, *b* and *i*.

<sup>1</sup> Column *d* is from Table 15.

<sup>2</sup> Column *f* is the sum of prices in column *e* for each bidder.

### Annex 38: Additions, Adjustments, and Priced Deviations (Supply & Installation Price)

Specify Evaluation Currency: \_\_\_\_\_

Bidder <i>(a)</i>	Corrected/Discounted Supply & Installation Price <sup>1</sup> <i>(b)</i>	Additions <sup>2</sup> <i>(c)</i>	Adjustments <sup>2</sup> <i>(d)</i>	Priced Deviations <sup>2</sup> <i>(e)</i>	Total Supply & Installation Price <sup>3</sup> (Adjusted Bid Price P) <i>(f) = (b) + (c) + (d) + (e)</i>
etc.					

<sup>1</sup> Column *b* is from Table 17, column *f*.

<sup>2</sup> Each insertion in columns *c*, *d*, or *e* should be footnoted and explained in adequate detail, accompanied by calculations.

<sup>3</sup> Column *f* is termed "Adjusted Bid Price (P)".

**Annex 39: Additions, Adjustments, and Priced Deviations (Recurrent Costs Price)**

Specify Evaluation Currency:

Bidder	Corrected/Discounted Recurrent Costs Price <sup>1</sup>	Additions <sup>2</sup>	Adjustments <sup>2</sup>	Priced Deviations <sup>2</sup>	Total Recurrent Costs Price (Adjusted Bid Price P) <i>(f) = (b) + (c) + (d) + (e)</i>	Net Present Value of Recurrent Costs <sup>3</sup> (R)
<i>(a)</i>	<i>(b)</i>	<i>(c)</i>	<i>(d)</i>	<i>(e)</i>		<i>(g)</i>
etc.						

<sup>1</sup> Column *b* is from Table 17, column *f*

<sup>2</sup> Each insertion in columns *c*, *d*, or *e* should be footnoted and explained in adequate detail, accompanied by calculations.

<sup>3</sup> Column *g* is computed using formula indicated in ITB 28.6(d). Computation should be shown on separate sheet attached to the Bid Evaluation Report.

**Annex 40: Evaluated Bid Price (C)**

Specify Evaluation Currency:

Bidder <i>(a)</i>	Adjusted Bid Price <sup>1</sup> (P) <i>(b)</i>	Net Present Value of Recurrent Costs <sup>2</sup> (R) <i>(c)</i>	Total <sup>3</sup> (Evaluated Bid Price C) <i>(d) = (b) + (c)</i>
etc.			

<sup>1</sup> From Table 18, column *f*

<sup>2</sup> From Table 19, column *g*

<sup>3</sup> Column *f* is termed "Evaluated Bid Price (C)" as indicated in ITB 28.6.

### Annex 41: Domestic Preference for Goods

Specify Evaluation Currency: \_\_\_\_\_

Bidder (a)	Total Price <sup>1</sup> (b)	Prevailing Tariff (%) <sup>2</sup> (c)	Domestic Preference (%) (d)	Preference Price (e)=(b) * (d)	Total Comparison Price (f) = (b) + (e)
etc.					

<sup>1</sup> Column c is from Table 20, column d.

<sup>2</sup> Column c is the sum of duties and import taxes on the particular items or group of similar items as a percent of the CIF or CIP price.

### Annex 42: Detailed Scoring Sheet

Bidder Name: <i>[Insert name of Bidder]</i> <sup>1</sup>							
Category <sup>2</sup>	Feature <sup>3</sup>	Scoring Scale (Ratings and Scores Assigned) <sup>4</sup>					Total
		0	1	2	3	4	
<i>(a)</i>	<i>(b)</i>	<i>(c)</i>	<i>(d)</i>	<i>(e)</i>	<i>(f)</i>	<i>(g)</i>	<i>(h)</i>
<i>Subtotal By Category</i> <sup>5</sup>							
etc.							

<sup>1</sup> There should be a separate sheet for each bidder. The Bid Evaluation Report should include a narrative on each bidder in reference to evaluation scores, and the bid evaluation committee’s determination of responsiveness of bids within the scoring scale.

<sup>2</sup> Insert Category and Feature names as indicated in the actual bidding document (ITB 28). Additional rows may be needed, depending on number of categories.

<sup>3</sup> Insert features names as indicated in the actual bidding document (ITB 28), for each Category. Additional rows may be needed, depending on number of features.

<sup>4</sup> The scoring scale is described in ITB 28.5(d). This report should include the full scale used by evaluators, and should highlight the score given by the evaluation committee for each scored category/feature.

<sup>5</sup> Add scores for each Category as a sub-total. If feature scores are not weighted, carry forward to Table 24, “Score” column

**Annex 43: Feature Weighted Scores (S)  
(If Applicable)**

Use only if Feature Scores are weighted within a Category<sup>1</sup>

Bidder			<i>[Insert name of Bidder 1]</i>		<i>[Insert name of Bidder 2]</i>		<i>[Insert name of Bidder 3]</i>		<i>[Insert name of Bidder 4 etc.]</i>	
Category <sup>2</sup>	Feature	Feature Weight	Feature Score <sup>3</sup>	Weighted Feature Score <sup>4</sup>	Feature Score	Weighted Feature Score	Feature Score	Weighted Feature Score	Feature Score	
<i>Subtotal by Category<sup>5</sup></i>										
<i>etc.</i>										

<sup>1</sup> As indicated in ITB 28.5 (e) and the BDS of the actual bidding document

<sup>2</sup> Insert Category and Feature names as indicated in the actual bidding document (ITB 28). Additional rows may be needed, depending on number of categories/features.

<sup>3</sup> From Table 22, column *h*.

<sup>4</sup> Derived by multiplying Feature Weight by Feature Score

<sup>5</sup> Add weighted scores for each Category as a sub-total and carry forward to Table 24, "Score" column

### Annex 44: Technical Bid Score (T)

Bidder		<i>[Insert name of Bidder 1]</i>		<i>[Insert name of Bidder 2]</i>		<i>[Insert name of Bidder 3]</i>		<i>[Insert name of Bidder 4]</i>	
Category <sup>1</sup>	Category Weight <sup>2</sup>	Score <sup>3</sup>	Weighted Score <sup>4</sup>	Score	Weighted Score	Score	Weighted Score	Score	Weighted Score
<b>Technical Bid Score<sup>5</sup> (T)</b>		LEAVE BLANK		LEAVE BLANK		LEAVE BLANK		LEAVE BLANK	

<sup>1</sup> Insert Category names as indicated in the actual bidding document (ITB 28). Additional rows may be needed, depending on number of categories.

<sup>2</sup> As indicated in the BDS of the actual bidding document.

<sup>3</sup> From Table 23, “Weighted Score” columns (see footnote 5 for Table 23), or for from Table 22 column *h*.

<sup>4</sup> Derived by multiplying Category Weight by Category Score.

<sup>5</sup> Technical Bid Score (T) is derived as the addition of the values in the column titled “Weighted Score”.

### Annex 45: Combined Evaluation – Evaluated Bid Score (B)

Insert Weight for the Price (X) as indicated in the BDS: \_\_\_\_\_

Insert Weight for the Technical Score (1-X) as indicated in the BDS: \_\_\_\_\_

Bidder	Evaluated Bid Price (C)	Technical Bid Score (T)	$\frac{C_{low}}{C} \times X$	$\frac{T}{T_{high}} \times (1 - X)$	Evaluated Bid Score (B)
<i>(a)</i>	<i>(b)</i> <sup>1</sup>	<i>(c)</i> <sup>2</sup>	<i>(d)</i> <sup>3</sup>	<i>(e)</i> <sup>4</sup>	<i>(f)=(d)+(e)</i>
etc.					
<b>Award Recommendation<sup>5</sup></b>	<b>Award to highest Evaluated Bid Score (B)</b> <b>Bidder's Name:</b>				

<sup>1</sup> From Table 20, column *d*, or Table 21 column *f* if domestic preference applies.

<sup>2</sup> From Table 24.

<sup>3</sup>  $C_{low}$  is the Most Advantageous Bid Price (C).

<sup>4</sup>  $T_{high}$  is the Highest Technical Bid Score (T).

<sup>5</sup> Bidder with Highest Evaluated Bid score will be termed the “Most Advantageous Bidder” as indicated in ITB 28.4, and be eligible for award subject to ITB 31 (Post-qualification), and ITB 32 (Award Criteria).

### Annex 46: Proposed Contract Award

1.	Most Advantageous Bid/Proposal bidder (proposed for contract award). (a) name (b) address	
2.	If bid submitted by agent, list actual supplier. (a) name (b) address	
3.	If bid from joint venture, list all partners, nationalities, and estimated shares of contract.	
4.	Principle country (ies) of origin of goods/materials.	
5.	Estimated date (month, year) of contract signing.	
6.	Estimated delivery to operation site/completion period.	
		Currency(ies)                      Amount(s)
7.	Bid Price(s) (Read-out) <sup>1</sup>	
8.	Evaluated Bid Price <sup>2</sup>	
9.	Other Adjustments <sup>3</sup>	
10.	Proposed Award	
11.	Disbursement Category <sup>4</sup>	

<sup>1</sup> From Table 10, columns *d* and *e*.

<sup>2</sup> From Table 20, column *d*.

<sup>3</sup> All adjustments should be explained in detail

<sup>4</sup> From the Loan Agreement

**Annex 47: STATEMENT OF EXPENDITURES**

1	2	3	4	5	6	7	8	9	10	11	12	13
Item No.	Category No. *	Name of Supplier, Contractor or Consultant	Brief Description of Goods, Works or Services	Total Amount of Contract (Include all currencies)	Currency of Expenditure	Total invoice amount covered by this application (net of retention)	Eligible % of financing	Currency and eligible amount paid (7)x(8)	US\$ Equivalent paid from Special Account**	Date of Payment	Exchange Rate**	Remarks or Invoice references, including no-objection telex date
				TOTALS					\$			

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**Annex 48: Payments Made during Reporting Period  
Against Contracts Subject to the Bank's Prior Review**

<b>Contract Number</b>	<b>Supplier</b>	<b>Contract Date</b>	<b>Contract Amount</b>	<b>Date of WB's No-Objection to Contract</b>	<b>Amount Paid to Supplier during Period</b>	<b>WB's Share of Amt Paid to Supplier during Period</b>

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**Annex 49: DESIGNATED ACCOUNT RECONCILIATION STATEMENT**

LOAN/CREDIT/PPF/COFINANCIER NUMBER \_\_\_\_\_  
 ACCOUNT NUMBER \_\_\_\_\_ WITH (BANK) \_\_\_\_\_

1. TOTAL ADVANCED BY WORLD BANK (OR COFINANCIER) \$ \_\_\_\_\_
2. LESS: TOTAL AMOUNT RECOVERED BY WORLD BANK - \$ \_\_\_\_\_
3. EQUALS PRESENT OUTSTANDING AMOUNT ADVANCED TO THE SPECIAL ACCOUNT (NUMBER 1 LESS NUMBER 2) = \$ \_\_\_\_\_

- =====
4. BALANCE OF SPECIAL ACCOUNT PER ATTACHED BANK STATEMENT AS OF DATE \_\_\_\_\_ \$ \_\_\_\_\_
5. PLUS: TOTAL AMOUNT CLAIMED IN THIS APPLICATION NO. \_\_\_\_\_ + \$ \_\_\_\_\_ \*
6. PLUS: TOTAL AMOUNT WITHDRAWN AND NOT YET CLAIMED REASON: \_\_\_\_\_ + \$ \_\_\_\_\_ \*
7. PLUS: AMOUNTS CLAIMED IN PREVIOUS APPLICATIONS NOT YET CREDITED AT DATE OF BANK STATEMENTS

<u>APPLICATION NO.</u>	<u>AMOUNT</u> *
_____	_____
_____	_____

- SUBTOTAL OF PREVIOUS APPLICATIONS NOT YET CREDITED + \$ \_\_\_\_\_
8. MINUS: INTEREST EARNED - \$ \_\_\_\_\_ \*
9. TOTAL ADVANCE ACCOUNTED FOR (NO. 4 THROUGH NO. 9) = \$ \_\_\_\_\_

10. EXPLANATION OF ANY DIFFERENCE BETWEEN THE TOTALS APPEARING ON LINES 3 AND 9:

\_\_\_\_\_

\_\_\_\_\_

11. DATE: \_\_\_\_\_ SIGNATURE: \_\_\_\_\_

TITLE: \_\_\_\_\_

## Annex 50: Annual Progress Report Formats

Progress Report for period from .... To ....

1. EXECUTIVE SUMMARY
2. INTRODUCTION
3. KEY HIGHLIGHTS
4. ACHEIVEMENT OF RESULTS
5. PROGRAM MANAGEMENT

This section will provide a brief a summary of activities under each of the following categories:

- Results Verification Process – including update on timing of verification
  - Disbursements including schedule of next disbursement deadlines
  - Program Expenditures
  - Financial Management
  - Program Action Plan Implementation (by subset of activities: Planning and Budgeting; Internal Control; External Audit; Procurement; Governance and Anti-Corruption, Safeguards Treasury Management and Funds Flow)
  - Fraud and Corruption – including cases and actions taken
  - Grievance Redress – complaints and which ones were submitted to the World Bank
  - Capacity Building Activities
6. LESSONS LEARNED
  7. RISKS FOR PROJECT PROGRESS

### APPENDIXES

- Results Framework Matrix, DLIs Matrix;
- Financial Management Report
- PAP Matrix
- Details of Program Expenditures
- Copies of Verification letters and Disbursement requests

## **Annex 51: Mid-term Review Report Format**

### PROJECT IMPLEMENTATION

- a. Overall Achievement of Program Objectives
- b. Implementation Issues at Program Level
- c. Implementation Issues by Result Areas
- d. Achievement by DLI and IRIs
- e. Program Expenditures
- f. Achievements of Program Action Plan
- g. Technical Assistance
- h. Monitoring and Evaluation and Reports.

### FINANCIAL MANAGEMENT AND CONTROLS

- a. Planning and Budgeting
- b. Funds flow
- c. Financial reporting
- d. Internal Control

### OTHER FACTORS AFFECTING IMPLEMENTATION

### LESSONS LEARNED

### FUTURE CHALLENGES AND THE WAY FORWARD

### RECOMMENDATIONS AND AGREEMENTS

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**Annex 52: PROJECT IMPLEMENTATION COMPLETION AND RESULTS REPORT**

EXECUTIVE SUMMARY (2 pages) to give a summary of the main report

COUNTRY CONTEXT

SECTORAL AND INSTITUTIONAL

CONTEXT PROJECT IMPLEMENTATION

- a. Overall Achievement of Program Objectives
- b. Implementation Issues by Result Area
- b. Achievement by DLI
- c. Program Expenditures
- d. Achievements of Program Action Plan
- e. Technical Assistance
- f. Monitoring and Evaluation.

FINANCIAL MANAGEMENT AND CONTROLS

- a. Planning and Budgeting
- b. Funds flow
- c. Financial reporting
- d. Internal Control

LESSONS LEARNED

FUTURE CHALLENGES AND THE WAY

FORWARD RECOMMENDATIONS AND

AGREEMENTS ANNEXES

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**Annex 53: CONTRACTOR’S CODE OF CONDUCT ON GENDER BASED VIOLENCE (GBV) AND SEXUAL EXPLOITATION & ABUSE (SEA)**

The company is obliged to create and maintain an environment which prevents Gender Based Violence (GBV) and Sexual Exploitation & Abuse (SEA) issues. The company is also required to maintain an environment where the unacceptability of GBV and actions against children are clearly communicated to all those involved in the project. In order to prevent GBV and SEA, the following core principles and minimum standards of behaviour will apply to all employees without exception:

1. GBV/SEA constitutes acts of gross misconduct and are therefore grounds for sanctions, penalties and/or termination of employment. All forms of GBV/SEA including grooming are unacceptable, be it on the work site, the work site surroundings, project neighbourhoods or at worker’s camps. Prosecution of those who commit GBV or SEA will be followed.
2. Treat women, children (persons under the age of 18), and men with respect regardless of race, colour, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.
3. Do not use inappropriate language or behaviour towards women, children and men. This includes harassing, abusive, sexually provocative, derogatory, demeaning or culturally inappropriate words, gestures or actions.
4. Sexual activity with children under 18—including through digital media—is prohibited. Mistaken belief regarding the age of a child and consent from the child is not a defense.
5. Sexual favours or other forms of humiliating, degrading or exploitative behaviour are prohibited.
6. Sexual interactions between contractor’s and consultant’s employees at any level and member of the communities surrounding the workplace that are not agreed to with full **consent** by all parties involved in the sexual act are prohibited. This includes relationships involving the withholding/promise of actual provision of benefit (monetary or non-monetary) to community members in exchange for sex – such sexual activity is considered “non-consensual” within the scope of this Code.
7. All employees are required to attend an induction training course prior to commencing work on site to ensure they are familiar with the GBV/SEA Code of Conduct.
8. All employees must attend a mandatory training course once a month for the duration of the contract starting from the first induction training prior to commencement of work to reinforce the understanding of the institutional GBV and SEA Code of Conduct.
9. All employees will be required to sign an individual Code of Conduct confirming their agreement to support GBV and SEA activities.

*I do hereby acknowledge that I have read the foregoing Code of Conduct, do agree to comply with the standards contained therein and understand my roles and responsibilities to prevent and respond to GBV and SEA. I understand that any action inconsistent with this Code of Conduct or failure to take action mandated by this Code of Conduct may result in disciplinary action.*

FOR THE COMPANY

Signed by \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

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**Annex 54: MANAGER’S CODE OF CONDUCT ON GENDER BASED VIOLENCE (GBV) AND  
SEXUAL EXPLOITATION & ABUSE (SEA)**

Managers at all levels have responsibilities to create and maintain an environment that prevents GBV and SEA. They need to support and promote the implementation of the Company Codes of Conduct. To that end, Project Managers are required to sign up to Codes of Conduct applicable to their managerial duties within the context and also sign the Individual Codes of Conduct. This commits them to support and develop systems that facilitate the implementation of this action plan and maintain a GBV-free, child-safe and conflict-free work environment. These responsibilities include but are not limited to:

**Mobilization**

1. Establish a GBV/SEA Compliance Team from the contractor’s and consultant’s staff to write an Action Plan that will implement the GBV and SEA Codes of Conduct.
2. The Action Plan shall, as a minimum, include the
  - i) Standard Reporting Procedure to report GBV and SEA issues through the project Grievance Redress Mechanism (GRM);
  - ii) Accountability Measures to protect confidentiality of all involved; and,
  - iii) Response Protocol applicable to GBV survivors/survivors (including access to support coping and post-trauma management strategies) and perpetrators.
- iv) Engagement of the services of social service providers (NGOs) with requisite skill in the prevention and management of GBV and SEA.
3. Coordinate and monitor the development of the Action Plan and submit for review to the AGILE-PIU safeguards teams, as well as the World Bank prior to mobilization.
4. Update the Action Plan to reflect feedback and ensure the Action Plan is carried out in its entirety.
5. Provide appropriate resources and training opportunities for capacity building so members of the compliance team will feel confident in performing their duties. Participation in the Compliance team will be recognized in employee’s scope of work and performance evaluations.
6. Ensure that contractor, consultant and client staff are familiar with the AGILE GRM and that they can use it to anonymously report concerns over GBV and SEA.
7. Hold quarterly update meetings with the compliance team to discuss ways to strengthen resources and GBV/SEA support for employees and community members.
8. In compliance with applicable laws and to the best of your abilities, prevent perpetrators of sexual exploitation and abuse from being hired, re-hired or deployed. Use background and criminal reference checks for all employees.
9. Ensure that when engaging in partnership, sub-grant or sub-recipient agreements, these agreements
  - a) incorporate this Code of Conduct as an attachment;
  - b) include the appropriate language requiring such contracting entities and individuals, and their employees and volunteers to comply with this Code of Conduct; and
  - c) expressly state that the failure of those entities or individuals, as appropriate, to take preventive measures against GBV and SEA, to investigate allegations thereof, or to take corrective actions when GBV/SEA has occurred, shall constitute grounds for sanctions and penalties.

**Training**

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1. All managers are required to attend an induction manager training course prior to commencing work on site to ensure that they are familiar with their roles and responsibilities in upholding the GBV/SEA Codes of Conduct.
2. Provide time during work hours to ensure that direct recruits attend the mandatory induction training which covers GBV/SEA training required of all employees prior to commencing work on site.
3. Managers are required to attend and assist with the NGO-facilitated monthly training courses for all employees. Managers will be required to introduce the trainings and announce results of consequential evaluations.
4. Collect satisfaction surveys to evaluate training experiences and provide advice on improving the effectiveness of training.

#### **Prevention**

1. All managers and employees shall receive a clear written statement of the company's requirements with regards to preventing GBV/SEA in addition to the training.
2. Managers must verbally and in writing explain the company and individual codes of conduct to all direct recruits.
3. All managers and employees must sign the individual 'Code of Conduct for GBV and SEA, including acknowledgment that they have read and agree with the code of conduct.
4. To ensure maximum effectiveness of the Codes of Conduct, managers are required to prominently display the Company and Individual Codes of Conduct in clear view in public areas of the work space. Examples of areas include waiting, rest and lobby areas of sites, canteen areas, health clinics.
5. Managers will explain the GRM process to all employees and encourage them to report suspected or actual GBV/SEA
6. Managers should also promote internal sensitization initiatives (e.g. workshops, campaigns, on-site demonstrations etc.) throughout the entire duration of their appointment in collaboration with the compliance team, service providers and in accordance to the Action Plan.
7. Managers must provide support and resources to the compliance team and service provider NGOs to create and disseminate the internal sensitization initiatives through the Awareness-raising strategy under the Action Plan.

#### **Response**

1. Managers will be required to provide input, final decisions and sign off on the **Standard Reporting Procedures and Response Protocol** developed by the compliance team as part of the Action Plan.
2. Once signed off, managers will uphold the **Accountability Measures** set forth in the Action Plan to maintain the confidentiality of all employees who report or (allegedly) perpetrate incidences of GBV/SEA (unless a breach of confidentiality is required to protect persons or property from serious harm or where required by law).
3. Once a sanction has been determined, the relevant manager(s) is/are expected to be personally responsible for ensuring that the measure is effectively enforced, within a maximum timeframe of **14 days** from the date on which the decision was made.
4. Managers failing to comply with such provision can be in turn subject to disciplinary measures, to be determined and enacted by the company's CEO, Managing Director or equivalent highest-ranking manager. Those measures may include:

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- i. Informal warning**
- ii. Formal warning**
- iii. Additional Training**
- iv. Loss of up to one week's salary.**
- v. Suspension of employment (without payment of salary), for a minimum period of 1 month up to a maximum of 6 months.**
- vi. Termination of employment.**

*I do hereby acknowledge that I have read the foregoing Code of Conduct, do agree to comply with the standards contained therein and understand my roles and responsibilities to prevent and respond to GBV and SEA. I understand that any action inconsistent with this Code of Conduct or failure to take action mandated by this Code of Conduct may result in disciplinary action.*

FOR THE EMPLOYER

Signed by \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

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**Annex 55: EMPLOYEE’S CODE OF CONDUCT on Gender Based Violence (GBV) and Sexual Exploitation & Abuse (SEA)**

I, \_\_\_\_\_ (*name of employee*), acknowledge that preventing Gender-based Violence (GBV) and Sexual Exploitation & Abuse are important. GBV/SEA activities constitute acts of gross misconduct and are therefore grounds for sanctions, penalties or termination of employment. All forms of GBV or SEA are unacceptable either on the work site, neighbouring project communities, or at worker’s camps. Prosecution of those who commit GBV/SEA will be followed as appropriate according to applicable laws. I also acknowledge the need to maintain peaceful relationships and interactions with residents of project areas.

Specifically, I agree that while working on projects of the Rural Access and Mobility Project (AGILE), I will:

- i. Maintain conflict-free relationships with residents of project areas *when such relationships and interactions become necessary*.
- ii. Consent to police background check.
- iii. Treat women, children (persons under the age of 18), and men with respect regardless of race, colour, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.
- iv. Not use language or behaviour towards women, children or men that is inappropriate, harassing, abusive, sexually provocative, demeaning or culturally inappropriate.
- v. Not participate in sexual activity with children—including grooming or through digital media. Mistaken belief regarding the age of a child and consent from the child is not a defense.
- vi. Not engage in sexual favours or other forms of humiliating, degrading or exploitative behaviour.
- vii. Not have sexual interactions with members of the communities surrounding the work place and worker’s camps that are not agreed to with full consent by all parties involved in the sexual act. This includes relationships involving the withholding or promise of actual provision of benefit (monetary or non-monetary) to community members in exchange for sex—such sexual activity is considered “non-consensual” within the scope of this Code.
- viii. Attend and actively partake in training courses related to HIV/AIDS, GBV and SEA as requested by my employer.
- ix. Report through the GRM or to my manager suspected or actual GBV and/or SEA by a fellow worker, whether in my company or not, or any breaches of this code of conduct.

**With regard to children under the age of 18:**

- x. Wherever possible, ensure that another adult is present when working in the proximity of children.
- xi. Not invite unaccompanied children into my home, unless they are at immediate risk of injury or in physical danger.
- xii. Not sleep close to unsupervised children unless absolutely necessary, in which case I must obtain my supervisor’s permission, and ensure that another adult is present if possible.
- xiii. Use any computers, mobile phones, or video and digital cameras appropriately, and never to exploit or harass children or to access child pornography through any medium (see also “Use of children’s images for work related purposes”).
- xiv. Refrain from physical punishment or discipline of children.

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- xv. Refrain from hiring children for domestic or other labour which is inappropriate given their age or developmental stage, which interferes with their time available for education and recreational activities, or which places them at significant risk of injury.
- xvi. Comply with all relevant local legislation, including labour laws in relation to child labour.

Signed by \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

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**Annex 56: Climate Actions Incorporated into Project Design, by Subcomponent**

Component	Climate Actions Incorporated
<b>Subcomponent 1.1:</b>	<ul style="list-style-type: none"> <li>• <b>Mitigation.</b> Construction of new or rehabilitated classrooms and toilets will integrate design layouts to ensure natural light, ventilation, seating, display, storage, energy efficiency measures, and environment-friendly features and construction materials.</li> <li>• <b>Adaptation.</b> The project will adapt guidelines on building a climate-resilient school as well as in the revised National EIA Act including the guidelines on School Safety Policy. Furthermore the project will incorporate climate-resilient design measures in the construction of school facilities such as structural strengthening and rainwater harvesting for flood control and water conservation. Through the water harvesting, storm water management (flood risk reduction), utilization of stored water for schools, and groundwater discharge will be managed. Constructions and rehabilitation of schools will integrate rainwater harvesting mostly for schools located at upper stream considering the relationship with downstream interventions.</li> </ul>
<b>Subcomponent 1.2</b>	<ul style="list-style-type: none"> <li>• <b>Adaptation.</b> School grants: (a) eco-clubs in schools to empower students to participate and take up meaningful environmental activities and projects; (b) reach out to influence and engage their parents and neighbourhood communities to promote sound environmental behaviour; (c) build capacity in schools; and (d) promote good practice measures such as rainwater harvesting, tree planting, and so on. Given that the 2018 floods affected education in nine States (National Emergency Management Agency), the project will train teachers to prepare and carry out evacuation protocols at the onset of climate change-induced emergencies, such as flash floods, and so on</li> </ul>
<b>Subcomponent 2.1</b>	<ul style="list-style-type: none"> <li>• <b>Adaptation.</b> Adaptation measures, including development of a new curriculum to include climate change and adaptation of extracurricular activities.</li> <li>• While education facilities will mainstream or provide for energy-efficient improvements in buildings including implementation of solar systems, the subcomponent will support school-based community awareness programs to increase the community’s knowledge about climate-related hazards (for example, droughts, flooding, heat waves, windstorms, and other extreme weather events) and the risks associated with these, including greater risks</li> </ul>

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<b>Component</b>	<b>Climate Actions Incorporated</b>
	<p>of heat strokes, injuries/deaths, food and water insecurity, as well as risks arising from changes in precipitation, such as increased risks of vector and water-borne diseases. In addition, information will be provided on measures to reduce these risks, including through programs such as wash services. Communities will also receive information on ways to reduce greenhouse gas emissions and to adopt climate-friendly approaches in their daily lives. This will significantly boost their overall awareness and resilience to climate change.</p>
<b>Subcomponent 2.2</b>	<ul style="list-style-type: none"> <li>• <b>Green (Clean) Cook stoves.</b> Climate change is especially serious in the more arid northern savannah ecosystems and will become more serious as mean temperatures continue to rise, accompanied with more variable weather patterns such as higher-intensity rainfalls. The consequences of climate change will likely be seen in natural resources overreach. Households cope with cash and food shortages by cutting and selling more firewood, thereby exacerbating land degradation and accelerating the onset of desertification. Furthermore, climate change would have an impact on gender where risks associated with climate change threaten to reinforce inequalities and even erode progress that has been made toward gender equality, particularly in the arid and semi-arid areas of northern Nigeria, where a complex array of sociocultural, structural, and institutional inequities and practices have already created a wide gender gap. Climate change could lead to girls traveling longer distances to obtaining natural resources for their household thereby infringing on access to school (education).</li> </ul>
<b>Subcomponent 2.3</b>	<ul style="list-style-type: none"> <li>• Through the financial incentive component, the project will provide a social safety net (finances) to poor families and promote the use of low carbon green (clean) cook stoves by beneficiaries (households) to reduce pressure on forested areas and improve energy use, respiratory health, lack of access to education, and protect the environment. The promotion of these low emission green cook stoves will not only contribute to improved gender equality and inclusive development but also reduce green-house gas emissions.</li> </ul>

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**Annex 57: Summary of the Environmental Impacts and Mitigation Measures**

Impacts	Impact Rating	Mitigation Measures
<b>Environmental Impacts and Mitigation Measures</b>		
<p><b>Pollution and Contamination:</b></p> <ul style="list-style-type: none"> <li>• Increase in fugitive dusts and vehicular emissions and machines during civil works will cause air pollution in the project area and surrounding environment. However, this will be short term, moderate and localized</li> <li>• Soil/gravel brought for any filling/beautification purposes and soil removed during site preparation if not properly stored and is exposed to the natural elements can be washed off to nearby streams, rivers and low-lying areas causing sedimentation and contamination.</li> <li>• Improper placements of toilets facilities and boreholes can cause contamination to groundwater and surface water sources</li> </ul>	Moderate	<ul style="list-style-type: none"> <li>• Stockpiles of sand, clay and other materials should be properly covered with tarpaulin -kind of materials</li> <li>• Cement should be stored in a safe ventilated room.</li> <li>• Vehicles and machinery should be serviced regularly to reduce emissions</li> <li>• Contractors will develop site management plans (including waste management plans) prior to commencement of construction works.</li> <li>• Toilets will be placed at a minimum required distance from water facilities in accordance with WHO guidelines</li> <li>• Emergency Preparedness and Response plans will be prepared as part of the ESMPs and the contractors management plans</li> </ul>
<p><b>Increase in soil erosion/ soil contamination</b></p> <ul style="list-style-type: none"> <li>• Removal of vegetation cover will lead to soil erosion which may lead to sedimentation in rivers and water bodies and exacerbate flooding.</li> <li>• Leakages from construction equipment may contaminate the soil surface</li> </ul>	Low	<p>Ensure that constructions/renovations/expansions are not located on steep slopes, landslide or flood prone areas. If projects are located in areas prone to these risks, then proper retaining walls and strengthening of slopes should be done to minimize risks</p>
<p><b>Vegetation Clearance</b></p> <ul style="list-style-type: none"> <li>• Removal of Natural Vegetation could disturb the natural ecosystem and exacerbate climate change</li> </ul>	Low	<ul style="list-style-type: none"> <li>• Vegetation clearance should be limited to required areas (except for clearance of grasses as part of creating a clean environment)</li> <li>• Project proponent should ensure that no construction/ expansions are located close to wetland or on reservation of surface water bodies</li> </ul>
<ul style="list-style-type: none"> <li>▪ Excavation may lead to chance find and affect Physical and Cultural Resources (PCR)</li> </ul>	Low	<ul style="list-style-type: none"> <li>• The ESMPs will contain PCR Plans/chance Find Procedure</li> </ul>

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Impacts	Impact Rating	Mitigation Measures
<b>Environmental Impacts and Mitigation Measures</b>		
<p><b>Sanitation and Waste Management Problems</b></p> <ul style="list-style-type: none"> <li>• Construction and rehabilitation of school classrooms / blocks will imply the generation of debris of various forms such roof tiles, old irons sheets wastes, bricks, stones, cements which will need to be removed and disposed or reused.</li> <li>• Waste generation from workers camps including human faeces which can become breeding sites for water-borne diseases and their leachate pollute surface water sources.</li> <li>• Presently most schools litter their wastes and cannot properly manage them. Civil works will lead to increase in waste burden on the school management.</li> <li>• Increase in solid waste and sanitation waste during operation phase could lead to diseases and pollution</li> </ul>	Moderate	<ul style="list-style-type: none"> <li>• Contractors will be require to develop waste management plans, campsite management plan etc. prior to commencement of construction works</li> <li>• A generic contractor’s campsite management plan is provided in the ESMF.</li> <li>• Provision of potable water, toilets and wash water to the workers</li> <li>• Waste recycling will be encouraged in these schools and school management should partner with associations that provide recycling functions with the help of the PIUs.</li> <li>• Modern Incinerators should be provided for schools as part of project intervention</li> <li>• The project should support the capacity of the sanitation departments at the LGAs in the participating locations for management of school sanitation wastes</li> <li>• Wealth to Waste management can be tied to the planned entrepreneurship programs</li> </ul>
<p><b>Sourcing of Construction Materials</b></p> <ul style="list-style-type: none"> <li>• Sourcing of construction materials such as sand, clay, gravels will lead to impacts related to sand mining and extraction of gravel from borrow pits or quarries. Incidents and injuries could be associated with poorly managed borrow pits and quarries.</li> <li>• Un-reclaimed borrow pits could become drowning sites, accident prone locations, gully erosion, accidents/incidents for residents and sites for breeding mosquitoes and other vector-borne diseases</li> </ul>	Moderate	<ul style="list-style-type: none"> <li>• Contractors will be required prepare borrow pit management plans prior to construction works.</li> <li>• All borrow pits created for the project purpose must be reclaimed to as near as its original state as possible</li> </ul>
<p><b>Efficient Resource Utilization</b>            Competition for resources like water</p>		<ul style="list-style-type: none"> <li>• Contractors should provide their own source of water without dependency on school water</li> </ul>

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Impacts	Impact Rating	Mitigation Measures
<b>Environmental Impacts and Mitigation Measures</b>		
		supply or community. In the event this situation is not viable then contractors must not create conflicts between students/teachers and their workers
<p><b>Occupational Health and Safety</b></p> <ul style="list-style-type: none"> <li>• Site workers will be exposed to risks of accidental collisions with moving vehicles, strains, and ergonomics from repeated movements or from lifting and heaving of heavy objects, slips and falls. Accidental cuts from tools and machines are also safety risks.</li> <li>• Dust and particulate emissions and welding works from rehabilitation site may cause respiratory and eye impairment health concerns for workers and the public</li> <li>• Movement of trucks carrying sand and materials, lack of road safety measures may also cause risk of accident, injury and death</li> <li>• Some hazardous materials maybe used during this project and contact with such may pose skin problems or otherwise.</li> <li>• Workers may face poor living and labour conditions</li> </ul>	Moderate	<ul style="list-style-type: none"> <li>• Contractors will be required to prepare Occupational Health and Safety Plans in line with the ESHG provided in this ESMF (annex 3) and site specific ESMPs that will be prepared for the sub-projects</li> <li>• The project workers and contractor will abide by the Labour Management Procedures provided for this project</li> <li>• Contractors waste management plans will include handling and management of hazardous waste</li> <li>• Provision and use Personnel Protective Equipment (PPE) by workers will be enforced</li> <li>• First aid will be provided at construction site, staging area and mobile</li> <li>• Provision of potable water, toilets and wash water to the workers</li> <li>• The SPIU will assess living conditions of workers' camps and ensure appropriate living conditions in line with the framework stated in annex 5.</li> <li>• Drivers will undergo road safety training</li> </ul>
<p><b>Community Health and Safety</b></p> <ul style="list-style-type: none"> <li>• All activities during pre-construction and construction phase can cause potential safety hazards to students, teachers and residents who are close to the construction site. This includes potential accidents from movement of equipment and vehicles to site, lack of road safety measures, exposure to hazardous materials and waste</li> </ul>	Moderate	<ul style="list-style-type: none"> <li>• Contractors will be require to develop and implement drivers training plan in conjunction with Road Safety/ State Traffic Management Agencies</li> <li>• Caution signs and flagmen will be used at strategic locations to provide warning and guidance especially for children crossing</li> <li>• Construction activities to be carried out during holidays preferably, or otherwise site managers and HSE officer to ensure children stay off</li> </ul>

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Impacts	Impact Rating	Mitigation Measures
<b>Environmental Impacts and Mitigation Measures</b>		
<ul style="list-style-type: none"> <li>• If the toilet facilities are not well maintained during the operation phase, they may become hotspots for fly infestation and other pathogens that may cause water borne diseases such as diarrhoea, dysentery and typhoid</li> <li>• Classrooms may be expanded in areas prone to erosion and landslides which could become a disaster</li> <li>• Exposure of students to alcohol and drugs as a result of project activities in the area</li> </ul>	Moderate	<ul style="list-style-type: none"> <li>equipment areas, staging areas and construction sites.</li> <li>• Stockpiles of sand, clay and other materials should be properly covered with trampoline-kind of materials</li> <li>• Cements should be stored in a safe ventilated room</li> <li>• Recommended toilets are ECO toilets, VIP latrines which are easier to manage. Maintenance and sustainability plans for sanitation facilities should be developed by the PIUs and Government prior to implementation</li> <li>• Intervention designs should take into consideration erosion prone areas to avoid future disasters.</li> <li>• Contractors should have responsibility for reporting and investigating incidents to the PIUs, which should also be reported to the World Bank</li> </ul>
<p><b>Disruption of traffic and public utilities deliveries</b></p> <ul style="list-style-type: none"> <li>• Some schools in built up areas may cause increase in traffic during construction and operation phases</li> <li>• Conveyance of materials may cause vehicular traffic</li> <li>• Site preparation may disrupt the supply of public utilities such as water and electricity during excavation and terracing, electrical cables and water pipe passing through the site may be unearthed, and this may disrupt the supply of these services.</li> </ul>	Moderate	<ul style="list-style-type: none"> <li>• Traffic management plans should be prepared as part of ESMPs</li> <li>• The contractors should liaise with the State Traffic Management Agencies in management of traffic during construction, while school management should also liaise with these agencies during operations.</li> <li>• The PIU should liaise with public utility providers including Ministries of Work/LGA to map locations of public utilities prior to site clearance</li> </ul>

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**Annex 58: Summary of the Social Risks Impacts and Mitigation Measures**

Impacts	Impact Rating	Mitigation Measures
<b>Social Impacts and Mitigation Measures</b>		
<p><b>Disturbance from Construction Activities</b>  The noise level will disturb the students and interrupt their classes and disturb also their concentration levels. It is also likely to cause hearing impairment to workers and nearby residents.</p>	Low	<ul style="list-style-type: none"> <li>• Construction activities can maximize the holiday periods (usually in late March – late April, mid-July – mid September, early December – early January), or after school hours</li> <li>• Noise mufflers should be used on noisy equipment</li> </ul>
<p><b>Land Acquisition, Displacement of People, Restriction of Access, Assets</b></p> <ul style="list-style-type: none"> <li>• Construction and expansion of schools may need land from private owners/communities</li> <li>• Land acquisition for construction may involve the displacement of people in proximity of schools especially schools with insufficient land.</li> <li>• Building of perimeter fence may affect people’s crops</li> <li>• Temporary/illegal squatters in selected facilities may be displaced including IDPs, Military etc.</li> <li>• Peoples access may also be blocked as a result of the project (easement)</li> <li>• Inadequate resettlement practices for displacements, land acquisitions, livelihoods disturbance, acquisition of borrow pits/ staging areas/ workers campsite could lead to conflicts</li> </ul>	Moderate	<ul style="list-style-type: none"> <li>• Activities that will involve major land acquisition will not be funded by this project. School selection must be done according to the project development objectives and should be in places void of land disputes</li> <li>• A stand-alone Resettlement Policy Framework (RPF) has been prepared for this project.</li> <li>• Site-specific Resettlement Action Plan (RAPs) will be prepared for sub-projects</li> <li>• The project should comply with the provisions of the RPF/RAPs, associated grievances should be channelled and addressed through the project GRM. Transactional agreement for borrow pit/staging area/workers campsite acquisition/lease should be properly documented and adjudged as fair (by the SPIU social safeguards officers).</li> </ul>
<p><b>Labour Influx</b></p> <ul style="list-style-type: none"> <li>• The project may face influx of labour to local communities especially where skilled labourers are not available in some project sites. This could lead to Increase in potential spread of STIs/STDs, HIV/AIDs due to workers on site, increase in GBV/SEA especially for</li> </ul>	Substantial	<ul style="list-style-type: none"> <li>• Use of local labour should be encouraged in the project</li> <li>• All workers must sign Code of Conducts (contractors’ company, company management, skilled and unskilled labour, sub-contractors etc.).</li> </ul>

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Impacts	Impact Rating	Mitigation Measures
<b>Social Impacts and Mitigation Measures</b>		
<p>Girls been exposed to contractors, sexual relations between contractors and minors and resulting pregnancies, encourage presence of sex workers in the project communities</p> <ul style="list-style-type: none"> <li>This could also lead to competition for resources like water, health facilities, electricity in the project locations</li> </ul>		<ul style="list-style-type: none"> <li>Workers campsite should be located away from social sensitivities in line with the campsite management plan.</li> <li>Sensitization of students and workers on Code of Conduct, prevention of STIs/STDs/GBV/SEA risks by health workers, Women Affairs, relevant NGOs</li> <li>A stand-alone GBV assessment and action plan has been prepared for this project. The PIUs should ensure actions are implemented</li> <li>A GBV-GRM will be constituted for the project with access for the Girl student in line with project GBV Assessment.</li> <li>Female Guidance Counsellors will be provided in every intervention school, they will also be trained on GBV and social management procedures. Safe spaces will also be provided for use as their office</li> <li>The ESMPs should identify possible areas of competition for resources and indicate where necessary the need for contractors to make provisions for such resources/ where the project should provide these resources e.g. drugs in the primary healthcare centres</li> </ul>
<p><b>Potential Child Labour and Forced Labour</b></p> <ul style="list-style-type: none"> <li>Under-aged children may be used by contractors as cheap labour</li> <li>There could also be incidences of forced labour or poor terms and conditions of employment</li> <li>Grievances could also ensue from unfair treatment of workers</li> </ul>	Substanti al	<ul style="list-style-type: none"> <li>The PIUs should monitor compliance with the project Labour Management Procedures</li> <li>Contractors should be sensitized on the prohibition of use of children as labour and the associated sanctions</li> <li>Workers Grievance Redress Mechanism (GRM) should be provided in the ESMPs and all workers should be informed of the process</li> </ul>
<p><b>Security challenges for workers and Equipment</b></p> <p>The northern region is very susceptible to violence and conflicts and civil works are</p>	Substanti al	<ul style="list-style-type: none"> <li>The PIUs and contractors should collaborate to develop security management plans and liaise with police/ Military where required.</li> </ul>

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<b>Social Impacts and Mitigation Measures</b>		
likely to worsen this situation due to the presence of workers and equipment. Generally, workers may be prone to kidnapping at camp sites and equipment not well secured may be vandalized or stolen away. These instances may even cause hoodlums to shift their attention to these areas especially to sites in remote areas.		<ul style="list-style-type: none"> <li>Community leaders should also be used to sensitize their youths to desist from such nefarious activities</li> </ul>
<p><b>Insecurity Risks and GBV Risks during Operation Phase</b></p> <p>The project will ultimately lead to increase in Girls enrolment which means more Girls will traverse to school daily and more Girls will also be accommodated in hostels, this may lead to:</p> <ul style="list-style-type: none"> <li>Exposure of Girls to sexual exploitation as they traverse to school</li> <li>Increased risk of kidnapping on the way and in school</li> <li>Exposure of more Girls to GBV in schools, cultists, alcohol, drugs</li> <li>Sexual harassment of female employees for all categories of workers</li> <li>If the Government cannot sustain the stipends for Girls after the project tenure this could leave them in a worse off state than before the project</li> </ul>	Substantial	<ul style="list-style-type: none"> <li>Girls should be formed into groups in commuting to and fro school</li> <li>All participating schools should be securely fenced round with limited access and on-site trained security personnel</li> <li>Engage the services of monitoring groups to curb such risks including neighbourhood inspectors, mother's association, SBMCs, PTA, Community leaders, Religious leaders etc. Tier capacities should also be strengthened by provision of incentives and monitoring tools.</li> <li>The GBV action plan as part of the project GBV assessment should be enforced</li> <li>Stakeholders should be encouraged to report inadequate practices through the GBV-GRM, and these reports should be forwarded to the adequate referral service in line with the project GBV action plan.</li> <li>Government should define a sustainability plan for interventions beyond the project lifecycle and discuss with the World Bank</li> <li>More funding should be allocated to the education sector</li> <li>CCTVs can also be put in schools were possible to enable the principal to monitor the students</li> </ul>
<b>Inadequacy of Teachers and Facilities to Cater for Increased Enrolment</b>	Substantial	<ul style="list-style-type: none"> <li>Government of the participating states must have a plan for teachers' recruitment especially</li> </ul>

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Impacts	Impact Rating	Mitigation Measures
<b>Social Impacts and Mitigation Measures</b>		
<ul style="list-style-type: none"> <li>Girls enrolment may exceed the rate of teacher recruitment especially female teachers</li> <li>Facilities may also not be sufficient to cater for enrolment rates especially with the free education policy</li> <li>Colleges of Education may not have sufficient capacity for continuous teachers' development</li> <li>Risks of funds not reaching the intended targets, fund mismanagement and lack of accountability</li> <li>Community expectations may be raised in view of construction of schools, however if schools are not staffed with teachers (and female ones too to address security concerns of parents), social tensions may rise in targeted communities</li> </ul>		<p>female teachers that respond to the demand of identified schools/communities</p> <ul style="list-style-type: none"> <li>Participating schools should identify their growth plans and estimates on capacity of facilities to enrolment ratio and the PIUs should comply with this plan</li> <li>Incentives should be provided for female teachers. Scholarships can also be provided for females to get NCE</li> <li>The project can liaise with previous similar education projects to leverage on their approach. Teachers training can be done in phases</li> <li>The project should develop a transparent monitoring and evaluation framework at all levels of implementation</li> </ul>
<p><b>Vulnerable Groups</b></p> <ul style="list-style-type: none"> <li>Vulnerable Groups and people with disabilities may be disadvantaged from gaining from the project, especially if facilities are disability-unfriendly.</li> <li>In addition, internally displaced Girls due to insurgency may also miss out from benefiting from the program</li> </ul>	Moderate	<ul style="list-style-type: none"> <li>Building designs should be disable friendly and deliberate attempts at supporting vulnerable groups should be made by the project.</li> <li>Interventions should consider areas in proximity to IDPs so displaced Girls can also benefit from the program</li> </ul>
<p><b>Community Health and Safety</b></p> <ul style="list-style-type: none"> <li>All activities during pre-construction and construction phase can cause potential safety hazards to students, teachers and residents who are close to the construction site. This includes potential accidents from movement of equipment and vehicles to site, lack of road safety measures, exposure to hazardous materials and waste</li> </ul>	Moderate	<ul style="list-style-type: none"> <li>Contractors will be required to develop and implement drivers training plan in conjunction with Road Safety/ State Traffic Management Agencies</li> <li>Caution signs and flagmen will be used at strategic locations to provide warning and guidance especially for children crossing</li> <li>Construction activities to be carried out during holidays preferably, or otherwise site managers and HSE officer to ensure children stay off</li> </ul>

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Impacts	Impact Rating	Mitigation Measures
<b>Social Impacts and Mitigation Measures</b>		
<ul style="list-style-type: none"> <li>If the toilet facilities are not well maintained during the operation phase, they may become hotspots for fly infestation and other pathogens that may cause water borne diseases such as diarrhoea, dysentery and typhoid</li> <li>Classrooms may be expanded in areas prone to erosion and landslides which could become a disaster</li> </ul> <p>Exposure of students to alcohol and drugs as a result of project activities in the area</p>		<p>equipment areas, staging areas and construction sites.</p> <ul style="list-style-type: none"> <li>Stockpiles of sand, clay and other materials should be properly covered with trampoline-kind of materials</li> <li>Cements should be stored in a safe ventilated room</li> <li>Recommended toilets are ECO toilets, VIP latrines which are easier to manage. Maintenance and sustainability plans for sanitation facilities should be developed by the PIUs and Government prior to implementation</li> <li>Intervention designs should take into consideration erosion prone areas to avoid future disasters.</li> <li>Contractors should have responsibility for reporting and investigating incidents to the PIUs, which should also be reported to the World Bank</li> </ul>
<p><b>Grievances</b></p> <ul style="list-style-type: none"> <li>Social conflict and grievance may arise from selection of participants for grants, social norm disagreements with the project objectives, criteria for school selection and beneficiaries of cash transfers and other benefits, and other project activities</li> <li>Boys on the other hand may become aggrieved that emphasis is been paid on Girls only</li> <li>Unacceptability of the project due to cultural/religious beliefs or lack of trust for Government interventions</li> </ul>	Substantial	<ul style="list-style-type: none"> <li>The project should comply with the GRM provided.</li> <li>GRMs will also be prepared in the site specific ESMPs.</li> <li>Adequate consultation, advocacy and sensitization of all interest groups should be carried out throughout the project lifecycle in line with the Stakeholder Engagement Plan (SEP)</li> <li>Advocacy should be done amongst Boy groups as well on the special needs of Girls hygiene and health implications which should create compassion. And Boys will also benefit from these facilities in co-education intervention schools</li> </ul>
<p><b>General Project Sustainability</b></p> <ul style="list-style-type: none"> <li>Girls may become exposed to unmonitored spending of money</li> </ul>	Substantial	<ul style="list-style-type: none"> <li>Mothers/female guardians should be carried along in dispensing of money to Girls to enable monitoring</li> </ul>

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Impacts	Impact Rating	Mitigation Measures
<b>Social Impacts and Mitigation Measures</b>		
<ul style="list-style-type: none"> <li>• The project may not be sustained during the operation phase especially with change in Government</li> <li>• The goals for the skills acquisition component may not be fully achieved due to competition for time with other academic activities</li> <li>• Teachers employed during the duration of the project may lose their jobs afterwards due to unavailability of funds after the project elapses</li> <li>• The benefiting Girls may just be interested in the money and not in gaining quality education</li> <li>• There could be general failure to ensure community buy-in and participation in project implementation which could hamper project sustainability</li> </ul>		<ul style="list-style-type: none"> <li>• Sustainability plans should be developed by every state and reviewed by the World Bank. (this could be added as part of the ESCP)</li> <li>• Skills acquisition can be programmed for Fridays and weekends where possible to allow for adequate learning hours</li> <li>• Government of participating states need to make deliberate efforts to increase education budgets and develop a sustainability plan to cater for all teachers been recruited and payment of incentives to Girls, teachers and families</li> <li>• The cash transfers/incentives/ grants will be tied to certain conditions as will be defined by the project including academic performance, school attendance, payment for qualifying exams etc.</li> <li>• There should be adequate consultation with community and school stakeholders to ensure their buy-in and participation.</li> </ul>

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**Annex 59: FORMAT FOR SCHOOL SELECTION DATA**

Information type	Description	Details					
Annexure 1							
Page 1 of total 8 pages							
<b>INDIVIDUAL JUNIOR SECONDARY SCHOOL DETAILS</b>							
<b>PROJECT: ADOLESCENT GIRLS INITIATIVE FOR LEARNING AND EMPOWERMENT PROJECT</b>							
Date							
Name of State							
Basic information about School	Name of LGA						
	Name of Community						
	GPS coordinates						
	Name of the proposed school						
	Number of streams proposed in new school						
Supporting details	Number of Primary Schools in catchment area						
	Type of proposed JSS	Girls only		Co ed			
	Number of girls in Primary schools in area						
	Number of boys in Primary schools in area						
	Proposed school's distance to nearest JSS						
	Proposed school's distance to state capital						
	Number of teachers in proposed school						
Land details	Type of land (tick box)	Virgin		Co-habit with existing school			
	Land Area in square meters						
	Land characteristics (tick box)	Flat		Hilly		Forest	
	Current use of land	Any squatters		Agriculture activity		Unused	
Signature of.....							





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**INDIVIDUAL SENIOR SECONDARY SCHOOL DETAILS**

**PROJECT: ADOLESCENT GIRLS INITIATIVE FOR LEARNING AND EMPOWERMENT PROJECT**

Date							
Name of State							
Information type	Description	Details					
Basic information about School	Name of LGA						
	Name of Community						
	GPS coordinates						
	Name of the proposed school						
	Number of streams proposed in new school						
Supporting details	Number of Primary Schools in catchment area						
	Type of proposed SSS	Girls only		Co ed			
	Number of girls in Primary schools in area						
	Number of boys in Primary schools in area						
	Proposed school's distance to nearest SSS						
	Proposed school's distance to state capital						
	Number of teachers in proposed school						
Land Character	Type of land (tick box)	Virgin		Co-habit with existing school			
	Land Area in square meters						
	Land characteristics (tick box)	Flat		Hilly		Forest	
	Current use of land	Any squatters		Agriculture activity		Unused	
		383					
Signature of.....							





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**Annex 6o: FORMAT FOR MoU BETWEEN CPMC AND SPIU**  
**GUIDELINES FOR MoU BETWEEN CPMC AND SPIU**  
**FOR CONSTRUCTION OF SCHOOL**

Key Sections of the Agreement

A	PROJECT DETAILS	
1	Name of Benefiting Community	
2	Project Name and Type	
3	Names of CPMC Members	
3.1	(change / add designation as required)	Chairman
3.2		Vice Chairman
3.3		Treasurer
3.4		Secretary
3.5		Asstt Secretary
3.6		Auditor
3.7		.....
3.8		.....
3.9		.....
3.10		.....
3.11		.....
3.12		.....
3.13		.....
3.14		.....
3.15		.....
3.16		.....
3.17		.....
3.18		.....
3.19		.....
B	BANKING ARRANGEMENTS	

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1	Name of Bank and address	
2	Account Number	
3	Signatories to the Account (3.1-	
3.1	3.5 to be adjusted if there would be less than 5 signatories)	

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3.2			
3.3			
3.4			
3.5			
4	Letter of Comfort		
5	Non-Fixing of Project Funds		
6	COT Free (Where necessary)		
C	PROJECT FUNDING AND DISBURSEMENT PROCEDURES		
1	Total Estimated cost of project		
2	Amount for each tranche		
2.1	First Tranche @30% of total cost	Approximate date when it would be required	
2.2	Second Tranche @50% of total cost	Approximate date when it would be required	
2.3	Third Tranche @20% of total cost	Approximate date when it would be required	
D	REPORTING		
1	Technical and Financial Report (explain what it will contain)		
2	Frequency		
E	AUDIT - EXPLAIN		
1	Disclosure		

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F	REMEDIAL MEASURES - EXPLAIN	
1	Suspension	
2	Termination	
3	Refund	

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4	Arbitration	
5	Prosecution	
F	FORCE MAJEUR - EXPLAIN	
G	COMMENCEMENT	
1	Date of commencement	
2	Contract duration	

**Signatories to the Agreement**

Representative of CPMC:

1. Chairman of CPMC – Name & Signature & stamp.....
  
2. .... of CPMC – Name & Signature & stamp .....
  
3. .... of CPMC – Name & Signature & stamp .....

Representative of SPIU:

1. ....of SPIU – Name & Signature & stamp .....

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2. .... of SPIU – Name & Signature & stamp .....

3. .... of SPIU – Name & Signature & stamp .....

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**Annex 61: FORMAT FOR RELEASE OF FUNDS FOR TRANCHES**  
**PROJECT: ADOLESCENT GIRLS INITIATIVE FOR LEARNING AND EMPOWERMENT**  
**PROJECT**  
**Tranche Release Form**

Date:

Name of state: .....

Name of LGA: .....

Name of CPMC: .....

Name of school: .....

Total estimated cost \_\_\_\_\_

Date of preparing this report: \_\_\_\_\_ (dd/mm/yyyy)

**Grant disbursements already made at the time of the report:**

Tanche #	% of grant	Amount (Naira)	Disbursed on (dd/mm/yy)
First	30%		
Second	50%		
Third	20%		
Total funds disbursed	100%		

**This report is being submitted at which of the following milestones (fill only appropriate one):**

Milestone	Tick the milestone for which report is being submitted	Expenditure totaling Naira	Expenditure totaling ____% of the grant
1 <sup>st</sup> Tranche request			
2 <sup>nd</sup> Tranche request			

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3 <sup>rd</sup> Tranche request			
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**The summarized list of expenditures totaling the amount stated is as follows:**

#	Cost item	Bill number / item purchased	Date of payment	Details of cheque / cash
1	Contractors interim bill			
2	Contractors interim bill			
3	Contractors interim bill			
4	Administrative cost			

At the time of this submission, total expenditure on the ground amounts to Niara \_\_\_\_\_(NR \_\_\_\_\_ ) and supporting receipts of payment and expenditure are attached.

The Clerk of work and members of Building Sub-committee confirm that the work has been executed as per drawings and technical specification and as per the contract signed between CPMC and the contractor.

Eight pictures of the buildings from inside and outside are attached.

**On behalf of the CPMC**

Clerk of Works (name, signature, date) .....

Chairman of CPMC (name, signature, date) .....

Accountant of CPMC (name, signature, date) .....

..... of Building Sub-committee (name, signature, date) .....

..... of Building Sub-committee (name, signature, date) .....Etc.....

**Confirming that the work has been executed and expenditure incurred as per the MoU between CPMC and SPIU and the signed contract between CPMC and the contractor.**

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Zonal Engineer of DPP (name, signature, date) .....

Quantity Surveyor of DPP (name and signature) .....

Architect of DPP (name, signature, date) .....

Engineer of DPP (name, signature, date) .....

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**Approval of the above and confirmation by SPIU...**

..... of SPIU (name, signature, date) .....

..... of SPIU (name, signature, date) .....

..... of SPIU (name, signature, date) .....

..... of SPIU (name, signature, date) .....

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Pictures  
(two pictures per page)

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Pictures  
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Pictures  
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