NOVEMBER 2024

ADOLESCENT GIRLS'S INITIATIVE FOR LEARNING AND EMPOWERMENT (AGILE) PROJECT SOKOTO STATE

ENVIRONMENT AND SOCIAL MANAGEMENT PLAN (ESMP)

For Rehabilitation/ Renovation of Junior and Senior Secondary Schools in Sokoto State, Nigeria

FINAL REPORT

THE WORLD BANK

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ACRONYMS

AGILE	Adolescent Girls Initiative for Learning and Empowerment
ARAP	Abbreviated Resettlement Action Plan
BMP	Best Management Practices
CBO	Community Based Organization
CIP	Community Involvement Program
EIA	Environmental Impact Assessment
ERIP	Emergency Response and Incident Plan
ESF	Environmental and Social Framework
ESIA	Environmental and Social Impact Assessment
ESMF	Environmental and Social Management Framework
ESMP	Environmental and Social Management Plan
FBO	Faith-Based Organization
FEPA	Federal Environmental Protection Agency
FGD	Focused Group Discussion
FGN	Federal Government of Nigeria
FME	Federal Ministry of Education
FMEnv	Federal Ministry of Environment
GEF	Global Environmental Fund
GIIP	Good International Industry Practice
GIS	Geographic Information System
GPS	Global Positioning System
GRM	Grievance Redress Mechanism
ISDS	Integrated Safeguard Data Sheet
LGA	Local Government Area
LMP	Labor Management Plan
MOEnv	Ministry of Environment
NEAQCR	National Environmental Air Quality Control Regulation
NESREA	National Environmental Standards and Regulations Enforcement Agency
NPCU	National Project Coordination Unit
NGO	Non-governmental Organization
NRO	Natural Resources Officer
OP	Operation Procedure of the World Bank
PAD	Project Appraisal Document
PAH	Project-Affected Household
PAP	Project-Affected Person
PC	Project Coordinator
PCC	Project Complaints Committee
PE	Project Engineer
PIM	Project Implementation Manual
PRS	Government's Poverty Reduction Strategy (PRS)
RAP	Resettlement Action Plan
SEA/SH	Sexual Exploitation and Abuse/Sexual Harassment
SBMC	School-Based Management Committee

SCCF	Special Climate Change Fund
SIG	School Improvement Grant
SME	State Ministry of Education
SMLS	State Ministry of Lands and Survey
SPIU	State Project Implementation Unit
STDs	Sexually Transmitted Diseases
SWMA	State Waste Management Agency
ToR	Terms of Reference
UN	United Nations
WB	World Bank
WHO	World Health Organization
WMP	Waste Management Plan

EXECUTIVE SUMMARY

ES 1: INTRODUCTION

The Federal Government of Nigeria has placed high priority on capacity development and has embarked on education reform through policy reforms as a critical means of achieving poverty reduction. Education plays a key role in poverty reduction and national development, which are essential paths in a nation's well-being. In fulfilling its commitment to this effort, the Federal Government of Nigeria through the Federal Ministry of Education implemented the Adolescent Girls Initiative for Learning and Empowerment (AGILE) Project with support from the World Bank.

Building upon the achievements of the AGILE Project (referred to as the Parent Project), the Federal Government of Nigeria (FGN) is implementing the Additional Financing (AF) to the AGILE Project to expand the project's reach to include additional states. The states include Adamawa, Bauchi, Gombe, Kogi, Kwara, Niger, Sokoto, Jigawa, Nasarawa, Yobe, and Zamfara. Furthermore, the AF will provide support for interventions in a hundred and twelve (112) Federal Unity Colleges across the nation. In Sokoto State, Junior and Senior Secondary Schools (JSS and SSS) have several infrastructures in need of immediate rehabilitation, which if left unattended may result in reduced number of classrooms for learning, serve as hideouts for petty thieves and criminals, predispose students to infections and diseases (due to poor sanitary conditions) etc. It is on this basis, that the Sokoto State AGILE Project is desirous to rehabilitate 367 JSS and SSS Schools across all the 23 Local Government Areas (LGAs) in the State.

In compliance with the Nigerian Environmental Protection requirements and the World Bank Environmental and Social Framework (ESF), an environmental and social screening was conducted in 367 number of schools for the proposed rehabilitation which identified the need to prepare an Environmental and Social Management Plan (ESMP) to identify potential negative environmental and social impacts, and proffer measures to mitigate them to acceptable levels. This ESMP has been prepared to guide Sokoto AGILE Project Implementation Unit (PIU) in ensuring that project implementation will avoid negative environmental and social impacts, reduce or mitigate them to acceptable levels.

ES 2: PROJECT COMPONENTS

Component 1: Safe and Accessible Learning Spaces

- **Subcomponent1.1:** Creating new safe learning spaces in Secondary Schools
- **Subcomponent 1**.2**:** Improving existing infrastructure in Secondary Schools i.e., School Improvement Grant (SIG) – which this ESMP covers.

Component 2: Fostering an enabling environment for Girls

- **Subcomponent 2.1:** Promoting positive change through communications campaigns, engagement with traditional rulers, and advocacy
- **Subcomponent 2.2:** Empowering girls with critical life skills, second chance education and knowledge for navigating adulthood and digital literacy
  - ✓ **Subcomponent 2.2a:** Life skills training
  - ✓ **Subcomponent 2.2b.** Digital Literacy Skills and Remote Learning Platforms
  - ✓ **Sub-component 2.2c.** Second chance opportunities
- **Subcomponent 2.3:** Providing financial incentives to the poorest households

Component 3: Project Management and System Strengthening

- S**ubcomponent 3.1:** System strengthening for sustainability and technical Assistance
- **Subcomponent** 3.2: Project Management, Monitoring and Evaluation (M&E)

ES 3: DESCRIPTION OF THE PROJECT

Generally, the activities are the rehabilitation of 367 schools for both JSS and SSS in all the 23 LGAs in Sokoto State. These rehabilitation works would be done in two phases with phase one covering 184 schools and phase two covering 183 Schools under the School Improvement Plan (SIP). This ESMP covered both phases of the intervention. The intervention works would be implemented through the provision of grants: Large School Improvement Grants (SIG); Small School Improvement Grant (SIG). The rehabilitation works would be carried out in accordance with the submissions made by each of the affected schools as captured and approved in the SIPs. The SIPs will be submitted by each participating school in conjunction with the SBMC and Parents Teachers Association (PTA). The SBMC will be responsible for implementing these improvement works by engaging local contractors. The works are grouped and summarized under the two channels in Table ES 1 below

Large SIG (Rehabilitation of Classrooms)	Small SIG (WASH Facilities, Teaching & Learning Materials (TLM), Provision of School Furniture)
Roof and Roof Covering: 055mm thick roofing sheet (Green); 35mm G.I zinc roofing sheet	Three- Seater Student Furniture: 3-seater combined students desk and chair size 1200mm wide x 76cm height, fabricated using 15mm plywood (HDF) manufactured fiber board to 25mm thick black square pipe frame at top and bottom of the desk placed on 2no 25mm Angle iron, welded to metal frame. All metal framing, bracing and angle iron support to be furnished with black gloss paint.
Carpentry and Joinery: Sawn treated hard wood timber	Teachers table complete with metal frame and HDF top and side drawers
Doors and Windows: Tropical steel doors and windows	Chairs complete upholstery with cushion seat
Flooring: Terrazzo black and white; Cement and Sand screeding	Rehabilitation of toilets (male and female respectively
Ceiling Finishings: Hardboard ceiling- 100% replacement or less than 40%; PVC Ceiling-15% less than 40% damaged	
Painting and Decorations: Painting of ceiling/slab (with white emulsion)	
Wall finishing: Internal wall from floor to door height; Internal wall from floor to door height (cream emulsion); External wall from floor to door height (gloss national green); External wall above door height (cream emulsion)	

ES 4: POTENTIAL ENVIRONMENTAL AND SOCIAL IMPACTS AND MITIGATION MEASURES

Positive Impacts

The proposed project is expected to be largely beneficial to the project communities and the state at large including:

- Increased enrolment of school children especially support to Girl child education
- New infrastructure in JSS and SSS schools which will provide more conducive learning environment and also reduce travel distance to access schools
- Construction of toilets and WASH facilities will promote hygiene and sanitation in the schools and thus better health status
- It will create short term employment for skilled and unskilled workers during the construction phase
- It will promote or increase the employment or recruitment of more female teachers to meet the demand of increased enrolment of students.
- It would improve to job satisfaction for the teachers that would be working in a better school environment
- It will promote productive parent involvement in the State's education system

Potential Negative Impacts

There are potential negative impacts that may be triggered by the proposed rehabilitation works such as pollution from poor waste management practices, community health & safety risks such as accidents, child labour, forced labor, Occupational Health & Safety (OHS) risks such as work accidents etc. while labor influx is expected to be

minimal considering rehabilitation works will be done by local artisans coordinated by the SBMC, a few workers may be foreign to the local community and may pose risks of Sexual Exploitation (SEA)/Sexual Harassment (SH) risks. Mitigation measures include preparation and implementation of site-specific waste management plan, community health & safety plan to minimise disturbance & accidents, OHS Plan, labor management plan which prohibits forced labor and child labor etc., signing of Code of Conducts by workers amongst other measures as detailed in Chapter 7 of this ESMP, including a monitoring plan, responsibilities and costs for mitigation and monitoring.

ES 6: GRIEVANCE REDRESS MECHANISM (GRM)

The mechanism is developed as a multiple-level design (project location, state, and national levels) and will address diverse suggestions & complaints, and involve activities like logging, tracking, and resolving project related grievances. Chapter 6 provides the GRM which has been prepared in a manner that integrates both the formal and informal/traditional approach to grievance redress mechanism. This includes the use of Grievance Redress Committees (GRCs), complaint boxes, dedicated phone lines to channel and resolve grievances. The GRCs will be constituted at the project site level, SPIU level, State Steering Committee level and NPCU level. Complainants will also be informed of their right to seek judicial redress if they remain dissatisfied with the resolutions reached. A GBV-GRM protocol is also included to provide a process for channeling GBV related complaints which is handled different from the non-GBV related grievances due to the confidential nature of the complaints.

ES 8: ENVIRONMENTAL AND SOCIAL MANAGEMENT AND MONITORING PLAN

Mitigation measures for potential negative impacts have been described in section 7 including mitigation and monitoring costs, responsibilities for mitigation and monitoring, method and frequency for effective monitoring. The total estimated cost to effectively implement the mitigation and monitoring measures recommended in the ESMP Matrix including Capacity Building and others is N58,750,000 (Fifty Eight Million Seven Hundred and Fifty Thousand Five Hundred Naira) or 36,989.65USD only, for the Sokoto AGILE project.

S/NO	ITEM	RESPONSIBILITY	COST ESTIMATE IN NAIRA (N)	COST ESTIMATE IN DOLLAR ($)
a.	MITIGATION	SPIU/ SBMC/STATE PARTNERS	N22,200,000	$13,977.90
b.	MONITORING	SPIU/ NPCU/ Consultants/	N24,500,000	$15,425.10
2	CAPACITY BUILDING & TRAININGS	SPIU/ SBMC/ MOH/ Consultants	N9,700,000.00	$6,107.10
3	CONTINGENCY (5%)		N2,350,000	$1,479.55
GRAND TOTAL			N58,750,000	$36,989.65

Note: N1588.32 = 1.00USD (Source: cbn.gov.ng as of June 28, 2024)

ES-09 PUBLIC CONSULTATIONS AND CONCERNS

A diverse group of stakeholders has been identified and consulted to gather insights and concerns about the project's execution. Issues raised during consultations include the quality of construction materials, erosion impacts, security enhancements, and the safety of female students. Mitigation measures were discussed, agreed upon, and documented to address these concerns comprehensively.

As part of the ESMP, substantial consultations were held with the SPIU, project communities, LGA representatives, Women group and vulnerable persons from 6th May –17th May, 2024. The consultations served as platforms to elicit information, questions and concerns relevant to the project. It also provided the opportunity for project beneficiaries to contribute to both the design and implementation of the project activities and further ameliorate the likelihood for conflicts.

Concerns raised by the stakeholders are documented and incorporated in chapter 8 of this report and aided the development of mitigation and/or enhancement measures and also the design of the GRM. Major discussions

were on the eagerness of the beneficiaries for the commencement of the project and their commitment and support to AGILE. Potential negative impacts were also discussed, and the participants provided useful mitigations in some instances which were embedded in the mitigation plans in this ESMP.

ES 10: SUMMARY AND RECOMMENDATIONS

Based on the findings from the ESMP, the potential negative impacts can be mitigated/managed with strict adherence to the measures stated in this ESMP. The ESMP and the mitigation costs should be embedded in the SIP to ensure implementation costs are adequately budgeted for by the SBMC. Additionally, the Sokoto AGILE SPIU will ensure the E&S staff and especially the SBMC involved in mitigating these impacts are adequately trained in line with the capacity building plan in the report, which has budgetary allocations.

CHAPTER ONE

INTRODUCTION

1.1 PROJECT BACKGROUND

Sokoto State's historical significance as a major center for trade and human settlement has no doubt impacted its political and economic importance within Nigeria. However, even for such a promising state, issues bordering on educational access and quality hinged on several challenges including but not limited to changing political commitment, policy inconsistencies and the resultant inadequacy in funding, underscores the need for concerted efforts to address the limitations that vulnerable populations encounter in accessing quality education.

In the effort to enhance educational access for everyone, the World Bank has recently sanctioned a $500 million loan to support the Adolescent Girls Initiative for Learning and Empowerment (AGILE). This gender-focused educational program is designed to ensure the retention of more than 6 million Nigerian girls in schools. The AGILE project supports access to secondary education and empowerment for adolescent girls in seven states: Kebbi, Kaduna, Katsina, Borno, Plateau Kano and Ekiti.

Building upon the achievements of the AGILE Project (referred to as the Parent Project), the Federal Government of Nigeria (FGN) is seeking Additional Financing (AF) to expand the project's reach to include additional states. The states earmarked for inclusion are Adamawa, Bauchi, Gombe, Kogi, Kwara, Niger, Sokoto, Jigawa, Nasarawa, Yobe, and Zamfara. Furthermore, the AF will provide support for interventions in a hundred and twelve (112) Federal Unity Colleges across the nation.

The gender-oriented educational initiative utilizes secondary schools as a foundation to empower girls by enhancing their access to formal education. This encompasses health education covering areas such as nutrition and sexual and reproductive health. Additionally, the program imparts life skills, raises awareness to prevent Gender-Based Violence (GBV), and supports the development of negotiation, self-agency, and digital literacy skills.

1.2 RATIONALE FOR THE ENVIRONMENTAL AND SOCIAL MANAGEMENT PLAN (ESMP)

The project anticipates significant environmental and social risks that will hence trigger the need to develop a site specific, coated, measurable, and monitorable actions that can be effectively mitigated with appropriate measures. It is imperative for the project to conduct an assessment of potential environmental and social risks arising from construction activities and formulate a technical guide for managing these risks. Any adverse impacts will be addressed through suitable mitigation measures. The ESMP was prepared in line with international practices, the World Bank's Environmental and Social Framework (ESF), and national environmental legislation of Nigeria.

An ESMF was prepared and disclosed in June 2023. The ESMF outlines a process for addressing environmental and social standards throughout the implementation and effectiveness of various subprojects. It also ensures that the substantive requirements of the World Bank's Environmental and Social Framework, as well as national environmental laws, are met and addressed. Due to the potential environmental and social risks and impacts associated with the AGILE project, the following Environmental and Social Standards (ESSs) applies:

- ESS1: Assessment and Management of Environmental and Social Risks and Impacts.
- ESS2: Labor and Working Conditions:
- ESS3: Resource Efficiency and Pollution Prevention and Management.
- ESS 4: Community Health and Safety.
- ESS 5: Land acquisition, Restriction of land use and Involuntary Resettlement
- ESS 6: Biodiversity, Sustainable Management and Natural Resources
- ESS8: Cultural Heritage
- ESS10: Stakeholder Engagement and Information Disclosure.

1.3 OBJECTIVES OF THE ASSIGNMENT

The objective of this assignment is to develop an ESMP that consist of a clearly established set of mitigation measures, specific to the project site, coated, monitorable, and institutional actions. These actions are intended to be implemented before and during the sub-project execution to eliminate any adverse environmental and social impacts or mitigate them to acceptable levels. The plan includes the measures required to implement these actions, addressing the adequacy of the monitoring and institutional arrangements in the intervention sites.

1.4 SCOPE OF WORKS

The scope of work for the consultancy service is to develop:

1. Conduct an environmental and social screening of the sub-project locations to identify potential environmental and social risks and determine the assessment scope needed for the Environmental and Social Management Plan (ESMP).
2. Develop an ESMP that encompasses the sub-projects. The consultant will closely collaborate with the Sokoto SPIU Environmental, Social, GBV officers, infrastructure engineers, SBMC, and other stakeholders identified by the SPIU. The sequencing of technical/feasibility studies and the ESMP is crucial. The consultant (firm) will receive draft technical/feasibility studies and a list of schools to consider technical variations in proposed activities. Additionally, the consultant will highlight any major constraints arising from the social and environmental situation on the ground for the design consultant to address in finalizing construction documents.
3. Visit schools at each project site, taking into account proposed draft engineering designs, vegetative land management measures, and other activities aimed at minimizing or managing project impacts. The consultant will adhere to all relevant Environmental and Social Standards outlined in the AGILE project and select appropriate management strategies to ensure effective mitigation of environmental risks.
4. Facilitate meaningful engagement with local communities, stakeholders, and relevant authorities to gather input on environmental and social considerations. This will involve conducting consultations, addressing concerns, and ensuring community perspectives are incorporated into the ESMP.
5. Implement a robust quality assurance process for the ESMP, ensuring it complies with national regulations, international best practices, and the specific requirements of the AGILE project. This may involve peer reviews and adherence to established standards.

Methodology

The methodology for preparing this ESMP followed a structured multi-step approach, which include”

- Desktop review of relevant documents, including the Environmental and Social Management Framework (ESMF) and other project-related materials.
- Pre-survey planning involved engaging stakeholders, conducting site reconnaissance, and organizing logistics.
- Baseline surveys were conducted to collect initial environmental and social data, with 447 samples gathered across 94 schools in six zones, including soil, water, air, and noise quality data.
- Biophysical assessments analyzed water quality, vegetation health, and carbon sequestration, while socioeconomic surveys used household and community engagement to understand local livelihoods, social dynamics, and concerns.
- A mixed-method approach was adopted, combining structured questionnaires, focus group discussions, and extensive literature reviews (full detail of the methodology can be found in chapter four).

CHAPTER TWO

ADMINISTRATIVE AND REGULATORY FRAMEWORK

This ESMP is guided by the institutional framework applicable to AGILE as well as the requirements of the relevant and applicable local (state), national and international regulations, guidelines, conventions, industrial best management practices including the World Bank safeguard policies that are triggered by the AGILE project. These institutional requirements and regulatory frameworks are summarized below:

2.1 Institutional and Administrative Framework

Responsibilities for the ESMP and its implementation are shared between multiple stakeholders, including relevant federal, state, and local Ministries, Department and Agencies (MDAs), the SPIU and the SBMCs. The MDAs include:

- Federal Ministry of Education (FME)
- Federal Ministry of Environment (FMEnv)
- State Ministry of Education (SME)
- State Ministry of Environment (SMEnv)
- State Universal Basic Education Board (SUBEB)
- School Based Management Committee (SBMC)
- Local Government Education Agencies (LGAs)

The responsibilities and roles of these institutions are discussed below:

2.1.1 Federal Ministry of Education (FME)

Education in Nigeria is administered by the federal, state and local governments. The Federal Ministry of Education (FME) is responsible for overall policy formulation and quality control in education but is primarily involved with tertiary education. Secondary and primary school education is largely the responsibility of state and local governments, respectively. The FME provides overall oversight function for the AGILE project.

The National Project Coordination Unit (NPCU) is established at the national level to be responsible for (a) project coordination; (b) overall project M&E; (c) reporting on project progress to the Bank and with the SPIUs and (d) knowledge sharing and dissemination of information among project supported states.

2.1.2 Federal Ministry of Environment (FMEnv)

Federal Ministry of Environment (FMEnv) is the highest policy making body responsible for addressing environmental issues in Nigeria. The main legal instrument in ensuring that environmental and social issues are mainstreamed into development projects is the Environmental Impact Assessment (EIA) Act No. 86 of 1992. The FMEnv has responsibility to ensure that all development and industry activities, operations and emissions are within limits prescribed in National Guidelines and Standards and comply with relevant regulations for environmental protection management in Nigeria as released by the Ministry.

With this Act, the FMEnv prohibits public and private sectors from embarking on major projects or activities without due consideration, at an early stage, of environmental and social impacts that may arise from the project implementation. The FMEnv through the Environmental Assessment Department (EAD) monitors and provides clearance and certification for all environmental activities conducted under the Act.

2.1.3 State Ministry of Education (SME)

The State Ministry of Education (SME) is the agency responsible for implementation of AGILE project in Sokoto State in close coordination with the relevant parastatals (e.g., SUBEB, LGEAs, and federal agencies) supported by the SPIU.

The SPIU for Sokoto state is established within the SME to lead and support the overall implementation of the AGILE project activities. In addition to being responsible for effective implementation of activities at the state level, the SPIU

liaises with various implementing partners, closely tracks progress, and monitors compliance with World Bank requirements, including safeguards.

2.1.4 State Ministry of Environment (SMEnv)

The SMEnv is created to back up the mandates of Federal Ministry of Environment at State levels towards the objective of protecting public health and safety, and to restore and enhance environmental quality and efficient implementation of environmental programs. The SMEnv, therefore, gives direction to all issues concerning the environment, monitor and control pollution and the disposal of solid, gaseous and liquid wastes generated by various facilities in the state. The ministry through support to the SPIU ensures that the AGILE project rehabilitation activities are implemented in an environmentally and socially healthy manner.

2.1.5 Sokoto State Environmental Protection Agency (SEPA)

SEPA is responsible for the protection and improvement of the environment within the State as well as assists in implementation and enforcement of the National Environmental Regulation and Guidelines within Sokoto State. In carrying out its duties of environmental protection, SEPA is required to collaborate with relevant Federal and State Ministries, Local Government Councils, statutory bodies, research and educational institutions. Although the primary regulatory authority overseeing environmental concerns of the proposed project lies with FMEnv, SEPA plays a role as a key stakeholder in environmental management of the state through:

- Protection of environment and biodiversity conservation and sustainable development in Sokoto State;
- Conduct research on matters relating to environment;
- Collaborate with federal government through the Federal Ministry of Environment in conducting public investigation on major environmental problems;
- Monitor the quality of water, air, land and natural resources in the state; and
- Promote environmental education and awareness.

2.1.6 School-Based Management Committees (SBMC)

The responsibility for the management of School Improvement Grant (SIG) (supported under Subcomponent 1.2) lies with the SBMCs. They are required to develop the Schools Improvement Plans (SIPs) and manage the SIGs and SIG-funded activities as described in the approved SIP. SBMCs are responsible for organizing meetings with relevant community members to discuss school performance against their SIPs and targets and are responsible for record keeping reporting to the SPIU and LGEA. All relevant details on the design and implementation of the SIG activity are included in the SIG manual.

The SBMCs comprise representatives from school management, parents, civil society organizations and community members. The SBMCs have developed the SIPs on rehabilitation/additional classrooms, improving learning conditions, and elements of the whole school approach, among others, and are managing the activities under such plans as approved by the SPIUs.

2.1.7 Local Government Education Agencies (LGEAs)

The LGEA is the decision-making body for the education sector for each LGA and is responsible for assisting with the monitoring and support of educational activities in the LGAs. LGEAs coordinate capacity-building for SBMCs, conduct school visits, and perform some monitoring of school activities. The Agencies also assist the SME and the SPIU in the AGILE project coordination and implementation.

2.1.8 NGO, CSOs, CBOs, Others

Independent firms, NGOs or CSOs will be hired to support monitoring and supervision of school level implementation by the SPIU. All relevant details on the design and implementation of the SIG activity are as included in the SIG manual.

2.2 International Laws and Regulations

2.2.1 The World Bank Environmental and Social Framework (ESF)

The World Bank ESF documents the Environmental and Social Standards (ESSs) designed to help ensure that infrastructure projects proposed for Bank financing are environmentally and socially sustainable, and thus improve decision-making. The Bank has ten Environmental and Social Standards (ESS1-10) and requires that all environmental and social risks and impacts of the project be addressed as part of the environmental and social assessment conducted in accordance with ESS1. ESS2–10 set out the obligations of the Borrower in identifying and addressing environmental and social risks and impacts that may require particular attention. These Standards establish objectives and requirements to avoid, minimize, reduce and mitigate risks and impacts, and where significant residual impacts remain, to compensate for or offset such impacts.

2.2.2 Relevant World Bank Environment and Social Standards

Based on the scope of the Sokoto AGILE Project and the proposed schools' rehabilitation/renovation activities, Table 2.1 (Relevant Environmental and Social Standards for AGILE Project) summarizes the World Bank ESSs considered relevant to the Sokoto AGILE Schools intervention works. The following six of the ten Environmental and Social Standards (ESSs) are applicable due to the potential environmental and social risks and impacts associated with the AGILE project, as specified in the Terms of Reference (ToR), (Annexure I):

- ESS1: Assessment and Management of Environmental and Social Risks and Impacts;
- ESS2: Labour and Working Conditions;
- ESS3: Resource Efficiency and Pollution Prevention and Management;
- ESS4: Community Health and Safety;
- ESS5: Land acquisition, Restriction of land use and Involuntary Resettlement;
- ESS6: Biodiversity Conservation and Sustainable Management of Living Natural Resources;
- ESS8: Cultural Heritage; and
- ESS10: Stakeholder Engagement and Information Disclosure.

Table 2.1: Relevant Environmental and Social Standards for Sokoto AGILE Project

WB Environmental and Social Standards	Relevant To Sokoto AGILE Due To	How Project Addresses ESS Requirements
ESS1: Assessment and Management of Environmental and Social Risks and Impacts	Scope of anticipated rehabilitation/renovation works and activities with environmental and social risks and impacts. Need to assess, manage, and monitor environmental and social risks and impacts associated with each phase of the schools' intervention activities	This ESMP and other required site-specific plans like waste management plan, OHS plan etc. has been prepared for Sokoto AGILE project.
ESS2: Labor and Working Conditions	Labor Act, Chapter 198, Laws of the Federation of Nigeria (LFN) 2004, on promoting fair treatment and equal opportunities of project workers. Child Labor Act. 2019 prohibit child labor or their engagement under certain conditions	Labor Management Plan (LMP) consistent with ESS2 and National Labor Laws for all categories of workers has been prepared as part of this site-specific ESMP to meet the requirements of the ESS. This is included as Annexure XI.
ESS3: Resource Efficiency and Pollution Prevention and Management	Proposed project activities will likely generate pollution to air, water, and land, and consume resources that may threaten people, ecosystem services and the environment at the local, regional, and global levels	This ESMP includes waste management plans with mitigation measures to minimize and manage the risks and impacts associated with resource efficiency and pollution management.

WB Environmental and Social Standards	Relevant To Sokoto AGILE Due To	How Project Addresses ESS Requirements
ESS4: Community Health and Safety	Schools and project communities may be exposed to risks from project activities during pre-rehabilitation, rehabilitation, operation phases including accidents/incidents, pollution, increase in spread of diseases, SEA/SH, security risks etc.	This ESMP includes environmental and social mitigation measures developed to meet the requirements of this ESS. A stand-alone GBV assessment and action plan has been developed and is currently implemented by the SPIU.
ESS5: Land Acquisition, Restrictions on Land Use and Involuntary Resettlement	Project-related land acquisition and restrictions on land use will cause physical displacement (relocation, loss of residential land or loss of shelter), economic displacement (loss of land, assets or access to assets, leading to loss of income sources or other means of livelihood), or both. However, none of the schools under the Sokoto AGILE project has been identified to require any land acquisition or restriction on land use.	A Resettlement Policy Framework (RPF) was prepared alongside the ESMF, which outlines procedures to address issues related to ESS5. However, the Environmental and Social Screening exercise conducted for the proposed rehabilitation works did not reflect any impacts related to ESS5 as the rehabilitations are within existing schools.
ESS6: Biodiversity Conservation and Sustainable Management of Living Natural Resources	Protecting and conserving biodiversity and sustainably managing living natural resources are fundamental to sustainable development. The AGILE project will involve clearing of vegetation.	There are no critical and sensitive habitats encountered during the site visits. Project rehabilitation activities are not expected to alter the existing natural habitats.
ESS7: Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities	Applies to a distinct social and cultural group identified in accordance with the provisions for indigenous people and does not apply to Nigeria. Standard is therefore not relevant to AGILE	Not Relevant
ESS8: Cultural Heritage	Scope of civil works and activities may result in impacts to the traditions and cultural heritage of the people - an important economic and social asset for development	This ESMP includes specific mitigation measures developed to address cultural heritage issues associated with the project area. Chance Find Procedures are addressed in this ESMPs.
ESS9: Financial Intermediaries	Project is not about financial sector development or enhancing the role of domestic capital and financial markets. Standard is therefore not relevant to AGILE	Not Relevant
ESS10:Stakeholders Engagement and Information Disclosure	Development of strong, constructive and responsive relationships are important for successful management of a project's environmental and social risks	A Stakeholder Engagement Plan (SEP) has been prepared to meet the requirements of this ESS and will be implemented by the SPIU throughout the Projects' lifecycle.

2.2.3 World Bank Group EHS Guidelines

The Environmental, Health, and Safety (EHS) Guidelines of the World Bank Group (WBG) are technical reference documents with general and industry - specific examples of Good International Industry Practice (GIIP). The EHS Guidelines that are relevant and applicable to the AGILE project include the following:

(i) General EHSG;
(ii) EHSG for Waste Management Facilities.

2.3 Nigeria EIA Guidelines and World Bank EA Guidelines

The Environmental Impact Assessment Act No. 86 of 1992 requires that development projects be screened for their potential environmental impact. Based on the screening, a full, partial, or no Environmental impact assessment may be required. Guidelines issued in 1995 direct the screening process and according to these guidelines the Nigeria EIA Categories include:

- Category I projects will require a full Environmental Impact Assessment (EIA) - for projects under this category EIA is mandatory according to Decree No. 86.

- Category II projects may require only a partial EIA, which will focus on mitigation and Environmental planning measures, unless the project is located near an environmentally sensitive area--in which case a full EIA is required. The AGILE project may be considered a category II project within the public facility context of industry and infrastructural projects.

- Category III projects are considered to have "essentially beneficial impacts" on the environment, for which the Federal Ministry of the Environment will prepare an Environmental Impact Statement.

The Nigeria EIA requirements of Category I, II and III corresponds in principle with the World Bank's ESF risk classification system which in actual practice is done with regard to the level of impacts associated with a given project. The Bank requires that environmental and social assessment of subprojects irrespective of the designated classification, whether:
(a) *High Risk* subprojects;
(b) *Substantial Risk;*
(c)Moderate Risk; and
(d) Low Risk subprojects shall be carried out in accordance with the ESSs following the World Bank ESF.
At the same time, the subprojects shall comply with the national laws and requirements.
However, in the event of divergence between the two, the more stringent requirement shall apply. Thus, for the Sokoto AGILE project, the Nigeria's *EIA* requirements and World Bank ESS are harmonized as much as possible to be responsive to the objectives of good practice.

2.3.1 Gender and Social Specific Policies

2.3.1.1 Violence Against Persons Prohibition (VAPP) Act (2022)

The VAPP ACT was signed into law on 23rd May 2015. This act prohibits all forms of violence against private and public life and provides maximum protection and effective remedies for victims and punishment of offenders. Nigeria's Federal government has taken steps to penalize and address GBV and SEA, although a clear leadership with the leverage to garner multi sectoral support to address this complex problem seems absent. The institutional champion of women's and children's rights and GBV issues within the government is the Federal Ministry of Women Affairs and Social Development (FMWASD). Plateau state domesticated this Act in 2022 and is currently being implemented, thus will guide the execution of AGILE in the state.

2.3.1.2 National Gender Policy (Revised 2022)

The revised National Gender Policy 2021 – 2026 approved in March 2022, promotes gender equality, good governance, and accountability across the three tiers of government in the country. Provides a framework for ensuring gender inclusion and sensitivity in developmental plans and programs at the national and sub-national levels. It sets standards for good governance, accountability and being socially responsive to the needs of vulnerable groups. The goal includes the elimination of cultural/ religions gender-based biases and harmful cultural and religious practices which rise to inequalities in gender-role relations in the Nigerian society, by ensuring: ensure equal access to women, boys and girls to both formal and informal education; ensure that women have access to critical resources and invest in their human capital as a means of reducing extreme poverty in families; and eliminate the high risks linked to many harmful traditional cultural practices, which still put threaten the health of women. Plateau AGILE through the social safeguard/GBV officer will ensure that there is gender consideration in every program and phase of the program, and also ensure the implementation of Gender Based Violence procedures.

2.3.1.3 National Policy on Gender in Basic Education (2006)

The specific objectives as relates to this project includes increasing girls access to education -To increase girls' enrolment in schools, retention, completion and performance of girls.

2.3.1.4 Child Right Law (2005)

This law aims at ensuring greater protection against child abuse and exploitation and increases access to justice for victims of rape and sexual abuse. The Plateau State Government domesticated the law in 2017 with view to create a safe space for children to develop free from danger and not subject to any form of discrimination, prohibit child marriage, child betrothal, tattoo and skin marks on children, abduction/removal and transfer from lawful custody without the consent of his/her parents.

2.3.1.5 The Violence Against Persons Prohibition (VAPP) ACT 2015

The VAPP ACT was signed into law on 23rd May 2015. This act prohibits all forms of violence against private and public life and provides maximum protection and effective remedies for victims and punishment of offenders. Nigeria's national government has taken steps to penalize and address GBV and SEA, although a clear leadership with the leverage to garner multi sectoral support to address this complex problem seems absent.

2.4 Federal Policy, Legal, Regulatory and Administrative Frameworks

Pursuant to Section 20 of the Nigerian 1999 Constitution, the state is empowered to protect and improve the environment and safeguard the water, air, and land, forest, and wildlife of Nigeria. The power to regulate all environmental matters in Nigeria is vested in the Federal Ministry of Environment (FMEnv) – a mandate that previously rested with the now defunct Federal Environmental Protection Agency (FEPA) set up by Federal Act 88, of 1988.

The applicable environmental laws include the Environmental Impact Assessment Act No. 86 of 1992; the National Guidelines and Standards for Environmental Pollution Control in Nigeria (March 1991); the National Environmental Standards and Regulations Enforcement Agency (establishment) Act 2007 (NESREA), the Land Use Act 1978 (modified in 1990); the Forestry Act 1958; and the National Agricultural Policy 1988.

2.4.1 National Policy on Environment

The national policy on environment, 1989 (revised 1999), provides for "a viable national mechanism for cooperation, coordination and regular consultation, as well as harmonious management of the policy formulation and implementation process which required the establishment of effective institutions and linkages within and among the various tiers of government – federal, state and local government". The defined guideline and strategies provide for the effective management of the environment in the following 14 major areas:

Human population; Land use and soil conservation; Water resource management; Forestry; Wildlife and protected areas; Marine and coastal area resources; Toxic and hazardous substances; Energy production and use; Air pollution; Noise pollution; Toxic and hazardous substances; Recreational space; Greenbelts movements; and Cultural property.

2.4.2 National Environmental Impact Assessment Act 1992:

National EIA Act 1992, Clause 2 provides that public or private sector of the economy shall not undertake or embark on or authorize projects or activities without prior consideration of the effects on the environment. The act makes an EIA mandatory for any development project, and prescribes the procedures for conducting and reporting EIA studies. As part of the effective utilization of the EIA tool, the ministry has produced sectarian guidelines.

2.4.3 NESREA Establishment Act, 2007.

The National Environmental Standards and Regulations Enforcement Agency (NESREA) has responsibility for the enforcement of the environment regulations and biodiversity conservation, including coordination and liaison with relevant stakeholders within and outside Nigeria on matters of enforcement of environmental standards, regulations, rules, laws, policies and guidelines.

The following NESREA National Environmental Regulations are considered relevant in this study:

- National Environmental (Construction Sector) Regulations. 2011;

- National Environmental (Desertification Control and Drought Mitigation) Regulations. 2011;
- National Environmental (Surface and Ground Water Control) Regulations. 2011;

2.4.4 National Guidelines and Standards for Environmental Pollution (March, 2001):

The National Guidelines and Standards for environmental pollution control in Nigeria (March, 2001) is the basic instrument for monitoring and controlling industrial and urban pollution.

2.4.5 National Waste Management Regulations of 1991

This regulation which is updated under the National Environmental (Sanitation and Waste Control) Regulations 2009, S.I. No. 28 mandates the collection, treatment, and disposal of solid and hazardous waste from municipal and industrial sources. It provides the legal framework for the adoption of sustainable and environment friendly practices in environmental sanitation and waste management to minimize pollution.

2.5 State Legislations

2.5.1 State Environmental Protection Agency (SEPA)

The State Environmental Protection Agency (SEPA) is created to back up the mandates of FMEnv at State level towards the objective of protecting public health and safety, and to restore and enhance environmental quality and efficient implementation of environmental programs. The SEPA therefore gives direction to all issues concerning the environment, monitor and control pollution and the disposal of solid, gaseous and liquid wastes generated by various facilities in the states.

2.6 AGILE Institutional Arrangement

Federal Level Coordination: The National Project Coordinating Unit (NPCU) is responsible for the overall coordination of the AGILE project activities. The NPCU provides oversight on behalf of the Federal Ministry of Education and provide updates on project development to the Federal Ministry and the World Bank. The NPCU has an Environmental and Social Unit which coordinates E&S compliance across all project states.

State Project Implementation Unit: The SPIU is established at the state level and is responsible for day-to-day project implementation activities, including procurement, disbursement, financial management (FM), and monitoring and evaluation (M&E) and environmental and social risk management. The PIU reports directly to the Permanent Secretary and Minister on issues related to project implementation through the State Project Coordinator. To ensure environmental and social management compliance prior to and during project implementation, the PIU ensures responsibility through its Environmental and Social Unit.

CHAPTER THREE

PROJECT DESCRIPTION

The AGILE Project is a World Bank assisted project of the Federal Ministry of Education geared at improving secondary education opportunities for adolescent girls aged between 10 and 20.

Adolescent girls in Nigeria are generally faced with challenges that prevent them from accessing and completing secondary education due to socio-cultural, financial constraints, and infrastructural deficits. Adolescence is the phase of life between childhood and adulthood, from ages 10 to 19. It is a unique stage of human development and an important time for laying the foundations of good health. Adolescents experience rapid physical, cognitive and psychosocial growth.

The AGILE Project is meant to improve secondary education opportunities in the implementing states by tackling these challenges, thus making education more appealing to adolescent girls, parents, communities, and institutions**.**

Component 1: Creating Safe and Accessible Learning Spaces

This component focuses on addressing supply-side constraints in education by increasing security measures, improving accessible infrastructure, and implementing energy-efficient systems. It emphasizes constructing climate-resilient schools, supporting infrastructure upgrades, and ensuring community and school ownership in project implementation.

Subcomponent 1.1: Creating New Safe Learning Spaces in Secondary Schools The project plans to construct **478 new climate-resilient secondary schools** (239 junior and 239 senior secondary schools) in 11 states. These schools will feature:

- Classrooms with sufficient lighting, ventilation, solar power, and furniture.
- Gender-separate WASH facilities and security measures like fences.
- Climate-resilient designs, incorporating flood control, energy-efficient devices, and low-carbon materials.

Junior secondary schools (JSSs) will involve community-led construction by School-Based Management Committees (SBMCs) with technical support, while senior secondary schools (SSSs) will be constructed by specialized state project teams. Each participating state will recruit and deploy **6,336 teachers** (50% female) for these schools.

Subcomponent 1.2: Improving Existing Infrastructure in Secondary Schools This involves renovating dilapidated schools, providing additional security, and integrating climate-resilient features. Renovation grants vary based on enrollment and condition:

- Small schools (≤200 students)
- Medium schools (200-500 students)
- Large schools (>500 students)

SBMCs will lead management with state-level oversight for substantial renovations.

Component 2: Fostering an Enabling Environment for Girls

This component drives community support for girls' education through awareness campaigns, life skills training, digital literacy, and financial incentives.

- **Subcomponent 2.1**: Promotes behavioral change through advocacy and engagement with traditional leaders.
- **Subcomponent 2.2**: Offers life skills training, second-chance education, and digital literacy, including access to STEM and climate resilience programs.
    - **2.2.a Life Skills Training**: Equips girls with reproductive health knowledge, climate awareness, and livelihood skills, tailored for both in-school and out-of-school girls.

- **2.2.b Digital Literacy Training**: Provides climate-resilient hardware, advanced digital skills, and STEM training, fostering innovation and supporting remote learning.
- **2.2.c Second-Chance Opportunities**: Offers literacy, vocational training, and re-enrollment campaigns for out-of-school girls in economically disadvantaged areas.

- **Subcomponent 2.3**: Provides financial assistance to the poorest households, encouraging girls' education while linking support to attendance and performance criteria.

Component 3: Project Management and System Strengthening
This component strengthens governance for sustainable education initiatives and ensures efficient project monitoring.

- **Subcomponent 3.1**: Provides technical assistance for policy development, data collection, teacher management, and climate-responsive education strategies.
- **Subcomponent 3.2**: Supports federal and state governments in coordinating and evaluating project performance.

3.1 Description of the Proposed Intervention.

3.1.1 Central Layout Aspects Throughout the Renovation/Planning Process:

The rehabilitation works will be carried out in accordance with the submissions made by each of the affected schools as captured and approved in the School Improvement Plan (SIP). The School Based Management Committees (SBMCs) will be responsible for the rehabilitation activities and will make use of local contractors/artisans. These rehabilitation works will be carried out in phases.

- ✓ Repair of cracked walls (including painting), dilapidated floors, doors, windows, and leaking roofs/ceiling works for classrooms and administrative blocks in all the 367 schools.
- ✓ Renovation of WASH facilities including toilets (with ramps) and provision of portable water (drilling of borehole with overhead storage tanks in all the 367 schools.
- ✓ Channelization of water flow to prevent erosion.
- ✓ Procurement of furniture including chairs, desk, tables, etc. in all the 367 schools.
- ✓ Provision of perimeter fence in some selected schools.

Ceiling & Roof works
Construction when school or other activities are in session, a safety plan must be in place to protect students, parents and faculty. There are many dangers involved with construction. the proposed roof covering is 0.55mm oven baked coloured long span corrugated aluminum sheets. The benefits of using the corrugated aluminum sheets includes being lightweight (this reduces the overall roof-weight on the structure), anti-rust properties, and properties to withstand unfavorable weather conditions such as storms & torrential rainfalls. Roofing trusses will be made of sawn treated hard wood timber (these materials will be sourced from approved construction materials markets or licensed vendors within the communities or in Sokoto state.

PVC ceiling panels of 200mm x 5950mm is proposed for the ceiling activities and is proposed to be joined with clips and tacking nails.

Walls and paintings

Proposed civil works for cracked or dilapidated walls will be carried out using cement blocks, with plastering of 12mm thick cement-sand plaster, with finishing using two coats of acrylic paint.

WASH Facilities
WASH facilities to be provided include drilling of boreholes to service the schools and rehabilitation of toilets. Solar-powered boreholes with overhead storage plastic tank of 5000L are proposed for each school and reticulation to

toilets and discharge points will be done using high-density polyethylene (HDPE) pipes. With respect to the toilet rehabilitation, this will involve repairs and upgrade from the traditional pit latrinesystem to water system.

3.1.2 Design Recommendations

Only non-toxic building materials will be used for civil works. Chemical exposures such as lead, mercury and polychlorinated biphenyls (PCBs), asbestos from building materials is strictly prohibited. Furthermore, materials should be sourced from approved construction materials marketsor licensed vendors within the communities or in Sokoto state

i. Access ramps should be constructed to all buildings to be rehabilitated with attached railings for support. Special toilets/support facilities such as grab bars, wheelchair parking space etc., should beincluded for People with Disabilities.

ii. Include the use of Ultraviolet (UV) disinfection system as part of the water filtration system in the design for the borehole system. Another option is chlorination which is most commonly used in Nigeria as part of the borehole filtration system, this will help prevent the growth of micro-organismsin the tanks, in addition to the periodic (half yearly) sludge removal and washing of the tanks duringthe operation phase.

iii. The minimum allowable distance between the septic tank and borehole water according to WHO standard is 18 meters (WHO, 2016). This is to reduce the risk of the potential source of contamination from the septic tank. Also, the borehole should be upstream of the septic tank.

iv. Based on the recommendation by State Environmental Protection Agency for the rural areas, the project might consider using hand pump as opposed to solar due to issues of theft and vandalism of the solar panels.

v. For rural areas the project should consider gender-sensitive VIP toilets (a mechanically operated toilet system) with the following benefits: Requires small amount of water to flush, Child-friendly, Smell-free, Modern, Easy to clean, Easy to install and use.

vi. Planting of trees: tree planting within the school vicinity to serve as windbreakers and carbon- sinks for carbon sequestration should be carried out. Furthermore, trees help reduce the levelof exposure to direct UV during school hours. However, consideration should be given for treeswith less tap roots so as not to threaten foundation of nearby buildings.

3.1.3 Climate Change Considerations.

- ***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 CO2 will be avoided.

- ***Solar panels*** are recommended as source of renewable energy for the buildings and boreholesas part of resilient infrastructure and emission reduction strategy (though where this is not feasible due to security/theft other options such as mechanical can be used)

- ***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

- ***Eco-friendly school construction material:*** Only non-toxic building materials will be used forconstruction. Chemical exposures such as lead, mercury and polychlorinated biphenyls (PCBs), asbestos from building materials is strictly prohibited

- ***Waste management:*** Separating, reducing, reusing, recycling of waste will be considered for managing school waste, in order to find ways to get rid of school waste with the least negativeeffects on the environment

- ***Sorting and Recycling of waste***: Some essential recycling programs can be developed toeducate staff and students
- ***Eco-clubs*** will be formed in schools to empower teachers and students to participate and takeup 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 arecycling area
(iii) tree planting and vegetation of areas

3.1.4 Project Beneficiaries

The project will impact positively in the lives of many people most especially the girl child, women and the education sector in general. The direct project beneficiaries are adolescent girls in the participatingstates, indirect project beneficiaries will include boys and communities. Specific beneficiaries will include:

Adolescent girls especially from disadvantaged and poor families, Secondary schools across the participating states with boys as indirect beneficiaries, Residential Youths in the participating states, Female teachers, Federal and State Ministries of Education, State Universal Basic Education Board (SUBEB), Families of participating Girls and the host communities and Vulnerable and students with disabilities.

3.2 Associated Project Activities

Other associated activities include site clearing, staging areas, and material sourcing. Table 3.1 below shows the various proposed project activities and staffing at the pre-rehabilitation, rehabilitation and operation phases of the project.

Table 3.1: Project activities & facilities

N o	Project Phase	Activities	Labor / Staffing	Support Facilities	Timeframe
1.	Pre-Rehabilitation	• Site marking and pegging, • Site clearing • Mobilization of equipment and workers to site • Establishing of staging area and campsite	• Skilled labor (estimate of 2x367 sites = 734nos • Unskilled Labor (estimate of 2x367= 73 nos)	• Staging Area for workers' equipment • Campsite (accommodation for workers) • Portable water and Sanitary Facilities including male and female toilets • Personal Protective Equipment (PPEs) • First Aid kits	2 weeks
2	Rehabilitation	• Partial demolition • Installation of traffic signage and cautions on site • Repairs of facilities: classrooms, toilets, labs etc. •Demobilisation from site ✓ Removal of construction equipment; ✓ Disposal of construction waste in general ✓	• Skilled labor (estimate of 2x367 = 734nos) • Unskilled labor (estimate of 3x367=1,101nos	• Staging area • Campsite • First aid kits (1 kit would serve 10 staff) • Construction water an materials • Sanitary Facilities (male and female toilets • PPEs	3 1 2 months

N o	Project Phase	Activities	Labor / Staffing	Support Facilities	Timeframe
		Dismantling of staging area and exit from campsite		• Portable water for workers, food and security	
3	Operation and Maintenance	• Academic and school activities • Building maintenance • Maintenance c WASH facilities and sewage management	• Skilled labor (estimate 1 x 367 = 367 nos) • Unskilled labor (estimat 2 x 367 = 734 nos)	• Water for WASH facilities • Maintenance Worksh • Maintenance equipment	Routinely duri operation phase

3.3 Material Sourcing

Materials for the rehabilitation works shall be locally sourced by the SBMC. Materials such as cement, sand, stone, gravels, roofing sheets, wood, iron rods, aggregates shall be purchased by the SBMC from existing materials markets in the state. The SMBC will identify and source water externally in collaboration with the Sokoto State Water Board (SSWB), outside the school environment to avoid competition for water resources with students and staff. The SBMCs will ensure that wood is not sourced from protected forest areas/ nature reserves or vendors associated with such practices, rather they will purchase from licensed vendors/ sites. The SPIU will ensure this is clearly included in any agreement. The SBMCs will also not be permitted to source sand from un-reclaimed borrow pits.

CHAPTER FOUR

DESCRIPTION OF PROJECT ENVIRONMENT

This chapter describes the existing environmental and socio-economic conditions of the project affected communities which constitutes all the 23 Local Government areas of Sokoto State (The project area). Similarly, the AGILE's Terms of Reference (ToR) which described the scope of work, objectives, and baseline data requirements as well as the assessment tools for the ESMP as provided by the World Bank Group were adhered to in sampling, data collection and stakeholder engagement. Thus, the project focusses primarily on the 367 schools under the Schools Institutional Grant.

4.1 Study Approach and Methodology

The methodology adopted for the preparation of this ESMP involved the following stepwise approaches:

Desktop Review: A desktop review was conducted to examine previously prepared literature, documents, and reports, including the Environmental and Social Management Framework (ESMF), Project Appraisal Document (PAD), Project Implementation Manual (PIM), Environmental and Social Screening Report for the proposed works, and other relevant documents.

Pre-survey Plans/Groundwork: Surveys were planned by setting clear objectives, selecting appropriate indicators, and developing a survey methodology. This phase involved engaging stakeholders, conducting site reconnaissance, planning logistics, and securing necessary permits to facilitate the smooth execution of surveys.

Baseline Survey: A baseline survey was conducted to gather initial environmental and social data, providing an understanding of existing conditions. This data helped in identifying potential impacts of the renovation project and established a reference point for future monitoring and assessments.

Accordingly. environmental samples including soil, groundwater, air quality and noise were collected from 14 points (schools) in each of the 6 zones except Gwadabawa zone where 24 schools were sampled. This gives a total of 94 schools sampled for the exercise. At each point, soil samples were collected at both surface (0-15cm) and sub-surface (15-30cm) using a soil auger, hand trowel and plastic buckets. These samples were stored in polythene bags and labelled for laboratory analyses. In the same vein, surface water samples were collected in 7 points including Sokoto North, Gwadabawa, Shagari, Wamakko, Silame, Wurno and Kware. Altogether, a total of 447 environmental samples were collected and analyzed.

Biophysical Survey:

Water Quality Measurements: Surface and groundwater samples were analyzed for parameters like pH, turbidity, dissolved oxygen, and pollutant levels to assess potential impacts on water resources.
Vegetation Index Measurements: Techniques such as remote sensing or field sampling were used to assess vegetation health and biodiversity, ensuring that the project would not disrupt critical ecosystems.
Carbon Sequestration Measurements: The ability of local vegetation to store carbon was measured to assess the renovation's impact on carbon balance and climate change mitigation efforts.

Socioeconomic Survey:

Household Survey: Data was collected on the livelihoods, income levels, and social dynamics of affected households to assess the renovation's impact on local communities.
Community Survey: Broader community engagement was carried out to understand collective concerns, expectations, and the potential benefits or challenges presented by the project.
Focused Group Survey: Discussions were held with specific interest groups (e.g., women, youth, or local businesses) to gather in-depth insights on social impacts and potential mitigation strategies.

Data Management: Collected data was organized and stored securely, ensuring easy accessibility for analysis. Software tools were utilized for data cleaning, processing, and conducting integrity checks to maintain a high-quality dataset.

Data Analysis: Both biophysical and socioeconomic data were analyzed to identify potential environmental and social impacts, using statistical and qualitative methods to interpret trends, assess risks, and predict the project's effects on key environmental and social factors.

Report Writing: A detailed ESMP report was prepared, presenting findings from surveys, impact assessments, and proposed mitigation measures. The report includes recommendations for minimizing adverse effects, ensuring regulatory compliance, and promoting sustainable development throughout the renovation project.

4.2 Location of the Project Area

Sokoto State lies between Latitude 11° 31' 53.2" N to 13° 53' 46.3" N and Longitude 4° 07' 58.6" E to 6° 46' 12.6" E. It is situated in the North-western corner of Nigeria and occupies about 33,189.6 km^2 of the 923,770km^2 Nigeria's landmass, representing about 3.6% of the total land of Nigeria. Sokoto State shares borders with Niger Republic to the North, Zamfara State to the East, Kebbi State to the South-East and Benin Republic to the West (Figure 4.1).

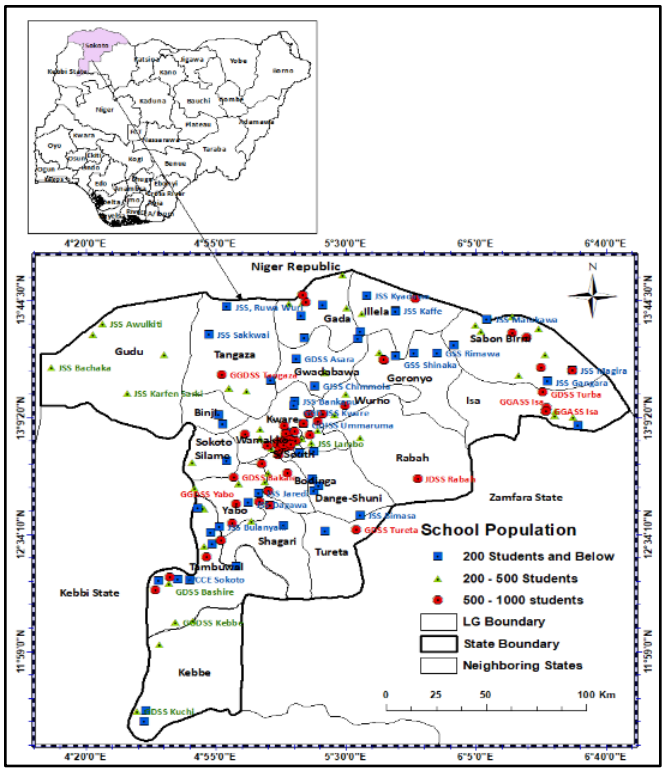

Figure 4.1: Distribution of AGILE project schools by population

4.2.1 Population and People/Culture

Based on the 2006 National Population Census (NPC), Sokoto state has a projected population of 3,598,402 which was projected to be 5,618,640 people in 2022. Average household size in the state is 7 people, though this can reach about 12 in rural areas. The population is made up of two ethnic groups namely, Fulani and Hausa. Hausa people in the state are made up of Gobirawa, Zamfarawa, Kabawa, Adarawa and Arawa. The Fulani's on the other hand are of two main groups; the town Fulani (Hausa: *Fulanin Gida*; Fula: *Fulɓe Wuro*) and the Nomads. The former includes the Torankawa, the clan of Shehu Usmanu Danfodiyo, Sullubawa and Zoramawa. The Torankawa are the aristocratic class since 1804.

Culturally the state is homogeneous and the people are predominantly Muslims with Islamic mode of dressing. Two major festivals namely, Eid-el-Fitri and Eid-el-Kabir are celebrated in the state every year. The former marks the end of the Ramadan fast, while the latter features the slaughtering of rams in commemoration of an act of the Islamic prophet Ibrahim (the Jewish patriarch Abraham). Traditional wrestling (Kokawa) and boxing (Dambe) are the two sports enjoyed by the Hausa while the Fulani and the Sullubawa entertain themselves with Sharo and Doro respectively. Important visitors to the state are usually treated to the grand or mini durbar, an event involving the parade of heavily decorated horses and camels mounted by men in full traditional military and cultural attire.

4.2.2 Climate, Soils and Vegetation

The climate of Sokoto State is the tropical wet and dry (Koppen's Aw) type which is generally semi-arid (Ayoade, 1977). The rainy season lasts from June to October while the dry season lasts from November to May (Belda et al., 2014). The mean annual temperature ranges between 21.05 °C and 33.47 °C (Akumaga et al., 2017) while rainfall ranges between 508mm in the driest part to more than 1016mm in the wettest part (Sanni et al., 2012). The warmest months are February to April, where daytime temperatures can exceed 40 °C. The highest recorded temperature is 45 °C while rain showers rarely last long and are a far cry from the regular torrential showers known in many tropical regions. The harmattan, a dry, cold and fairly dusty wind is experienced in the state between November and February.

The soils are generally leached, ferruginous consisting of silt and sand with hydromorphic soils found in the riverine areas (Swindell, 1986). Vegetation on the other hand is comprised of the Sudano-Sahelian type with short, feathery grasses and some spiny woody species in the north and the Guinea Savannah type characterized by scanty deciduous trees, herbs, shrubs and grasses in the south (Nsangu, 2009).

4.2.3 Geology and Hydrology

Most of Sokoto State fall within the extensive Iullemmeden basin, also called the Sokoto basin of Northern Nigeria (Adetunji & Kogbe, 1987). The basin is generally a gently undulating plain, occasionally interrupted by low mesas with an average elevation varying from 250 to 400 metres above sea-level, (Kogbe, 1981) and thickness of up to 1200m at the frontiers of Niger Republic (Emujakporue et al., 2018). This basin covers an area of about 800 000 km^2, extending from Southern Algeria, through Mali, Republic of Niger and northern Benin Republic to North-western Nigeria (Toyin et al., 2016). The various geological formations in the state are shown in.

Gwandu Formation

The Gwandu formation at the northern and western part of the state are thick series of deposits consisting predominantly of red and mottled massive clays, with sandstone intercalations. The mudstones often show a nodular structure with nodules suggestive of local turbulence in the depositional environment.

The Kalambaina and Dange Formation

The Kalambaina Formation consists of marine white, clayey limestone and shales. The thickness of the formation is quite variable, because of the subsurface dissolution of the limestone. The maximum thickness in the boreholes is over 20 m, but usually only about 12 m of section is exposed in the quarry. The formation is rich in invertebrate fossils, mainly echinoids, corals, nautiloids, lamellibranchs and gastropods.

The Dange Formation forms the base of the Sokoto Group of sediments of Late Paleocene age. This formation is found in the central parts of the state and consists of slightly indurated bluish-grey shale, interbedded with thin layers of yellowish-brown limestone. In surface outcrops, the maximum thickness of the formation is about 22 m near Sokoto, but in subsurface wells, it attains a thickness of over 45 m.

Gundumi Formation

The Gundumi Formation at the northern and western part of the state lies unconformably on the basement and consists of basal conglomerates, and gravels with sand and variegated clays increasing upwards; the maximum thickness is about 350 m. The type of section and type locality of the Gundumi Formation are at Dutsin Dambo.

4.2.4 Topography

Sokoto State is located in the Sahel region, surrounded by sandy savannah and isolated hills. The topography) of the area is dominated by the Hausa plain of northern Nigeria which is generally a plain and undulating landscape with occasional hills. The area is underlain by a sequence of semi-consolidated sedimentary rocks, frequently broken by capped hills of resistant, laterite or ironstone crusts usually less than 150ft high (Anderson & Ogilbee, 1973).

The drainage consists primarily of many ephemeral and seasonal rivers with few perennial ones in a rather dendritic pattern (Paul & Bayode, 2012). However, the major rivers draining the area are the Rima and Sokoto rivers which flow into River Niger and subsequently into the Atlantic Ocean (Adelana et al., 2003).

The vast irrigable land of the Sokoto-Rima River systems dissects the plain and provides the rich alluvial soil fit for a variety of crop cultivation in the state. There are also isolated hills and mountains scattered all over the state.

4.3 Baseline Data Gathering

Baseline environmental data was collected from sampled communities which include the following: Climate, Soil, Air quality and noise level, Surface and groundwater, Flora and fauna, Socio-economic and health.
Data collection and reporting has been grouped into the six educational zones of the state: Bodinga, Gwadabawa, Goronyo, Sokoto North, Sokoto South and Yabo. This is for ease of reporting and to improve categorization and referencing.

4.3.1 Climate Data Collection

Climatic data for 20 years (2000 – 2020) was obtained from Nigerian Meteorological Agency (NiMet). The climatic parameters of interest were rainfall, temperature, relative humidity and wind speed for the state.
The climate of the area is generally the wet and dry tropical type. This is the Koppen's Aw climate which Ayoade (1977) described as semi-arid. The rainy season in the area lasts from June to October while the dry season lasts from November to May (Belda et al., 2014). The mean annual temperature ranges between 21.05 °C and 33.47 °C (Akumaga et al., 2017) while rainfall ranges between 508mm in the driest part to more than 1016mm in the wettest part (Sanni et al., 2012).

4.3.2 Temperature

Temperature varies markedly on daily and seasonal scales with the mean daily temperature ranging between 36°C and 40°C but reaching about 44°C during the months of April and May when the area experiences the hot season (Anderson & Ogilbee, 1973). Conversely, the mean daily temperature drops to less than 17°C during the months of November to March when the area experiences the cold or harmattan season which is associated with dust-laden and cold winds blowing from the northeast (Paul & Bayode, 2012). Diurnal temperatures range between 21-27°C (Adela et al., 2003) while mean annual temperature ranges between 21°C and 33°C (Sanni et).

4.3.3 Rainfall

The area is influenced by two contrasting air masses: – the Tropical Maritime air mass (mT) which is warm, moist and blows from the Atlantic and the Tropical Continental air mass (cT) which is cold, dry and blows from the hinterland. The movement of these air masses determine the position of the Inter Tropical Discontinuity (ITD) and hence, the onset and cessation of rainfall in the area. Rainfall varies in duration, frequency and intensity across the area (Paul & Bayode, 2012) with many days seeing no rain (Swindell, 1986). The dry season is long and usually lasts from October to May while the rainy season is short and lasts from June to September (Graham et al., 2006). The mean monthly rainfall is highest between July and September while mean annual rainfall ranges from 110 mm to 160 mm.

4.3.4 Relative Humidity

Due to low rainfall and relative dryness, relative humidity of the area is generally low throughout the year. The mean annual relative humidity in the area is 45.4%. In recent years however, this has risen to 50.7% in 2019 and 50.9% in 2020. This may not be unconnected with the increased amount of rainfall received in these years.

4.3.5 Wind speed and direction

In the project area, wind predominantly blows towards the Northeast direction. The pattern, direction and speed of wind in the area however, varies with the seasons and time of the day. Wind speed is higher from November to July but the average annual wind speed is 81km/h.

4.3.6 Soil Condition

The soils in the state are sandy to loamy in texture with some patches of clayey subsoil. They are generally leached, ferruginous consisting of silt and sand with hydromorphic soils found in the riverine areas (Swindell, 1986). It could therefore be said that the soils are good for agricultural purposes but more nutrients in form of organic and/or inorganic fertilizers need to be applied every year. The physicochemical, major ions and heavy metal content of the soil are presented in the Annex.

4.3.7 Sampling for Ambient Air Quality and Noise

Real-time air quality evaluations were performed at 14 selected schools' each across three educational zones using pre-calibrated digital handheld environmental monitoring instruments, including the Aeroqual 500 Series, Holdpeak Laser Meter, and Noise Meter. The assessments covered both gaseous and particulate pollutants, such as Carbon monoxide (CO), Sulphur dioxide (SO2), Nitrogen dioxide (NO2), Ozone (O3), Particulate matter (PM10 and PM2.5), and Noise levels.

The air quality parameters measured include Carbon monoxide (CO), Sulphur (IV) oxide (SO2), Nitrogen (IV) oxide (NO2), Particulate matter (PM10 and PM2.5) and carbon dioxide (CO2). The sampled schools and their respective geographical coordinates are provided in the Annex XI.

The Air Quality Index of the area was calculated using the following formula in equation 1[1] (USEPA, 2019) and compared with air quality standards.

$$I = \frac{I_{high} - I_{low}}{C_{high} - C_{low}} (C - C_{low}) + I_{low}$$

The concentrations of the ambient air quality parameters measured at the vicinity of the project site and the surroundings were compared with the National Environmental Standards and Regulations Enforcement Agency of Nigeria (NASREA), the World Health Organisation (WHO) guidelines and the United States Environmental Protection Agency (USEPA) guidelines (Table 4.1).

Table 4.1: Air Quality Standards

Parameter	Average Time	NESREA µg/m³	WHO µg/m³	USEPA µg/m³
CO	1 hour	30	30	40
SO_2	24 hours	120	20	0.14 (ppm)
NO_2	24hour	120	200	100 (ppb)
O_3	8hour	100	100	0.070ppm
PM_{10}	24 hours	150	50	150
$PM_{2.5}$	24 hour	40	25	35

Source: NESREA (2021), WHO (2021) and USEPA (2016)

4.3.8 Ambient Air Quality

The ambient air quality within and around the sampled areas are all within the acceptable limits. Though there are schools with high concentrations of particulate matter e.g. Govt. Day Sec. School, Gwadabawa, Govt. Day Arabic Sec. School, Yar'akija, Sokoto and Nana Girls Sec School, Sokoto, their concentrations are still below the prescribed standards of NESREA, WHO and USEPA. These

high concentrations are primarily as a result of automobile movement which raises dust. Also, the schools with these concentrations are located in the towns and close to the highway.

Carbon Monoxide (CO)

The main source of carbon monoxide CO in the atmosphere is incomplete combustion (oxidation) of fossil fuels and other hydrocarbons from road transport and other industrial activities (Kindzierski et al., 2009; EEA, 2013). From Table 4.9, this pollutant was not found in any of the schools.

Sulphur dioxide (SO_2)

From Table 4.10, Sulphur dioxide (SO_2) was not found in the area. This pollutant is primarily formed from the combustion of sulphur containing hydrocarbon fuels usually from the combustion of fossil fuel by electrical utilities, industries and automobiles. Except in Gwadabawa and Bodinga, this pollutant was not found in any of the schools.

[1] Equation 1

where:

I = the (Air Quality) index,

C = the pollutant concentration,

C_{low}= the concentration breakpoint that is ≤ C,

C_{high}= the concentration breakpoint that is ≥ C,

I_{low}= the index breakpoint corresponding to I,

I_{high}= the index breakpoint corresponding to I.

According to the World health Organization (WHO, 1999), prolonged human exposure to sulphur dioxide can cause several health problems such as irritation of the respiratory system, shortness of breath, chest tightness and wheezing among others.

Nitrogen dioxide (NO_2)

Nitrogen dioxide is emitted via the combustion of vehicle engines, power plants, domestic fires and industrial facilities at high temperatures. Prolonged exposure to nitrogen dioxide at very high concentrations can result severe lung damage and other acute respiratory disorders (WHO, 1999). The concentrations of Nitrogen dioxide in all the sample points are well below the regulatory limits set by the Federal Ministry of Environment.

PM10 Particulate Matter (Respirable Suspended Particulate matter, RSPM)

The concentration of PM10 around the project area ranges between 159 to 195 ppm which is below the recommended permissible limits of the Federal Ministry of Environment. PM10 are particulate matter of 10 microns and above (≥10 µm) in aerodynamic diameter. They are otherwise known as respirable suspended particulate matter because they can be exhaled out by human beings.

PM2.5 Particulate Matter (Inhalable Suspended Particulate matter, ISPM)

The concentration of PM2.5 around the project area ranges between 155 to 256 ppm. PM2.5 are particulate matter of less than 2.5 microns (≤2.5 µm) in aerodynamic diameter. They are referred to as inhalable suspended particulate matter because they can penetrate through the upper respiratory track into the lungs.

4.3.9 Ambient Noise Levels

While air quality was measured only once, noise levels were measured three times (Mornings, Afternoons and Evenings) daily for 3 days and the average levels were calculated and recorded in dBA. A UNI-T Digital Odometer (Model UT 353) was used for this purpose.

Noise Levels

Noise level data indicates that noise levels in all the sampled area ranges from 43.2dBA to 74.4dBA which are far below the FMEnv standard of 90 decibels for 8hour period. Noise above this level especially in the early morning and late evening hours may become significant nuisance to the people in the area. However, noise levels are a bit high at GDSS Yar Akija Sokoto and Nana Girls Secondary School Sokoto which are located at the heart of the metropolis where many activities take place. Also, Mal. Yahaya Nizamiya Sec. School, Sifawa, Magaji Rufai Islamiyya Sec Sch, Shagari and Govt. Day Secondary School, Kajiji which are located close to the Sokoto-Jega-Yauri road, which is trunk A, have relatively higher noise levels due to transport noise emissions. The low noise level in the area may not be unconnected with the fact that there are few established businesses in the proposed project area and many schools are far away from prominent noise sources such as transport vehicles and other machines.

4.3.10 Surface and ground water sampling

Surface and ground water were sampled from a total of 17 points, composed of hand dug wells, hand pumps and surface water bodies. Plastic bottles were used for physicochemical water sampling while 15ml McCartney sample containers were used for microbiological sampling

Water Physico-chemical characteristics

The Physico-chemical parameters water analysed and presented in this report include pH, temperature, Electrical Conductivity, Dissolve oxygen, Biological dissolved oxygen, Chemical Dissolved oxygen, Ammonium, Nitrate, Phosphorus, Carbonate, Bicarbonate, Chloride and Total Dissolved Solids (TDS). The results revealed that except for turbidity in the surface water, the water is generally clear and in terms of odour and other physical appearances. However, pH values ranged from 6.2 to 7.66 which shows acidity of the water in the area. The Physico-chemical properties of water in the proposed project area are represented in Annex 10.

The chemical properties of water in the project area, including (Ca2+), (Mg2+), (K+), (Na+), (HCO3), (CO3-), (Cl-), Nitrogen Dioxide (NO3-), Sulphates ion (SO42-) and (NH4+) were also analysed. Results show that all the chemicals were below the acceptable limits/standards set by the Federal Ministry of Environment.

Heavy Metals in water of the project area

The heavy metals analysed and presented in this report include zinc (Zn), cadmium (Cd), iron (Fe), aluminium (Al), lead (Pb), manganese (Mn), nickel (Ni) and cadmium (Cd). Vanadium(V), iron (Fe), Barium (Ba), Cupper (Cu), Nickel (Ni), Lead (Pb), Potassium (K), Magnesium (Mg), Manganese (Mn), Calcium and Sodium. The concentrations of these heavy metals were found to be well below the upper regulatory limits stipulated by FMEnv.

4.3.11 Laboratory Analyses

All samples collected were properly packaged and preserved with appropriate reagents and the recommended temperature of 40℃. These were later transported to the Central Advanced Science Laboratory Complex (CASLAC) of Usmanu Danfodiyo University, Sokoto. CASLAC has been accredited by the Federal Ministry of Environment and the Department of Petroleum Resources (DPR), now the Nigerian Mid-Stream and Downstream Petroleum Regulatory Authority (NMDPRA). The samples were analysed in accordance with established and standard methodologies.

4.3.12 Biodiversity assessment

Sokoto state is relatively homogenous and sparsely vegetated. Hence, the flora and fauna of the state were assessed based on observations, corroborated with interviews with some local people. Trees species in the area and crops cultivated in the low land (fadama) area were assessed and recorded accordingly. The purpose was to establish plants and animal species diversity using the Shannon-Weiner's Index (H) and plants structure (using height, crown cover and diameter at breast height as surrogates). The Shannon-Weiner Index is given as:

$$H = -\sum_{i=1}^{k} \text{pi} \log pi$$

Where:
K = Number of species,
pi = Proportional abundance of the *ith* species

Accordingly, the Shannon-Weiner Index of diversity is denoted as 0 (No diversity), 0.1 to 2.4 (low diversity), 2.5 to 3.5 (moderate diversity) and >3.5 (High diversity). Plant height was measured using Spiegel relascope, Crown Cover was measured from the two diameters of a tree crown running perpendicular to each other while Diameter at Breast Height (DBH,) was measured using a diameter tape. Only plant species of up to 10cm were considered in the survey.

Fauna species are easily noticeable easy to count in the field due to their unique features and sensitivity to environmental changes. Fauna in the state was assessed using a combination of both direct observation and interview with key informants including farmers, hunters and forester who are well acquainted with wildlife present in the area. This is to establish the baseline fauna population, composition and available habitats in the area prior to commencement of the project so that future assessments and/or monitoring can be carried out without difficulties.

Flora

The flora of the state is typically the Sudano-Sahelian type characterized by short, feathery grasses and some spiny woody species which are sparsely distributed. Much of the vegetation, however, has been grossly disturbed due to intensive human activities in the area which impinges negatively on the structure, distribution and general wellbeing of plant species. These include fuelwood extraction, use of plants and herbs for medicinal preparations, expansion of settlements and farmlands, construction activities, hunting of wildlife, grazing and other associated activities.

Except for some vegetation patches and along shelterbelts where Azadirachta indica predominates, the most common tree species are *Adansoniadigitata, Ficus thonningii, Ficus polita, Ficus platyphylla, Mangifera indica, Faidherbia albida, Parkia biglobosa, Hyphaene thebaica, Balanites aegyptiaca, Tamarindus indica, Acacia nilotica, and Adansonia digitata* among others.

Fauna

Most common fauna species in the state are domestic animals such as cattle, sheep and goat, donkeys and camels. Other fauna species in the area are reptiles such as Agama Lizard (Agama agama), Monitor Lizard (Veranus exanthematicus) and Maxwell Duiker (Cephalophus maxwelli), rodents such as Giant Rat (Cricetomys gambianus), Grasscutter (Thryonmys swinderianus and small mammals such as Tree Squirrel (Xerus erythropus. As well as some species of snakes and birds. Bird and rodent species are abundant everywhere since the former occupy a large variety of habitats and have the ability to fly and survive even in human populated habitats. The latter on the other hand, constitute the largest group of mammals both in terms of number of species and individuals because of the variability of their habitats and their adaptability. Notable rodents are Bush mouse (*Myomys dattoni),* Cane rat (*Thryonomys Swinderianus*), Giant Rat (*Cricetomys gambianus*), Grasscutter (*Thryonmys swinderianus*) and Ground Squirrel (*Xerus erythropus*), among others. Other fauna species are domestic poultry including chicken, guinea fowl, pigeons and doves.

4.4 Socio-Economic Studies of the State

4.4.1 Methodology

The socio-economic assessment for this project was geared towards providing the baseline information on the socio-economic status of the people in the project affected communities. The assessment used a mixed method of obtaining information about the communities through a structured questionnaire administered to principals of respective schools and focus group discussions with members of the School Based Management Committee (SBMC).

The survey was administered to the assembly of community members from the LGAs that make up each educational zone. All AGILE School communities were targeted in the questionnaire administration. A total of 902 google forms were administered to the affected communities (targeting 150 responses per educational zone) within the project area with a 100% return (582 females and 320 males). This was also
corroborated with extensive literature study of relevant published and unpublished materials including published EIA reports, textbooks and journal materials. Only participants residents in the communities were administered the questionnaires.

4.4.2 Administrative Setup

The administrative structure of Sokoto State follows from the Governor who has executive power over the affairs of the state. The Governor is guided by constitutions of the Federal Republic of Nigeria as well as members of the State legislative, executive and judicial councils who ensure that policies and programmes in the state are established and executive within the legal and policy frameworks.

The traditional structure is headed by the Sultan of Sokoto who is the Supreme leader of all traditional institutions in the state. He is followed and assisted by the various District Heads and then the village heads of respective communities. Minor conflicts and other social issues in the state such as theft, marriage and divorce, inheritance are usually presided over by the village heads. However, major conflicts are usually referred to the District Heads or the Police for proper investigations and onward referral to the court.

The people in the state are predominantly Hausa/Fulani by ethnicity and Muslims by religion. There are however few non-natives that live temporarily in the area for trading purpose or as workers in the various government establishments in the area. These include the Police, Civil Defense, Immigration officers, staff of NYSC, Orthopaedic Hospital and the Judiciary among others.

4.4.2 Archaeology and Cultural Heritage

There are no World Heritage Sites or areas of cultural importance that would be impacted by the proposed project, nor are there any archeologically sensitive areas. This ESMP spells out appropriate site-specific mitigation measures for any archaeological and cultural relics that maybe found during the project implementation.

Some of the state's cultural activities and archeology are the Sultan of Sokoto's Palace features with interesting modern architecture and is protected by palace guards in their multi-colored regalia. However, its importance goes beyond cultural and artistic merit, it is also a symbol for Nigeria's Muslim Community. Built by Sultan Bello in 1817, it is just a couple of kilometers away from Hubbare, the official residence of the Sultan of Sokoto and one of the

most important historical monuments in the state, attracting hundreds of thousands of visitors annually. Also, near the Sultan's palace is the Sultan Bello Mosque, which dates back to 1808.

The Waziri Junaidu History and culture Bureau in Sokoto has been a rich resource center for researchers, students and scholars since 1973 and contains more than half a million assorted materials and historical treasures. It has also been collaborating with organizations overseas such as the U.S Library of Congress in Washington and the British Museum in London.

Cultural Resources

The survey conducted reveals that there are no known designated historical or archaeological resources within the project stipulated areas, as such, the ESMP spells out appropriate site-specific justification measures and would proffer solutions for any other cultural relics that may be found or arise during the project implementation.

Land Use Pattern

There are three major types of customary land tenure system in the project area (1) individual land ownership; (2) family land ownership; and. (3) communal land ownership. Individual ownership may be for indigenes or for residents of the community. Family lands (as well as individual lands) are inherited from generational relatives. Communities retain family lands which may never be sold. Such family lands are generally retained for communal development and sometimes are rotationally shared among the members of the community for agricultural purposes but are not for sale.

Less than 20% of the land use in the project area is fully developed infrastructurally. The remaining land area is committed to agricultural production of food crops. The crops include; rice, onions, garlic, maize, millet, groundnuts, tomatoes, potatoes, wheat, sorghum, guinea corn, vegetables, etc.

4.4.3 Distribution of AGILE Schools

Figure 4.2 shows representation of data obtained from households in Bodinga, Goronyo, Gwadabawa, Yabo, Sokoto North and Sokoto South, the six educational zones of the Sokoto AGILE Schools' communities, respectively.

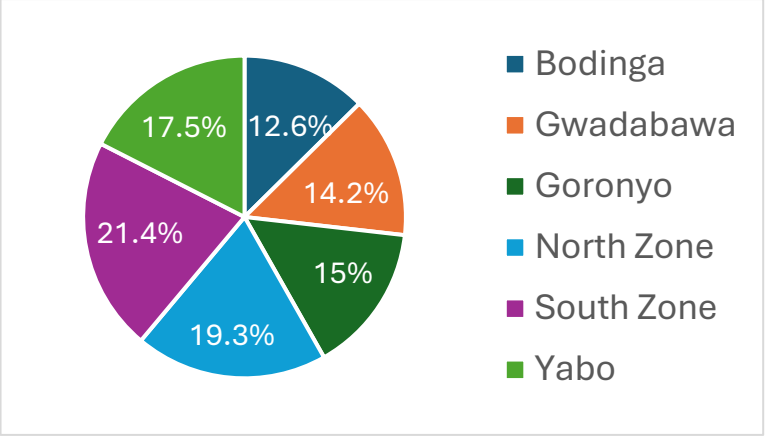

Figure 4.2: Distribution of Sokoto AGILE Schools in the Educational zones of the state

4.4.4 Gender Distribution of Respondents

The survey revealed that 582 of the respondents were males while 320 respondents were females. This shows partial dominance of the male gender in social inclusion in the state (Figure 4.3).

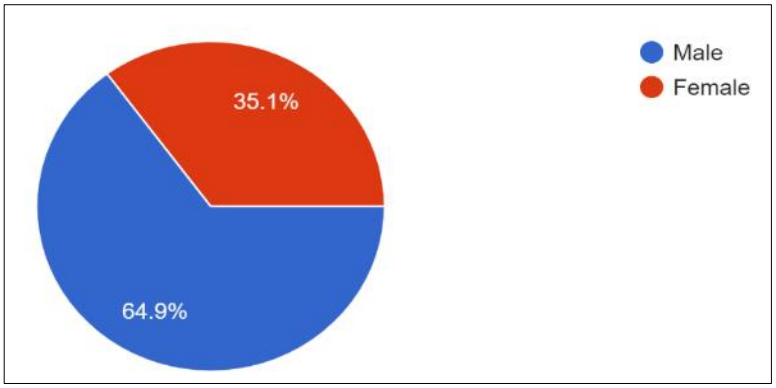

Figure 4.3: Gender distribution of respondents

4.4.5 Age Distribution of Respondents

The age distribution of respondents is presented in Figure 4.4. The figure indicated that the percentage of household members with ages less than 25 years for AGILE Schools' communities in Bodinga, Goronyo, Gwadababwa, Yabo, Sokoto North and Sokoto South is 11 %. About 10.5% of the surveyed households are 50years and above for the six zones respectively. The survey revealed that individuals aged 25-30 make up 17.1% of the respondents, while those in the 31-40 age group account for 34%, and those aged 41-50 represent 27.4%. This data clearly indicates that respondents from the six educational zones are predominantly within the youthful and prime age ranges of 25 to 45 years.

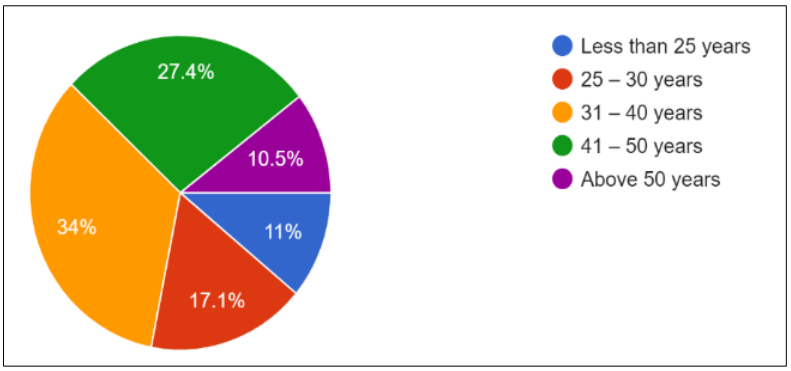

Figure 4.4: Age distribution of respondents

4.4.6 Marital Status of Respondents

The survey data showed that 72% of household members in the Bodinga, Goronyo, Gwadababwa, Yabo, Sokoto North and Sokoto South project communities are married, 22% were single, and the remaining six percentage (16%) were either widowed or separated. This categorically shows that majority of the population are married as such, the project would one way or the other be beneficial to their Children and the community in general (Figure 4.5).

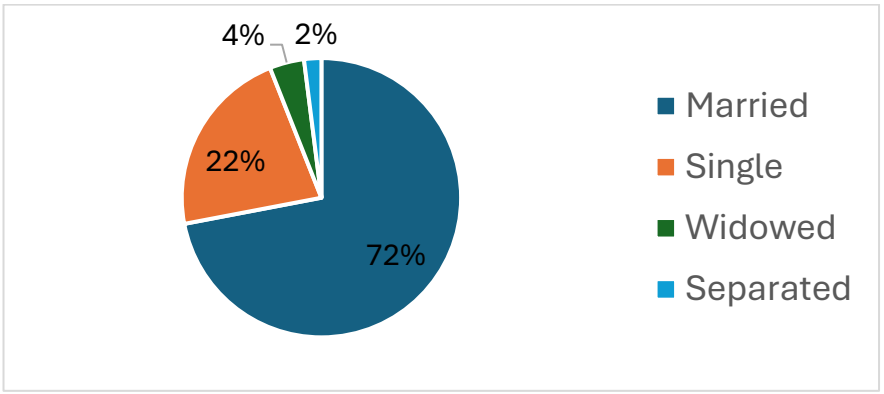

Figure 4.5: Marital Status of Respondents

4.4.7 Household Size

The household size distribution from the survey ranged from a minimum of 2-3 household members which represents 16.4%, household size, with 3-5 members amounting to 32.5, while 35.2% represents household size of 6-10 members and finally 16% give a representation of data obtained from houses with more than 10 house hold members. The study shows that, the maximum number with each household in the six (6) educational zones is between 6-10 household members each (Figure 4.6).

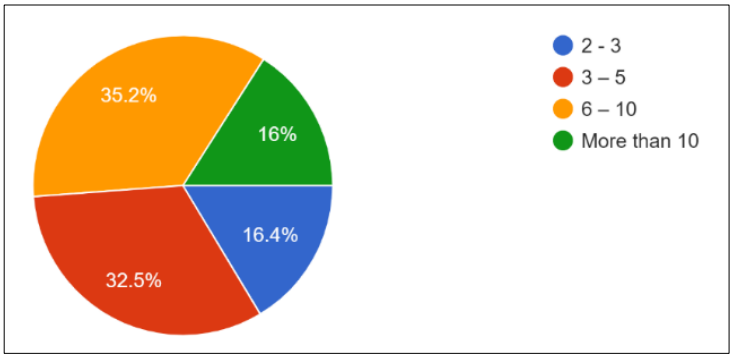

Figure 4.6: Household Size

4.4.8 Educational Attainment

The survey responses indicated the population of schooling age who attained only Islamic Education is 24.1% for the six zones; 10.2% vocational training for the zones, 25.8% attended Secondary school (SSCE), 34.2% attended tertiary institutions and 5.7% attended Primary School.

This presentation indicated that the high literacy level within the household reflective of historical antecedents of education in the areas and also the significantly good number of existing educational infrastructure support within the project area (Figure 4.7).

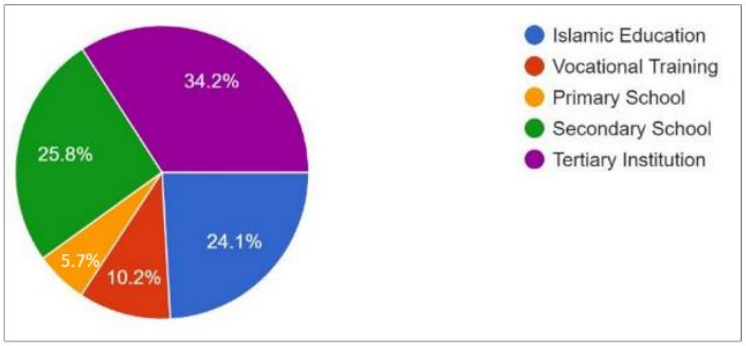

Figure 4.7: Educational attainment of respondents in the six educational zone.

4.4.9 Access to Health Infrastructure

The common perceived diseases within AGILE Schools' communities include; malaria, cough, diarrhea, skin infection, Sexually Transmitted Infections, Typhoid, Anti-natal, cancer, hypertension (Figure 4.8).

The inadequate implementation of government policies, coupled with widespread poverty, has led to the scarcity and poor quality of health facilities in many areas. As a result, residents are often forced to travel long distances to access better healthcare services in nearby towns. In some cases, they resort to seeking assistance from unqualified medical personnel for basic first aid when necessary.

Consequentially, it should be anticipated that there will be increased pressure in the demand for health facilities in the communities resulting from influx of persons during the implementation of this project.

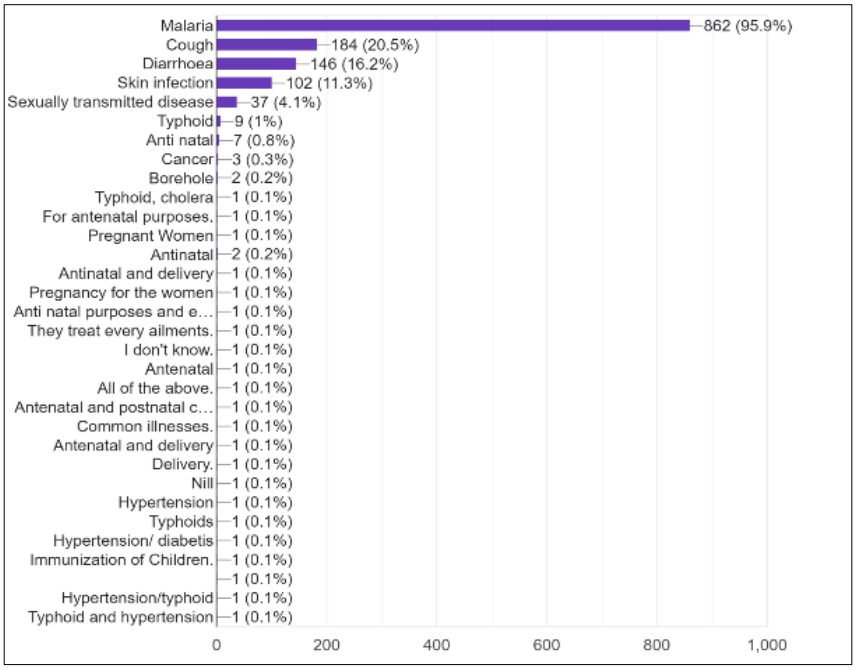

Figure 4.8: Common Diseases in the project areas

4.4.10 Access to Socioeconomic Infrastructure and Security Challenges

The study has shown that socioeconomic infrastructures (roads system, electricity, good schools, health facilities and access to water) in the AGILE Schools' communities are generally in poor state. Public access to government installed public potable water system is non-existent, as such residents have resorted to the use of boreholes and handmade wells. Similarly, generators and Solar panels have gradually replaced national grid because power is generally not steady.

In Sokoto State, security concerns include challenges such as banditry, cattle rustling, and kidnapping, which impact both rural and urban areas, undermining socio-economic stability. Major criminal activities often involve theft, smuggling across borders, and occasional violent clashes. Communal land disputes and litigations are prevalent, driven by competition over agricultural and grazing lands, often exacerbated by unclear land tenure systems. Social vices such as substance abuse and youth unemployment contribute to rising menaces, particularly in urbanized areas. The traditional lifestyle and values rooted in Islamic culture remain strong, fostering community cohesion, but they also face pressures from modernization. Markets in Sokoto are vibrant hubs for trade in livestock, textiles, and grains, although insecurity and poor infrastructure pose challenges to their efficiency and accessibility.

4.4.11 Occupational and Income Distribution of Respondents

The occupational distribution data from the questionnaires indicated that of surveyed households in the AGILE Schools' communities in the six zones of Bodinga, Goronyo, Gwadabawa, Illela, Shagari, Sokoto North, Sokoto South and Wurno 33% are farmers and herders, about 22.3% are traders, 8.9% are Artisan, 21.4% are civil servants, while the remaining fraction of percentage fall under the category of Students, House wife, tailoring and people with no any source of income. Similarly, the survey showed that the main source of income for the households surveyed came from farming and herding across all the communities (Figure 4.9).

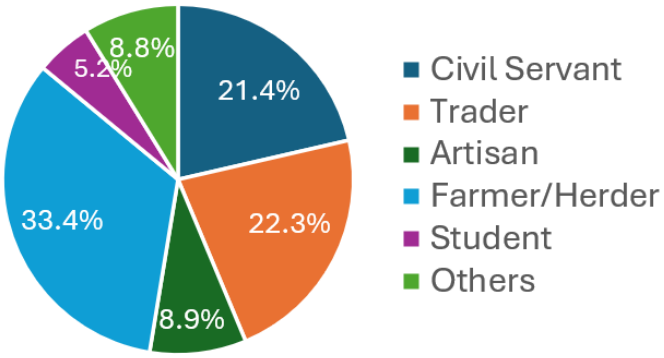

Figure 4.9: Occupation distribution of respondents

4.4.12 Monthly Income

Based on the household income data provided, 17.5% earned less than N10,000 monthly, 17.3% earned between N10,000- N20,000 monthly, 21.5% earned N20,00-40,000 monthly, 22.4% earned N40,000-60,000 monthly, while 15.2% earned N60,000-N100,000 and the remaining percentage earned more N100,000 naira monthly (Figure 4.10).

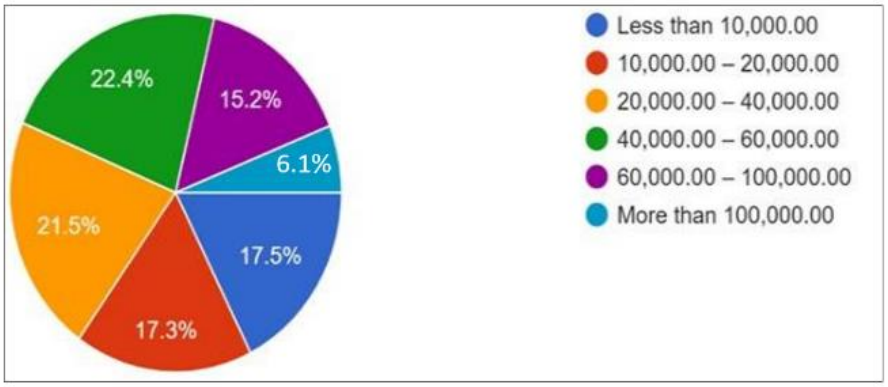

Figure 4.10: Income Distribution of Respondents

Similarly, the data collected on incomes may not be devoid of margin of error. This may be significant considering the confidentiality assigned to issues of income as such, some of the respondents may have grossly inflated data provided with the intent to receive compensations in accordance with incomes indicated in the survey. The data provided could not be independently verified.

CHAPTER FIVE

POTENTIAL IMPACTS AND MITIGATION

The environmental and social risk and impacts of the proposed rehabilitations works were assessed and analysed through the use of a design structured checklist as shown in annex 2. The checklist was administered in each of the project locations, AGILE School communities and consultations with all the relevant stakeholders in each of the sites were held with careful observation of the environment. As such, the checklist and sites observations were helpful in ascertaining and identifying the potential environmental and social risk of the rehabilitations works.

Figure 5.1: Impact Assessment Methodology

The obtained primary data regarding the project was derived through surveys conducted on 6th-16th May 2024. The surveys conducted to collect primary data, Secondary data has an important role in reaching key stakeholders and project-affected people i.e. Adolescent girls, Communities before designing the field study. The information obtained from secondary data enhances the quality of field studies and time efficiency during field studies. This set of data was collected and prepared using Local, Regional, National statistics and project documents.

5.1 Impacts Identification

5.1.1 Definition of Scope and Identification of Impacts

Scoping, in the context of the EIA, is defined as that part of the process that has sought to determine the technical, spatial and temporary scope of the AGILE Schools Project for the purpose of impact assessment. Consultation with AGILE Schools, Communities and the other stakeholders has been critical, response received from stakeholder engagement has provided additional input to scoping of the EIA and has ensured that a transparent and detailed process has been undertaken in the correct context. the results of which have contributed to the manner in which the EIA has been conducted.

Following definition of the scope of assessment, the EIA progressed to impact identification, which sought to categorize the potential impacts to the identified environmental and social resources and receptors. As the Project progresses through a number of Schools, communities and on a number of other settlements, the potential for impacts is investigated in the EIA.

The problems related to the durability of materials and construction assets have deserved special attention due to the evident consequences both in terms of safety and costs arising from inadequate performance over time. Given the high frequency of unfortunate premature failures there is an increased interest to assess the risk of undertaking extended rehabilitation interventions and preventive actions to maintain the integrity of structures over the long-term.

In the rehabilitation of structures this problem is perhaps more acute given the difficulty in resolving problems that normally involve many causes, as well as the uncertainty in the long-term performance.

The task is intended to provide evidence on the current performance of structural interventions. A database was developed integrating all pertinent information allowing a diagnosis of the interventions and from which a risk management plan for the implementation of the interventions can be made. The database provides information about the verification of failures and anomalies, the degree of success of the corrective action and the durability of the structural systems under repair.

5.1.2 Preliminary Impact Identification

Following definition of the scope of assessment, the EIA has progressed to preliminary impact identification. This preliminary identification of potential impacts has allowed the EIA to identify possible Project alternatives (design alternatives), and for mitigation measures to be incorporated into the design of the Project so as to reduce the significance of specific impacts.

Potential impacts, which include potential translocation impacts, have been identified by considering the various Project activities and how the Project might interact with its environmental and social/socioeconomic resources and receptors. Completion of this stage has required a detailed understanding of the various Project activities and an understanding of the pertinent baseline environmental and social/socioeconomic conditions including the results from preliminary surveys.

The identification of all the possible impacts of the Project followed a systematic approach, which included consideration of the following:

- **Project Description** - an analysis of the Project design, Project phases and activities and the processes involved, which has resulted in a clear understanding of the Project activities that have the potential to give rise to impacts

- **Project Scope of Assessment** – the scope of assessment has highlighted the potential environmental and social/socioeconomic components that may be impacted upon during a certain timeframe and over a certain distance

- **Stakeholder Input** – the input of key stakeholders was considered in identifying the potential impacts that are of concern to those parties that may be impacted by the Project

- **Expert knowledge** – expert knowledge from scientists and regulators familiar with the rehabilitation as well as prior experience of Construction engineers and EIA specialists contributed to the preliminary identification of impacts

- **Project/Environment Interactions** - A Project activity/environment interaction matrix was developed, which summarised the possible interactions between AGILE Schools Project, the communities and the needed intervention.

The potential environmental and social sensitivities that may be impacted during the rehabilitation works are presented below.

Table 5.1: Environmental and Social Sensitivities

Environmental Sensitivities	Social Sensitivities
• Air • Noise (Vibrations and sound waves) • Surface water • Soil • Topography • Erosion Sites • Flooding sites • Waste Management	• Air (Odour) • Noise Nuisance • Visual Sensitivity • School and learning activities • Economic and Agricultural activities • Employment • Public Health • Occupational Health and Safety • Transport and Traffic • Religious Activities • Leisure and social activities • Community affairs and Grievance redress

5.2 Impacts Rating

Impacts rating was conducted to gain an understanding of the severity or magnitude of the identified potential impacts. The table presents the magnitude or severity of the effect to the physical and social environment caused by the potential impact of an activity, and the level of sensitivity of the receiving environmental and/or social receptor. Color codes are used to represent the magnitude of the effect of the impacts.

ENVIRONMENTAL RATING SIGNIFICANCE KEY:

Table 5.2 Negative Impacts

SIGNIFICANCE	RATING	Final rating score / value range
Very Significant	Very High	-11 to -16
Significant	High	-7 to <-11
Increasing Significance	Medium	-4 to <-7
Insignificant	Low	-2 to <-4
	Very Low	-1 to <-2

Table 5.3 Positive Impacts

SIGNIFICANCE	RATING	Final rating score / value range
Significant	High	10 to 16
Increasing Significance	Medium	4 to <10
Insignificant	Low	1 to <4

5.2.1 Degree of Significance

Table 5.4 below shows the impact significance with associated impact ratings.

Table 5.4 : Degree of Impact Significance

Impact Significance	Impact Ratings
Major significance (High)	Major Impact (High)
Moderate Significance (Medium)	Moderate Impact (Medium)
Minor Significance (Low)	Minor Impact (Low)
Negligible Significance (Negligible)	Negligible Impact (Negligible)

5.3 Potential positive impacts

The positive impacts are beneficial and will thus not require any mitigation. The following are considered as major positive impacts:

i. Overcrowding in schools will be reduced after completion of construction activities, leading to an improved and conducive learning environment thus reducing pressure on the newly constructed classrooms.
ii. The distance covered by learners from their homes to schools will be reduced,
iii. Socioeconomic: Creation of short- term employment opportunities to local people during construction, e.g. Buka or Mama-put.
iv. There will be income generation to local entrepreneurs through procurement or supply of construction materials,
v. Improve quality and aesthetics of schools' infrastructure,

vi. Generation of revenue to Government and the District,
vii. Increased value and efficient use of government/State/Community land,
viii. Improved resilience to climate shocks (destruction of schools, heat, flooding, etc.)
ix. Renovation of existing toilets and WASH facilities will promote hygiene and sanitation in the schools and thus preventing the spread of diseases such as cholera, diarrhea, dysentery, shigellosis etc. and also leading to retention of the girl child in school.
x. The project GBV awareness, prevention & response activities such as GBV Mapping, signing of the Code of Conducts etc. will support the overall drive for the state in prevention of GBV related issues and provision of a response mechanism for survivors.
xi There would be an increase and improvement in school enrolment.

The proposed rehabilitation works may lead to potential negative impacts, including pollution from inadequate waste management, community health and safety risks such as accidents, and Occupational Health & Safety (OHS) hazards like workplace accidents. Risks of child and forced labor, as well as Sexual Exploitation and Abuse (SEA)/Sexual Harassment (SH) due to the presence of non-local workers, are also noted. Mitigation measures include implementing site-specific waste management, health and safety, and OHS plans, as well as a labor management plan prohibiting child and forced labor. Workers will sign Codes of Conduct to ensure compliance. Details of these measures, along with monitoring responsibilities and associated costs, are outlined in Chapter 7 of this ESMP.

In order to put these measures into practice, an Environmental and Social Management Plan (ESMP) needs to be developed and elaborated. The ESMP is developed to guide all activities of the project concerning the protection of the environment. This plan specifies the nature of the negative impacts, the proposed mitigation measures for these impacts, the indicators in the execution of these mitigation measures, the time period, the responsibilities and the follow-up needed from concerned authorities. Other plans and procedures are developed as part of this ESMP, those include Occupational Health and Safety Plan to deals with occupational health and traffic, Chance Find Procedure to provide appropriate protocol in case a valuable artefacts or culturally valuable materials is found during civil works.

5.4 Potential E&S, Project Activities, Negative Impacts, Rating and Mitigation Measures

There are potential negative impacts that may be triggered by the proposed works. The potential impacts have been presented for environmental& OHS impacts and social impacts by phases as shown in table below.

Table 5.5 Potential Negative Environmental & OHS Impacts and Mitigation Measures

Rehabilitation Works						
Pre-Rehabilitation						
Project Activity	**Potential Impacts**	**Impact Rating**				**Mitigation Measures**
		N	**L**	**M**	**S**	
Mobilization of Construction materials, equipment and vehicles (including heavy-duty equipment)	Pollution of ambient air from increased dust generation from untarred road especially during dry season and vehicular emissions					• Ensure wetting of roads • Retrofit vehicle exhausts with sound-control or sound -proofing devices
	Exacerbate poor road conditions since most of the schools are located in rural environment with untarred roads leading to most of the schools.					Maximize activities during the dry season
	Increased noise levels/noise pollution along affected areas					Sensitize communities about unusual activities. Maximize activities during weekends, holidays
	Increased suspended particles from mobilization of sand to site without the use of trampoline covers for trucks.					SBMCs to ensure the registered contractors are engaged to mobilize materials such as gravels, sand, etc. are carried outusing properly covered trucks
Setting up of staging area for temporary &short-term onsite storage	Minimal loss of vegetation during land clearing and vegetative waste generation					• Limit land clearing to the specific zone needed for the rehabilitation work. Protect all vegetation not required to be removed against damage. Replant or revegetate trees/shrubs with same species. • Liaise with Sokoto State Environmental Protection Authority and other relevant agencies or licensed private waste collector to handle waste properly
Rehabilitation Phase						
Project Activity	**Potential Impacts**	**N**	**L**	**M**	**S**	**Mitigation Measures**
Demolition, Civil Works, Use of Resources, Labor	Increased generation of construction, hazardous, and non-hazardous wastes, including wastewater, waste containers (such as paint buckets, cement bags, nylons etc.)can cause pollution to the environment and public health concerns					• Ensure proper sorting; storage and final disposal of waste, liaise with Sokoto State Environmental Protection Authority or a licensed waste operator. • Implement Waste Management Plan.

	Human waste, indiscriminate defecation or open defecation by construction workers			□		Provision of WASH & toilet facilities for workers
	Risk of surface water pollution from civil works contamination		□			• SBMC/SPIU to avoid tapping or sourcing materials (water) from nearby waterbody/river.
Continuous use and movement/haulage of the Earth moving vehicles to/fro site	Vehicular emissions and fugitive dusts from untarred routes could cause air pollution and eye/respiratory diseases for SBMC workers			□		• Ensure wet operation by wetting roads ply by the Earth moving Vehicles • Retrofit vehicle exhausts with sound-control or sound -proofing devices
	Risk of vehicular accidents for school staff, students, communities and road users		□			SBMCs to collaborate with the Federal Road Safety Corps (FRSC) state command for management of traffic and training of drivers.
Land use – burrow pits	• Land degradation and increased susceptibility to erosion due to excavation of earth materials around and in burrow pits • Abandoned burrow pits may lead to sites for waste dump, breeding sites for communicable diseases		□			All burrow pit areas used should be restored to near its initial state as possible Ensure sourcing of earth materials from registered quarries and licensed construction vendors with appropriate quarry lease to prevent illegal sand mining.
OHS: Civil works, material handling, machinery usage	Workers' accidents such as Injuries, explosions, electrical fires, leakages, falls from height, slips, release of hazardous energy, deaths etc.		□			Submit and implement Occupational Health and Safety Plan (OHSP) see annex 5 for sample
Drilling of boreholes	Risk of aquifer over-exploitation and pollution of ground water resources due to borehole drilling			□		Drilling of borehole should comply minimum specifications, WHO WASH standard on borehole Drilling. 18m distance from septic tanks (WHO), use of sanitary seal. Liaise with SPIU for standard state design and monitoring. Care must be taken in the handling and storage of all drilling fluids, oils, greases and fuel on site.
Operation Phase						
Project Activity	**Potential Impacts**	**N**	**L**	**M**	**S**	**Mitigation Measures**
Continuous usage of classroom, WASH, boreholes and other facilities	Generation of different types of wastes – solid waste, e-waste (such as batteries, ICT equipment, electric cables & fittings etc), sewage, menstrual pads	□	□	□	□	• Segregation and disposal of different types of waste into their respective bins, and the Provision of waste bins that are immovable of different colour for easy identification but can be easily tipped off from down or up. • E-waste to be sent to Material Recovery Facilities/ recycling centers • Sewage to be evacuated periodically
	Poor maintenance of WASH Facilities may lead to damage of facilities and public health issues			□		• Prepare a maintenance schedule • VIP toilets are recommended as opposed to water closets • Attach water points/ boreholes to WASH Facilities.
	Water unavailability may impact cleaning and usage					
Use of Overhead Tanks	The tank could fall and cause accidents.					Tanks should be sturdily mounted
	The tank could also rust and pollute the water produced over time.					• Ensure usage of plastic tanks which should be periodically (half yearly) washed out to remove sludge. • Water filtration system UV/chlorination system should be included as part of the design and construction of the borehole systems.

	Presence of high nitrate content, acidic pH and micro-organisms in water could cause water pollution, disease outbreak and ill-health					Include pH neutraliser in locations with pH anomalies in water samples. Include reverse osmosis filtration system (RO machines) in the design and apparatus for the
						borehole system for schools with values of high heavy metals. The project/Ministry of education are advised against using lead pipes in school projects

*** N: Negligible * L: Low * M: Moderate * Substantial**

Table 5.6: Potential Negative Social Impacts and Mitigation Measures

Potential Social Impacts						
Pre-Rehabilitation						
Project Activity	**Potential Impacts**	**Impacts Rating**				**Mitigation Measures**
		N	**L**	**M**	**S**	
Mobilization of Construction materials, equipment and vehicles (including heavy-duty equipment)	Restriction of access within and around the school during renovation works, including restricted access to classrooms, administrative blocks, etc.					• Adequate sensitization of students and staff of schools, as well as community members of the proposed works • Clearly mark our areas for renovation and use caution tapeswhere necessary.
	Risk of accidents from falls, vehicular accidents, and cuts.					
	Increase in noise levels which will disturb school activities, communities, religious activities. Dust may be generated during the construction of the proposed development.					• Adequate sensitization of students and staff of schools, as well as community members of the proposed works. • Maximize off peak hours for movement and rehabilitation works.
	Grievance from poor recruitment of local labour for semi- & unskilled labour by SBMC.					• Implement the Labor Management Plan in the ESMP including inclusive recruitment, safe work conditions, provisionof basic amenities etc. • Workers should be sensitized on the available grievance redress channels.
	Transactional issues and grievances for burrow pits,campsite, staging areas					• Establish effective GRM in the project areas to enable complaintuptake and redress
Labor Influx - Presence of artisan workersand Followers Setting upof construction staging area for temporary & short-term onsite storage	• Potential for SEA/SH/GBV • Presence of sex workers • Potential for spread of STDs, sexual relations with community members, female students and staff • Abuse of minors • Abuse of cultural norms					• SPIU to sensitize SBMCs, school staff, Community leaders, women group, youth group on GBV prevention and response • SBMC to ensure all workers to be sensitized and sign Code of Conduct (CoC) and zero tolerance for sexual integration with students, staff, community • Provide and distribute referral pathway and directory (GBV Mapping report for the established referral pathway and directoryfor the project).

Potential exposure to insecurity e.g. kidnapping, banditry, etc.	Security Risks: project workers including NPCU, SPIU, Consultants, SBMC workers could fall victim of kidnap, banditry, insurgency, social conflicts etc.			□		Appropriate security measures should be in place to preventharassment or kidnapping of workers.

Potential Social Impacts						
Rehabilitation		**Impacts Rating**				
		N	**L**	**M**	**S**	
Civil works – Block work, wall finishing, painting, flooring, etc.	Community health & safety risks such as accidents especially for school students and community members		□			Implement community health and safety management plan (CHSMP), including adequate sensitization of students, staff and community members; all SBMC drivers must adhere to trafficprotocol of FRSC and road safety rules.
	Fugitive Dust may likely affect the community health & safetyespecially areas with earth-based roads		□			Ensure wet operations by wetting of roads
	Noise: disturbance in a serene environment may affect theirdaily work schedule, psychology and peace of mind		□			Avoid night hours for fleet movement and rehabilitation works
	Obstruction to movement of students, residents and staff		□			Maximize off peak hours such as holidays, weekends for rehabilitation works where feasible
	Disruption of learning activities during civil works such asblock work, roofing, etc.			□		Sensitize students and staff of unusual activity
	Risk of Child Labour which can lead to Violence Against Children and litigation against existing child protection laws		□			Ensure that children and minors are not employed directly or indirectly on the project
Recruitment ofworkers	Unfair and discriminatory recruitment practices which may beexploitative, cause conflicts, potential litigation. Poor terms and conditions of employment which could lead to poor wages, unsafe work conditions, suboptimal welfareetc.			□		• Comply with and implement the Labor Management Plan in theESMP • Workers should be sensitized on the available grievance redresschannels (see chapter 6)

	• Labour Influx: which may lead to conflicts amongst locals and employees; competition for limited resources such aswater, light, materials etc. • Threat to health and safety of locals • Increase in SH/SEA • Abuse of minors • Abuse of cultural norms • Potential for spread of STDs, sexual relations with community members, female students and staff. • Use of illicit drugs					• SPIU to sensitize SBMCs, school staff, Community leaders, women group, youth group on GBV prevention and response • SBMC to ensure all workers to be sensitized and sign Code of Conduct (CoC) and zero tolerance for sexual integration with students, staff, community • Provide and distribute referral pathway and directory (GBV Mapping report for the established referral pathway and directoryfor the project).
Land use – burrow pits	Community health and safety risks from un-reclaimedborrow-pits.					All burrow pits must be reclaimed after use to its original state asmuch as possible
Potential exposure to insecurity risks such as kidnapping, banditry, etc.	Security Risks: project workers including NPCU, SPIU, Consultants, SBMC workers could fall victim of kidnap, banditry, insurgency, social conflicts etc					Implement project Security Management Plan and strategies stated.

Potential Social Impacts						
Operation Phase		**Impact Rating**				
		N	**L**	**M**	**S**	
Continuous usage of classroom, WASH and other facilities	PWD may further be disenfranchised if ramps are not provided in the project design for classes / WASH facilities					Ensure provision of access ramps to buildings and toilets with grabbars.
	Poor maintenance of WASH facilities and other facilities maylead to reduction in the lifespan of the facilities.					• Prepare a maintenance schedule • VIP toilets are recommended as opposed to water closets • Attach water points/ boreholes to WASH Facilities. Also, VIPtoilets require less water than Water Closet • Provide covered waste bins for disposable of sanitary pads/Ministry to provide covered local incinerators in the schools

Increase in enrolment of Students including student with disabilities	Students with disabilities may be discriminated by otherstudents.		□			The SPIU in conjunction with SBMC and Sokoto State Ministry of Education to organize training for students and school staff against discrimination of Persons with Disabilities. Teachers to also be sensitized on the needs and care for Persons with Disabilities
	The number of teachers may be insufficient to cater for the rate of student enrolment, especially female teachers			□		The Sokoto State Ministry of Education to implement strategies torecruit teachers especially female teachers, it shows there more males than females
Operations of facilities and boreholes	Security issues: kidnap of students and school staff			□		• Ensure implementation of security plan to safeguard studentsand staff. • Install flood lights and CCTV cameras as part of security measures to capture movement in and around the schools
	Risk of vandalization & theft of equipment installed such assolar panels, water pumps, etc.			□		
	Untreated water may lead to health risks when consumed			□		• Include PH neutralizer in locations with PH anomalies in water samples. Include reverse osmosis filtration system (RO machines) in the design and apparatus for the borehole system for schools with values of high heavy metals. • The project/Ministry of education are advised against using leadpipes in school projects

5.5 Potential Security and Safety Risks.

The Sokoto State Government has ordered boarding schools' closure outside the Sokoto metropolis over Nigeria's Northwest region's rising insecurity. Some of the schools exempted from the exercise include Sani Dingyadi Secondary School, Sokoto Science College, Sultan Abubakar College, A.A. Raji, Sheikh Gummi Memorial College, Hafsat Ahmadu Bello Girls College, Government T. C. Farfaru, Nagarta College, GTC Farfaru and few more, all of which are in Sokoto metropolis. The remaining are Almajiri schools at Dange Shuni, Wamakko local government and few others. Nigeria's Northwestern states of Zamfara, Kaduna, Sokoto, Kebbi and Katsina have been a hotbed of terrorists' attacks. Over the past few months, education facilities have been increasingly attacked in the region. Analysts argued that the coordinated attacks on education facilities have a ripple effect on the statistics of out-of-school children like adolescent girls in the country, especially in the Northwest, where the bulk of the children can be found. The security of lives and property in the eastern part of Sokoto State appears to have hit an all-time low as undesirable elements now enjoy free reign in killing, kidnapping, and maiming innocent members of the communities. Consequently, fear of the unknown has gripped the affected communities, especially those in Isa, Sabon Birni, Rabah, Goronyo, and Illela local council areas of the state, whose natives have been forced to resign their fate in the hands of God.

This is because the people are completely at the mercy of bandits and other criminal elements now roaming the areas freely and daring anyone or group to challenge them. the cumulative unemployment levels in the school communities resulting from the influx of employment seeking persons to the area will pose its own security risks for both the communities and the security institutions, also the influx of new workers from outside areas to the project area will bring an increase of communicable diseases proportionately increase demand on existing health services and Such movement of persons will increase potential for criminal activities within project communities. The AGILE Schools' project is consequently subject to these threats, against which appropriate security measures are to be identified and deployed. The general principles of risk mitigation were adopted to provide mitigations for the identified AGILE schools' project risks. Generally, the mitigation measures involve the application of people, processes or technology to the risk to reduce the impact or the likelihood (or, ideally, both) of the risk, in order to bring its rating down to below the acceptable risk threshold.

Table 5.7: Mitigation Measures for Assessed Security Risks

S/N	Risk	Assessed Risk Level	Mitigation Measures	Responsible Party
1	Breaches of security into the AGILE schools	HIGH	• Restriction of access to project facilities/office buildings; • Code of conduct for all workers and security personnel; • Surveillance of persons on site • Presence of armed security guards on site; • Provision for controlled and monitored site evacuation; • Liaison with police, local authorities and other stakeholders.	SPIU-ESO;SBMC, Community Leaders; Site Committee; Contractor
2	Kidnapping of citizens and project workers for ransom purposes	HIGH	• Restriction of access to site • Surveillance of persons on site • Presence of armed security guards on site • Citizen awareness on security • Security patrol vehicles • Community vigilante services • Liaison with police, local authorities and other stakeholders;	SPIU-ESO, SBMC Community Leaders; Site Committee; Contractor

CHAPTER SIX

GRIEVANCE REDRESS MECHANISM

6.1 Grievance Mechanism and Procedures

It is for the advantage of the Ministry of Education, Sokoto State Government, AGILE Schools' Communities and the Schools to devise a mechanism through which complaints and disagreements arising from the implementation of the schools' project can be resolved. A Grievance Redress Mechanism (GRM) is necessary in order to prevent and address community issues, reduce exposure to risks and also provide the platform for the optimization of environmental and social benefits of the project. The Federal Ministry of Education has already developed a GRM Manual applicable to the AGILE School project. The grievance procedures consist of the steps that ensure proper documentation of all grievances, a discussion mechanism for hearing and resolving the grievances, and provisions for appeals in the event of dissatisfaction by any affected persons.

The AGILE GRM Manual is intended to guide project beneficiaries, interested parties and project implementation units on how to effectively handle grievances under the AGILE project. The issues considered include: the project's benefit(s) to the stakeholders; potential changes to the routine activities of the stakeholders that might occur due to the project; and the project activities that might cause damage or conflict for the stakeholders. Any issues that may lead to grievances will be addressed through documented mechanism that takes into consideration the cultural and traditional rights of people avoiding as much as possible potential for legal redress mechanism. The specific objective of the mechanism is to facilitate the process and ensure effective and timely grievance resolution thereby reducing the risk of escalation of conflicts and avoiding unnecessary delays. The grievances and remedial actions shall be carefully documented to enhance accountability and reduce liability.

The community traditional land dispute resolution structure currently constitutes the nucleus of traditional resolution of disputes among community members on matters of land. It is therefore wise and advisable that this structure be necessarily retained in the event of any grievance or dispute relating to the ESMP implementation. Inputs from the leadership may also be limited to providing recommendations as to how a specific dispute is to be addressed. Aside from the traditional structure, Figure 6-1 provides a secondary mechanism for grievance resolution using the Grievance Redress Committee (GRC).

The GRM will also help to achieve the following:

•To serve as the open channel for effective communication together with the identification of emerging environmental and social concerns due to the project;
•To prevent and mitigate any adverse environmental and social impacts as a result of any phase of the project;
•Promote harmonious relationship and respect among stakeholders; and,
• Ensure community acceptance of the project.

6.2 Formation of Grievance Redress Committee (GRC)

The objective of the GRC is to respond to the complaints relating to the project in a timely and transparent manner and to provide a mechanism to mediate conflict and cut down on lengthy litigation, which often delays projects. It will also provide people who might have objections or concerns about their assistance a public forum to raise their objections and through conflict resolution, address these issues adequately. The committee will provide ample opportunity to redress complaints informally, in addition to the existing formal administrative and legal procedures.

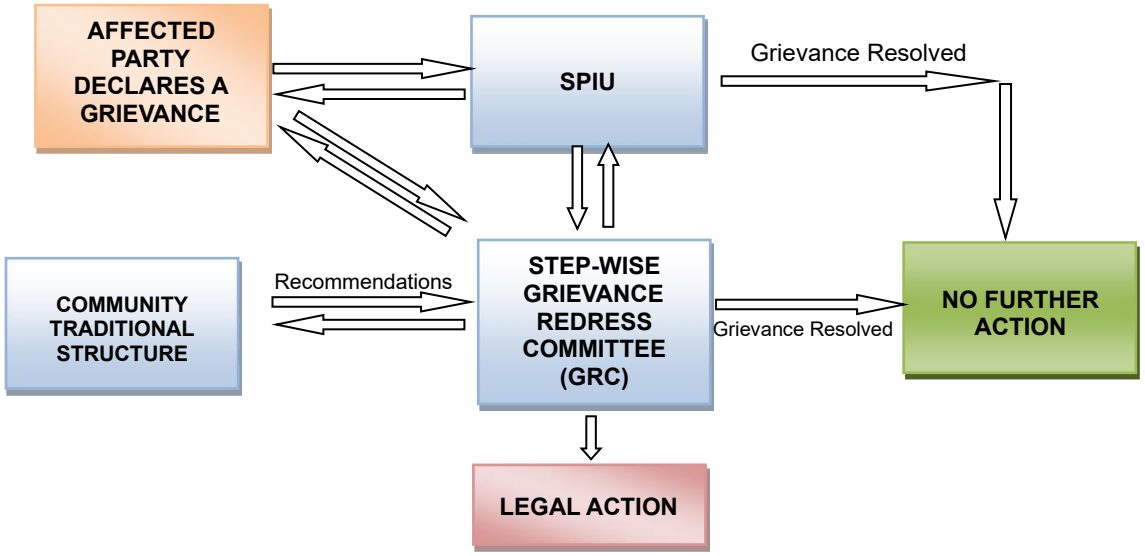

Fig. 6.1: Grievance Redress Procedure

The project will utilize various channels to receive complaints/grievances from project affected persons (PAPs) including workers employed by contractors and stakeholders. The AGILE SPIU shall establish necessary levels of Grievance Redress Committees (GRC) overseen by AGILE for the Schools project to address complaints. The GRC will be set up at the project/community level, the SPIU level and NPCU level. Members of the school communities and stakeholders would be sensitized on the GRM use, process and procedure. Each GRC shall provide specific necessary support and resolution of the potential PAP related grievances in accordance with provisions of this ESMP and the GRM Manual. The Committees will be coordinated as provided for at each level with the compositions of each GRC level comprising as follows:

First Level: Community Grievance Redress Committee (COM-GRC)
The first level of the GRC in the grievance process shall be the community-based GRC (Community GRC) which shall be made up of the following:
•A representative of the community leadership
•School Principal
•PTA Chairman of the school
•Guidance Counsellor of the school
•Representative from School-Based Management Committee (SBMC)
•Women representative
• Student representative
•LGEA officers responsible for schools monitoring and inspection
•Representative of Supervision Consultant

This committee shall be the place of first recourse for anyone who has a grievance matter related to the AGILE Schools. The timeline for addressing/resolving the issues raised by a complainant by this GRC shall be at most 15 days from the last day allowable for grievance and complaints submission following the end of ESMP disclosure.

Second Level: SPIU Grievance Redress Committee (SPIU-GRC)
Where the COM-GRC is unable to resolve the matter, the Complainant may seek redress from the State Project Implementation Unit – Grievance Redress Committee (SPIU-GRC).
This Committee shall be made up of the following:
•Project Coordinator to serve as the Chairman;
•GRM Officer to serve as the Secretary
•Social Development Officer

•Environmental Officer
•Communication Officer
•GBV Officer

This committee shall be the second place of recourse for anyone who has a grievance matter related to the project. The timeline for addressing/resolution of the issues raised by a complainant by this SPIU-GRC shall be at most 15 days from the last day allowable for grievance and complaints submission following the inability of the COM-GRC to resolve the matter.

Third Level: National Grievance Redress Committee (NPCU-GRC)
This GRC is formed at the National office level and can receive complaints from the second level GRC or directly from complainants. Where the SPIU-GRC is unable to resolve the matter at this level, the Complainant may seek redress from the National Committee (NPCUGRC). This Committee will be Chaired by the National Coordinator. The composition of this Committee shall be as follows:
•National Project Coordinator of the NPCU as the Chairman
•GRM Officer to serve as the Secretary
•Social Development Officer
•Environmental Officer
•Communication Officer
•GBV Officer

The timeline for addressing/resolving issues raised by a complainant by this NPCU-GRC shall be at most 15 days from the last day allowable for grievance and complaints submission following the inability of the SPIU-GRC to resolve the matter.

Fourth Level: The Courts Where the Complainant is not satisfied with the decisions of the NPCU-GRC, he/she may seek redress in the law Courts. The household-based survey conducted for this ESMP however, showed that all respondents in the survey (100%) prefer and find it most convenient to have conflicts resolved through informal traditional modes of conflict resolution which currently exist within the communities. The court system, although seen as an alternative means to resolve issues, no respondent favored it as their means of resolving conflicts.

All grievances will be solved amicably following and exhausting each level before another level is considered. The first level will always be used as the first step to address all grievances. The Second Level would only be considered if the first level agreement was not accepted by the party involved and then to third and forth under similar situations. If negotiated settlement of grievances cannot be achieved through the normal procedural steps outlined in the grievance mechanism, the complainant has the right to approach the courts as the last resort. The GRM procedure will be included in the community engagement plan to ensure that all PAPs know and understand the process and are able to access it whenever they feel the need. The effectiveness of the GRM will be one of the crucial monitoring indicators.

6.3 Training of the Grievance Redress Committees

The various Grievance Redress Committees shall be provided with training to enable them perform their responsibilities adequately. The training shall be organized by the SPIU and are expected to provide logistics such as writing materials, per diem, transportation, training venue and also set an appropriate time convenient for the themselves and the committee members.

The details of the training including time and date shall be adequately communicated to all members to ensure massive attendance and at the end of the training, members of the intervention community and stakeholders shall be adequately sensitized on the appropriate procedures for submission of complaints and grievances. (details of training routine and cost has been included in the next chapter)

CHAPTER SEVEN

ENVIRONMENTAL & SOCIAL MANAGEMENT PLAN

This Section provides specific description of the impacts identified, mitigation measures as well as the institutional arrangements for ensuring the implementation of ESMP throughout the project lifecycle as well as the monitoring plan for the AGILE project. The environmental and social management procedures are developed to establish sound basis for a comprehensive mitigation, monitoring and management at the various stages of the project level. The E&S requirements are integrated into existing procedures to ensure that possible challenges and project bottlenecks are not created. The Plan therefor focused on specific steps to be taken with respect to implementation of the mitigation measures and monitoring activities for the environmental and social impacts presented in the earlier part of this plan.

The mitigation measures are activities aimed at reducing the severity, avoiding or controlling project impacts and where possible enhance environmental quality through the designed alternatives, scheduling or other means. Mitigation measure includes avoidance (alternative action taken to avoid impact), compensatory payment of money or replacement in kind for losses or recreation of lost/damaged habitat. The measures proposed are specific, measurable, achievable and relevant to the proposed and time based (SMART). The measures also took into account the environmental laws in Nigeria, and internationally and the principles of sustainable development and best available technology. Table 6.1 outlines a summary of the potential impacts associated with the project, together with corresponding mitigation measures and other institutional responsibility.

This plan also highlights the specific mitigation measures that would be taken and the entities responsible for carrying them out. The ESMP therefore contains a monitoring plan indicating the responsible parties, the frequency of monitoring, key indicators and the reporting format, and provides for necessary capacity building to facilitate the ESMP implementation. Cost estimates for implementation of the various mitigation measures, monitoring plan and capacity building are also given. The projected implementation budget will enable the ESMP to be an integral part of financing for the totality of the works in the AGILE intervention in Sokoto state.

7.1 Discussion on the Mitigation Measures for Implementation

Based on the environmental and social impact categories identified in the previous chapters, the ESMP implementation for the AGILE Schools will address measures that cover the following significant impacts during the pre-rehabilitation, rehabilitation and the post rehabilitation (operation) phases of the project implementation.

Social Impacts	Environmental Impacts:
• Disruption of routine school activities (temporary) and associate disturbances • Labor influx • Potential child labor and forced labor • Security challenges for workers and equipment • Occupational health and safety • Community health and safety • Vulnerable groups • Potential grievance situations • Insecurity and GBV risks during the operational phase • Potential constraints in project sustainability.	• Air pollution and dust • Noise and vibration • Sanitation and soil management • Traffic and Transportation

The mitigation measures proposed for these social impacts are addressed in Table 7.1 to 7.3 and the mitigation measures proposed for the environmental impacts are also addressed in Table 7.4 to 7.5.

7.2 Environmental and Social Impact Mitigation Measures

The intent here is for this mitigation measures to be implemented by SBMCs which shall be principally responsible for the project and shall be required to implement all the necessary site-specific management plans associated with mitigation of the impact areas. The monitoring aspects of the project implementation shall be carried out by other identified Agencies and organizations including the SPIU-ESO, SME., Community leaders, NGOs/CBOs, etc., in accordance with the provisions and requirements of this ESMP.

7.3 Institutional Responsibilities and Accountabilities

The structure and reporting arrangements for the implementation of the ESMP are integrated into the overall project monitoring and evaluation program for the AGILE rehabilitation project. The key actors as well as their roles and responsibilities in the ESMP implementation are as shown in Table 7.1. The matrix includes listing of all entities (public and private) responsible for designing and implementing the various aspects of the plan. The need for additional capacity building for the involved institutions and actors, including long-term consultation and training program for the implementing agency (SBMC) are also built into the structure

Table 7.1: Institutional Responsibilities

Institutional Category	Roles & Responsibilities
SPIU (Safeguard Officers, Component 1.2 Lead, M&E)	• Ensure that bidding and contract documents include the ESMP; • Review and approve all required management plans necessary for the pre-rehabilitation, rehabilitation and post rehabilitation phases of the project; • Undertake monitoring of the implementation of the ESMP (mitigation and monitoring measures) with support from the School Committee, SBMC and other stakeholders. • Report to WB and NPCU on all aspects of social and environmental management and monitoring at required frequency; • Submit monthly and quarterly or semi-annual monitoring reports on ESMP implementation to NPCU and WB; • Participate in grievance redress mechanism, as described in the this document, to receive and facilitate resolution of affected peoples' concerns, complaints, and grievances about the sub-project's environmental performance • Based on the results of the ESMP monitoring, identify environmental corrective actions and prepare a corrective action plan • Ensure the smooth and efficient implementation of the pre-rehabilitation phase of project’ s various programs; • Have custody of a copy of the ESMP and disseminate information contained therein accordingly.
	• Cooperate with the Steering/Technical Committees to provide guidance to the technical aspects of all project activities; • Provide oversight of contractors work plan and E&S implementation schedule; • Conduct weekly or routine site inspection and monitor implementation of E&S safeguards; • Receive and review reports from SBMCs; • Prepare and submit weekly/monthly and subsequent quarterly and annual reports to the SPIU Project Coordinator, NPCU and the WB.
	• Ensure proper closures of all project-related temporary facilities in the schools;
SME	The State Ministry of Education (SME) is the agency responsible for implementation of AGILE project in State in close coordination with the relevant parastatals (e.g., SUBEB, LGEAs, and federal agencies) supported by the SPIU.

Institutional Category	Roles & Responsibilities
Sokoto State Ministry of Environment.	• Ensure adherence to the ESMP and applicable standards, environmental and social liability investigations, Monitoring and evaluation process and criteria • Ensure that SPIU complies with state government environmental policies and regulations. • Ensure that the bidding and contract documents include the ESMP; • Ensure that SPIU submits semi-annual monitoring reports on the ESMP implementation to WB and NPCU.
NPCU	⧫ Project assessment and monitoring of the ESMP implementation and the rehabilitation activities. ⧫ Ensure that the SPIU retain dedicated Technical Support for the project duration including safeguard specialists to oversee ESMP implementation. ⧫ Ensure that SPIU monitor environmental protection and mitigation measures in the ESMP and those activities that are embodied in the detailed designs; ⧫ Ensure that SPIU establishes and implements an environmental grievance redress mechanism, as described in the ESMP, to receive and facilitate resolution of affected peoples' concerns, complaints, and grievances about the project's environmental performance

Table 7.2: Institutional Category

Institutional Category	Roles & Responsibilities
World Bank	• Assessment of specific and general project implementation; • Recommend additional measures for strengthening the management framework and implementation performance.
SBMC (Site Manager, Component 1.2 Lead/ Supervisors)	• Implement all the provisions of the ESMP in coordination with the SPIU and other relevant authorities • Develop a work plan which incorporates schedule for E&S safeguards implementation • Submit the work plan and schedule of E&S safeguard implementation to the SPIU; • Train/create awareness of all personnel/workers on relevant E&S safeguard measures and their obligations; • Ensure land disturbance activities are conducted in accordance with relevant legislation and the ESMP; • Communicate content of ESMP to all employees and SBMC agents; • Provide oversight function during mobilization to ensure adherence to good practice and the ESMP
	• Implement all E&S safeguards and other mitigation measures as planned; • Submit monthly and quarterly implementation reports on E&S safeguards to SPIU; • Comply with SIP specification in procurement of material and rehabilitation, and adherence to the ESMP' • Ensure land disturbance activities are conducted in accordance with relevant legislation and the ESMP; • Provide adequate onsite waste collection bins, ensure proper disposal, not to litter and not to create environmental nuisance; • Provide oversight function during rehabilitation to ensure adherence to good practice and the ESMP
Local government	⧫ Provide support in monitoring project execution within their domains to ensure compliance with the ESMP and other relevant requirements
Local Community	⧫ Promote environmental awareness; ⧫ Assist and liaise with other stakeholders to ensure proper siting and provision of approval for such sites; ⧫ Support with provision of necessary infrastructures and engage/encourage carrying out comprehensive and practical awareness campaign for the proposed project, amongst the various relevant grass roots interest groups.

Institutional Category	Roles & Responsibilities
NGOs/CBOs	• Ensure community participation by mobilizing, sensitizing community members;
General Public	• Identify issues that could derail the project; • Support project impacts mitigation measures as well as awareness campaigns.

A summary of the impact mitigations and monitoring plan for the pre-rehabilitation, rehabilitation, and post-rehabilitation phases of the project with the associated monitoring frequencies, responsible parties and projected costs are presented in Table 7.2.1 – table 7.3-3

Table: 7.3 Social Impact Mitigation and Monitoring Plan for Pre-Rehabilitation

Project Activity	Potential Negative Impact	Required Mitigation Measures	Person Responsible	Mitigation Cost (=N=) (USD $)	Monitoring Indicator	Monitoring Frequency	Person Responsible for Monitoring	Monitoring Cost (=N=) (USD $)
Preparation for the activities	Disruption of activities and inconveniences to persons (temporary); Potential social conflicts and grievances	Create awareness among the school communities, and sensitize the people to all project activities Rehabilitation activities can be carried out during the holiday periods, or after school hours	SBMC	N300,000 $188.88	Level of awareness and understanding of community members; No of community members that attend trainings;	Weekly Continuous Quarterly	SPIU- Safeguard officers; SME.; Community Leaders; SBMCs	N1,350,000 $849.85
					No of women gainfully employed by project;	Continuous		
					No of other businesses induced by project	Quarterly;		
					Questionnaires, direct observations and interviews.	Six months intervals		
Mobilization of workers to site	Labor influx into school communities. Increase in potential spread of STIs/STDs, HIV/AIDs Potential increase in GBV/SEA	Encourage use of local labor in the project All workers must sign Code of Conducts and be trained on the implications Workers should be discouraged away from social sensitivities with students Sensitization of workers on Code of Conduct,	SBMC	N500,000 $314.79	Number of workers from within and outside the school communities Evidence of signed Code of Conducts; Report on training and sensitization; Zero incidence of report of misconduct	Monthly At start of employment Monthly Weekly	SPIU- Safeguard officers; SME.; Community Leaders; School Committee	N1,150,000.00 $724.04

Project Activity	Potential Negative Impact	Required Mitigation Measures	Person Responsible	Mitigation Cost (=N=) (USD $)	Monitoring Indicator	Monitoring Frequency	Person Responsible for Monitoring	Monitoring Cost (=N=) (USD $)
	Pregnancies from inappropriate sexual relations between site workers and minors Potential presence of sex workers in the local communities Competition for resources like water, health facilities, electricity in the project locations SEA/SH risk due to labor influx	Prevention of STIs/ STDs/ GBV/ SEA risks by health workers, Women Affairs, relevant NGOs Report inappropriate practices through the GRM, and forward reports to appropriate GBV referral services. Implement effective GRM accessible to community members. Workers Code of Conduct should be translated in local language and included in cultural sensitization training for workers Sanctions for workers involved in criminal behaviors and substance abuse. Code of Conduct signing and training on its content to all workers Have GRM in place and people sensitized on its use			No. of sensitization workshops held for workers on cultural issues No. of reported GBV cases No. of grievances recorded No. of GBV/SEA awareness workshops held; Level of GBV/SEA awareness of workers & others; No. of reported GBV cases No. of peer educators' training	Quarterly Weekly Weekly Monthly Monthly Weekly Monthly		

Project Activity	Potential Negative Impact	Required Mitigation Measures	Person Responsible	Mitigation Cost (=N=) (USD $)	Monitoring Indicator	Monitoring Frequency	Person Responsible for Monitoring	Monitoring Cost (=N=) (USD $)
		The Project already has a GBV referral directory, so ensure people are made aware of it to referral survivors to SEA/SH risks						

Table: 7.4 Social Impact Mitigation and Monitoring Plan During Rehabilitation

Project Activity	Potential Negative Impact	Required Mitigation Measures	Person Responsible	Mitigation Cost (=N=) (USD $)	Monitoring Indicator	Monitoring Frequency	Person Responsible for Monitoring	Monitoring Cost (=N=) (USD $)
All civil and rehabilitation works	Potential Child Labor and Forced Labor	Monitor compliance with the project Labor Management Plan	SME & SBMC	N700,000	Cases of reported social conflicts	Weekly	SPIU-Safeguard officers;	N,1000,000
				$440.71			SME.;	$629.59
		Code of Conduct on prohibition of use of children as labor and associated sanctions					Community Leaders; School Committee	
Presence of foreign workers on site		No hiring of children for menial activities no matter the situation					SPIU-Safeguard officers; SME.; Community Leaders;	
Schools enrollment and operations		No one should be forced to work		N450,000			School Committee	
	Grievances resulting from unfair treatment of workers	Ensure GRM is in place at the sites and also for workers		$283.31		Weekly	SPIU-	
	Poor terms and conditions of employment	Provide clean water always						
		Provide training to workers on OHS				Weekly	Safeguard officers; SME.;	
		Provide conducive work environment		N600,000			Community Leaders; School Committee	
				$377.75				
		Implement Workers GRM and ensure all workers are informed of the process						
	Insecurity at school sites	SBMC to appoint security personnel operating 24/7 a week						

Project Activity	Potential Negative Impact	Required Mitigation Measures	Person Responsible	Mitigation Cost (=N=) (USD $)	Monitoring Indicator	Monitoring Frequency	Person Responsible for Monitoring	Monitoring Cost (=N=) (USD $)
		Body-search workers to avoid getting weapons on site and to ensure nothing is stolen Ensure that only authorized personnel get into site Security alarms should be installed in appropriate areas of the school		N700,000 $440.71	Cases of insecurity complaints	Weekly		
	Possible social conflicts between workers and students or community members	Implement GRM throughout civil and rehabilitation works Community members should be given priority during workforce selection Prohibit all construction workers from socializing with students or residents Identify construction workers by wearing uniforms and name tags Use of local labor should be encouraged at all times						
	Kidnapping of workers Equipment may be vandalized or stolen.	Implement security plans and liaise with police/security agencies where required. Community leaders to sensitize their youths to desist from nefarious activities						

Project Activity	Potential Negative Impact	Required Mitigation Measures	Person Responsible	Mitigation Cost (=N=) (USD $)	Monitoring Indicator	Monitoring Frequency	Person Responsible for Monitoring	Monitoring Cost (=N=) (USD $)
	Disabled girls/internally displaced girls may not benefit from the project	Facilities design should take into consideration disability- friendly solutions Interventions should consider areas in proximity to IDPs so displaced girls can also benefit from the program			Numbers of benefiting disabled girls/ IDP girls	Weekly Daily As Necessary Weekly Daily As Necessary		
							SPIU- Safeguard officers; SME.; Community Leaders; School Committee SPIU- Safeguard officers; SME.; Community Leaders; School Committee SPIU- Safeguard officers; SME.; Community Leaders; School Committee	N1,800,000 $1133.27

Table: 7.5 Social Impact Mitigation and Monitoring Plan for Post-Rehabilitation

Project Activity	Potential Negative Impact	Required Mitigation Measures	Person Responsible	Mitigation Cost (=N=)	Monitoring Indicator	Monitoring Frequency	Person Responsible for Monitoring	Monitoring Cost (=N=)
Continued school operations	Increased number of girls exposed to harassment, SEA/SH Exposure of girls to sexual immoralities, substance and alcohol abuse, etc in school	Mothers/female guardians should be carried along in dispensing of money to Girls to enable monitoring Project should leverage on the use of monitoring groups (formal and informal) to monitor conduct of the school girls within the localities Strengthen guidance and counselling functions and report abuse Sensitization and awareness programs on sex education Access to functional sickbays/clinics provided for girls Sustainability plans should be developed by Sokoto state and reviewed by the World Bank.	SME & SBMC	N1,700,000 $1070.31	Minimal incident reports Functional guidance and counselling in schools Number of awareness campaigns in schools	Monthly	SPIU-Safeguard officers; SME.; Community Leaders; School Committee	N1,600,000 $1007.35

Table: 7.6 Environmental Impact Mitigation and Monitoring Plan for Pre-Rehabilitation

Project Activity	Potential Negative Environmental Impact	Mitigation Measures	Person Responsible	Mitigation Cost (=N=) (USD $)	Monitoring Indicator	Monitoring Frequency	Responsible to Monitor	Monitoring Cost (=N=) (USD $)
Excavation of materials from within school premises	Noise and air pollution.	Mark out areas for clearance & where possible use manual method of vegetation clearing; Use of PPE protection Use of properly maintained vehicles and equipment. Use of water tanker for purposes of water dousing to control dust emission in large areas. Use of nose masks by all workers on site works.	SME & SBMC	N1050,000 $661.07	Areas of stressed vegetation; Size of cleared vegetation areas No. of public complaints; Level of particulates in air Level of other air pollutants Vegetation surfaces free of dusts Ambient air monitoring using standard methods	Monthly Monthly Weekly As Necessary As Necessary Weekly Daily	SPIU-Safeguard officers; SME.; Community Leaders; School Committee	N900,000 $566.63
Disposal of debris and excavated materials	Increase in waste burden for the school management Increase in inappropriate acts of burning wastes	Implement waste management plan SBMC should reuse and recycle materials Liaise with the state MDA on waste management Erection of speed control signals and ramps mounted around the schools ' areas Cover hauling trucks carrying soil and other aggregates;	SME & SBMC	N1,500,000 $944.39	No. of public complaints; Level of particulates Level of air pollutants Vegetation surfaces free of dusts Ambient air monitoring using standard methods	Daily Continuous as necessary Continuous as necessary Two month intervals or as required Two month intervals or as required	SPIU-Safeguard officers; SME.; Community Leaders; School Committee	N1,500,000 $944.39
	Traffic and transportation of solid waste materials	Water contamination, accidental spillages and water sedimentation		SME & SBMC	To be included in the overall project Budget	Cases of non-compliance Cases of complaints or	Weekly Weekly	SPIU-Safeguard officers; SME.;

Project Activity	Potential Negative Environmental Impact	Mitigation Measures	Person Responsible	Mitigation Cost (=N=) (USD $)	Monitoring Indicator	Monitoring Frequency	Responsible to Monitor	Monitoring Cost (=N=) (USD $)
						disruption of facility Cases of complaints from students or PAPs	Weekly	Community Leaders; School Committee
Excavation of materials from within school premises	Dust emission, traffic congestion, accidents and incidents along the vehicular routes Associated effects on ecosystem; Occupation health and safety (OHS) risks	Enforce speed limit and train drivers regularly Avoid extraction and excavation during extreme dry season Cover stockpiles and install pollution control devices Use of PPE Implement OHS management plan	SME & SBMC	N2,000,000$ 1259.19	Cases of non-compliance Cases of complaints or disruption of facility Cases of complaints from students or PAPs Cases of non-compliance	Weekly Weekly Weekly Weekly	SPIU-Safeguard officers; SME.; Community Leaders; School Committee SPIU-Safeguard officers; SME.; Community Leaders; School Committee	N1,500,000 $944.39

Table: 7.7 Environmental Impact Mitigation and Monitoring Plan During Rehabilitation

Project Activity	Potential Negative Environmental Impact	Mitigation Measures	Person Responsible	Mitigation Cost (=N=) (USD $)	Monitoring Indicator	Monitoring Frequency	Responsible to Monitor	Monitoring Cost (=N=) (USD $)
					Ambient air quality	intervals or as required		N,900,000 $566.63
Masonry and carpentry works	Risk of increased energy consumption. Structural risks to old school buildings	Use of PPE Train, supervise and have regular talks with personnel Ensure machinery and equipment are always in good working conditions and comply with the ESS-2 guidelines Remove any know hazards within the work environment	SME & SBMC	N1,100,000 $692.55	Cases of water body pollution	Weekly	SPIU-Safeguard officers; SME.; Community Leaders; School Committee	
Welding works	Risks of fire outbreak within the working area, Welding accidents Accidents due to unsafe and inappropriate equipment	Use of PPE Train, supervise and have regular talks with personnel Ensure machinery and equipment are always in good working conditions and comply with the ESS-2 guidelines Remove any known hazards within the work environment	SME & SBMC	N1,000,000 $629.59	Cases of accidents/incidents	Daily	SPIU-Safeguard officers; SME.; Community Leaders; School Committee	N850.000 $535.15

Project Activity	Potential Negative Environmental Impact	Mitigation Measures	Person Responsible	Mitigation Cost (=N=) (USD $)	Monitoring Indicator	Monitoring Frequency	Responsible to Monitor	Monitoring Cost (=N=) (USD $)
All installations and rehabilitation works	Overuse of water and conflicts arising from water usage	SBMC should make provision for all civil works Harness rainwater harvesting Promptly detect, repair water pipe and tank leak Sensitize staff to conserve water; Install water conserving taps that turn-off automatically when water is not being used	SME & SBMC	N1,200,000 $755.51	Evidence of conflict with students or community members	Weekly	SPIU-Safeguard officers; SME.; Community Leaders; School Committee	N1,000 000 $629.59
Masonry and carpentry works	Risk of increased energy consumption. Structural risks to old school buildings	Use of PPE Train, supervise and have regular talks with personnel Ensure machinery and equipment are always in good working conditions and comply with the ESS-2 guidelines Remove any know hazards within the work environment	SME & SBMC	N700,000 $440.71	Cases of water body pollution	Weekly	SPIU-Safeguard officers; SME.; Community Leaders; School Committee	N900,000 $566.63

Project Activity	Potential Negative Environmental Impact	Mitigation Measures	Person Responsible	Mitigation Cost (=N=) (USD $)	Monitoring Indicator	Monitoring Frequency	Responsible to Monitor	Monitoring Cost (=N=) (USD $)
	Poor hygiene and sanitation due to sewage		SME & SBMC	To be included in the overall project Budget	Cases of accidents/incidents	Weekly	SPIU-Safeguard officers; SME.; Community Leaders; School Committee	
	Waste Management (solid and liquid wastes) Generation of debris of various forms such roof tiles, old irons sheets wastes, bricks, stones, cements Increased pressure on local waste dump facilities Indiscriminate and unauthorized disposal and littering of solid wastes.	Waste bins to be provided for the disposal of waste generated; Waste will be segregated into three at source - organic (food residues), recyclables (woods, metals) and non-recyclables (plastic and glass wastes); Organic waste to be composted near the site office to enrich the soil, while plastics and glass are taken to the district dump-sites; Topsoil removed from the right of way for maintenance work to	SME & SBMC	N1,000,000 $629.59	Cases of accidents/incidents	Weekly	SPIU-Safeguard officers; SME.; Community Leaders; School Committee	N900,000 $566.63

Project Activity	Potential Negative Environmental Impact	Mitigation Measures	Person Responsible	Mitigation Cost (=N=) (USD $)	Monitoring Indicator	Monitoring Frequency	Responsible to Monitor	Monitoring Cost (=N=) (USD $)
		be spread on the land to avoid disrupting drainage network; and Toilets and urinals to be sited at least 100m from any stream or drainage channel and decommissioned at the end of project.						
	Noise and Vibration Exposure	Stationary equipment shall be sited at safe distances from sensitive areas to minimize noise impacts Continuous equipment noise	SME & SBMC	N800,000 $503.67	No of complaints from community members; Absence of structural failures;	Daily Daily	SPIU-Safeguard officers; SME.; Community Leaders;	N1,000,000 $629.59
		exposure for no more than 3 hours a day. Workers will be provided with ear plugs. Continuous equipment vibration exposure for no more than 3 hours a day.			Absence of debris accumulation; No of debris removals & repairs made; Sensor measurements around workplace	Daily Daily Daily	School Committee	

Project Activity	Potential Negative Environmental Impact	Mitigation Measures	Person Responsible	Mitigation Cost (=N=) (USD $)	Monitoring Indicator	Monitoring Frequency	Responsible to Monitor	Monitoring Cost (=N=) (USD $)
		Sanctions (ranging from a warning to dismissal) for workers who do not observe use of appropriate PPEs						
	Efficient Resource Utilization Competition for resources like water Possible conflicts between students/ teachers and workers	SBMC to make provision for water availability during the rehabilitation works.	SME & SBMC	N700,000 $440.71		Weekly	SPIU-Safeguard officers; SME.; Community Leaders; NGOs/CBOs	N900,000 $566.63
	Occupational & Public Health and Safety Exposure to water borne diseases due to poorly maintained toilet facilities Damage to classrooms due to erosion and landslides	Health, safety and environmental training and awareness will be extended to AGILE Schools' Community members and local stakeholders; Posting of speed limits of 25km/hr at approaches to construction sites;	SME & SBMC	N500,000 $314.79	No. of sanitary facilities provided at start of project; Adherence to stipulated speed limit Record of incidents; Use of PPEs by workers; Records of appropriate workers' training; Record of	At start of project; Twice weekly; Weekly; Daily; Monthly; At beginning of project Weekly;	SPIU-Safeguard officers; SME.; Community Leaders; NGOs/CBOs	N600,000 $377.75

Project Activity	Potential Negative Environmental Impact	Mitigation Measures	Person Responsible	Mitigation Cost (=N=) (USD $)	Monitoring Indicator	Monitoring Frequency	Responsible to Monitor	Monitoring Cost (=N=) (USD $)
	Potential student exposure to alcohol and drugs as a result of social mix with project workers	Safety meetings held twice a week and documented accordingly; Inductions and awareness program held for all employees on occupational health and safety practices; Caution signs and flagmen at strategic locations to provide warning and guidance especially for children crossing Construction activities to be carried out during holidays preferably, or otherwise site managers and HSE officer to ensure children stay off equipment areas, staging areas and construction sites.			reinstatement plan for burrow pits; Record of health and safety meetings Record of first aid exercises Hazards assessment	Monthly At start of project		

Project Activity	Potential Negative Environmental Impact	Mitigation Measures	Person Responsible	Mitigation Cost (=N=) (USD $)	Monitoring Indicator	Monitoring Frequency	Responsible to Monitor	Monitoring Cost (=N=) (USD $)
	HIV/AIDS and STIs Management		SME & SBMC	N500,000 $314.79	No. of HIV/AIDS workshops held; Level of awareness of workers & others; Records of peer educators' training; Records of condoms distributed	Quarterly Continuous Bi-monthly Monthly	SPIU-Safeguard officers; SME.; Community Leaders; NGOs/CBOs	N700,000 $440.71
Traffic and Transportation	Increased traffic movements Potential vehicular accidents.	Implement drivers' training in conjunction with Road Safety/ State Traffic Management Agencies A temporary structure to be constructed on one lane to allow for traffic flow while work is on-going on the other lane; Actual working areas to be secured with barricades; Adequate road warning signs to be posted at vantage points to warn and direct traffic; Traffic and transport associated with project	SME & SBMC	N900,000 $566.63	Effective traffic flow with vehicular & worker safety; Appropriate positioning of road signs, reflectors, speed ramps, control limits, traffic wardens; Records of accidents and near misses	Daily; Daily; Daily.	SPIU-Safeguard officers; SME.; Community Leaders; NGOs/CBOs	N700,000 $440.71

Project Activity	Potential Negative Environmental Impact	Mitigation Measures	Person Responsible	Mitigation Cost (=N=) (USD $)	Monitoring Indicator	Monitoring Frequency	Responsible to Monitor	Monitoring Cost (=N=) (USD $)
		will adhere to existing roads or follow specified routes as established. All measures shall be effectively monitored by Contractor to ensure their implementation.						

Table: 7.8 Environmental Impact Mitigation and Monitoring Plan for Post-Rehabilitation

Project Activity	Potential Negative Environmental Impact	Mitigation Measures	Person Responsible	Mitigation Cost (=N=) (USD $)	Monitoring Indicator	Monitoring Frequency	Responsible to Monitor	Monitoring Cost (=N=) (USD $)
Sanitation and Waste Management Generation of solid and liquid wastes,	Implement waste Management plan (solid and liquid wastes) Increased pressure on local waste dump facilities Indiscriminate and unauthorized disposal and littering of solid wastes. Increase in solid waste and sanitation waste during operation phase could lead to diseases and pollution	Schools should continue to implement waste management plan during the operation phase Provision of potable water, toilets and wash water to the workers Waste recycling to be encouraged SBMCs to partner with associations that provide recycling functions. Stockpiles of sand, clay and other materials should be properly covered Use of ECO toilets, latrines which are easier to manage. Intervention designs should take into consideration erosion prone areas to avoid future disaster.	SME & SBMC	N4,500,000 $2833.18	Waste segregation and littering; Emptying of bins at waste dump sites; Waste composting; Indiscriminate defecation; Toilets closure Presence of rodents or rats	Daily; Weekly; Weekly; Daily; At end of project Weekly	SPIU-Safeguard officers; SME.; Community Leaders; NGOs/CBOs	N3,400,000$ 2140.62

Based on Table 7.2.1 to table 7.3.3, a summary of the proposed E&S mitigation monitoring costs through the pre-rehabilitation, rehabilitation and post-rehabilitation phases of the project are presented in Table 7.4.

Table 7.9: Summary of Monitoring Cost by Project Phase

Project Impact Area	Associated Monitoring Costs (=N=) (USD $)			TOTAL
	Pre-Rehabilitation	Rehabilitation	Post Rehabilitation	
Social Impacts	2,500,000.00 $1,573.99	4,400,000.00 $2,770.22	2,200,000.00 $1,385.11	N9,100,000.00 $5,729.32
Environmental Impacts	3,900,000.00 $2,455.42	8,100,000.00 $5,1099.7	3,400,000.00 $2,140.62	N15,400,000.00 $9,695.77
TOTAL	6,400,000.00 $4,029.41	12,500,000.00 $7,869.95	5,600,000.00 $3,525.73	N24,500,000.00 $15,425.10

7.4 Capacity of Sokoto AGILE to Implement the ESMP

7.4.1 Capacity and Training Needs

The success and sustainability of the ESMP implementation, depends largely on the strengthening of relevant abilities on environmental and social management at the State level the LGA and community levels including the SBMCs. This will arouse the required collaboration among the stakeholders and improve technical skills, develop new systems and/or establish quality assurance as well as the improvement of standards.

The capacity building should include equipping individuals with the understanding, skills and access to information and training that enables them to perform effectively. Personnel of the intervention project need to understand the purpose of the ESMP and their expected roles during its implementation. The target groups for the training will include:

- SPIU Environmental & Social (E&S) Safeguard Officers and Component 1.2 Officers;
- SBMC's personnel;
- Rehabilitation workers and site personnel; and,
- Select members from the project communities (AGILE Schools).

The SPIU Environmental & Social (E&S) Officers and SBMC personnel will require capacity building in the implementation of the project's environmental and social safeguards and general project planning and management interfaced with E&S components. Capacity requirements are also necessary in the areas of E&S monitoring and reporting, adherence to the required E&S principles, standards, and commitments. The rehabilitation workers and select members of the project communities will undergo training on public awareness creation/educational techniques (on environmental, social and health issues) and first aid procedures.

7.4.2 Capacity Building Cost

The capacity building plan for the ESMP with the associated cost implications is shown in Table 7.4.2 below. To enhance the respective roles and collaboration of the relevant stakeholders, the broad areas for capacity building and effective ESMP implementation are also identified and included in the table.

Table 7.10: Summary of Institutional Capacity and Training Needs with Costs

Program Description	Participants	Form of Training	Duration	Training Agency	Estimated Cost In (=N=) and Project Phase
Understanding the Environment: • Concepts, Regulations & Statutory Requirements; • Environmental Management; • Stakeholder & Community Participation	Officials of SME, SPIU, SBMC, Community Leaders, CBOs & Other Relevant Groups	Workshop	2 Day	External Agency for capacity building or Environmental & Social Specialist	=**N 1,600,000** $1,007.35 (Pre-Rehabilitation Phase)
Scope of AGILE Schools Intervention Project: • Environmental & Social Impacts; • Engineering Design and Associated ESMP; • Coordination with Other MDAs and the Community	SBMC, SPIU Safeguard Officers and Component 1.2 Officers, & relevant Community Leaders	Workshop	2 Days	External Agency for capacity building or Environmental & Social Specialist	**= N 1,500,000** $944.39 (Pre-Rehabilitation Phase)
Project Implementation: • Rehabilitation Works; • Roles and Responsibilities of Key Actors; • Environmental Monitoring	SPIU Project Engineers and Safeguard Officers, SBMCs, SME	Lecture and Site Visit	3 Days	External Agency for capacity building or Environmental & Social Specialist	**= N 3,900,000** $2,455.42 (Rehabilitation Phase)
Monitoring and Evaluation and GRM: • ESMP Monitoring and Reporting Strategy; • Stakeholder and Community Participation	SBMC, SPIU Safeguard Officers, Engineers, SMEnv, SEPA & relevant MDAs, Community Leaders, CDOs, & Focal NGO	Workshop	2 Days	Environmental & Social Specialists; External Agency engaged for capacity building	**= N 2,700,000** $1,699.90 (Post Rehabilitation Phase)
TOTAL					**= N 9,700,000** $6,107.08

The capacity building and trainings costs shown in Table 7.4.2 shall be included as part of the overall project rehabilitation cost to be funded by the project. These trainings should be conducted before the SBMC's mobilization to site. All trainings shall therefore be completed prior to SBMCs mobilization to the respective AGILE schools in the state.

7.5 ESMP Management Costs

Based on Table 7.4.2, a summary of the projected ESMP management costs through the pre-rehabilitation, rehabilitation and post-rehabilitation phases of the project are presented in Table 7.5.

Table 7.11: ESMP Mitigation Costs

Institutional Category	Roles & Responsibilities	Associated Management Costs (N)		
		Pre- Rehabilitation	Rehabilitation	Post Rehabilitation
AGILE State partners	Overall oversight, assessment and monitoring of specific and general project implementation; and report to SPIU	N750,000.00 $4,72.19	N1,200,000.00 $755.51	N1,400,000.00 $881.43
SPIU (Safeguard Officers, Project. Engineer)	Oversight of all specific activities associated with the ESMP implementation	N1,600,000.00 $1007.35	N2.800,000.00 $1762.86	N2.600,000.00 $1,636.94
NPCU	Project assessment and monitoring of this ESMP implementation and the rehabilitation activities.	N1,800,000.00 $1133.27	N1,700,000.00 $1070.31	N1,550,000.00 $975.87
Local Community	Support and promote environmental awareness	N1,800,000.00 $1133.27	N800,000.00 $503.67	N900,000.00 $566.63
NGOs/CBOs	Ensure community participation by mobilizing, sensitizing community members;	N1,600,000.00 $1007.35	N700,000.00 C440.71	N1,000,000.00 $629.59
TOTAL		N7,550,000.00 $4,754.40	N7,200,000.00 $4,534	N7,450,000.00 $4,691

7.6 Budget to Implement ESMP

Cost projections for implementation of the various measures, monitoring plan and capacity building are given in Table 7.12. The projected implementation budget will enable the ESMP to be an integral part of financing for the rehabilitation/maintenance works in the project.

An indicative budget of N58,750,000 (Fifty Eight Million Seven Hundred and Fifty Thousand Five Hundred Naira) or 36,989.65USD only, is shown for the implementation of the ESMP for the intervention project bearing in mind the elements that make up the implementation process. The budget covers:

- Routine E & S duties of the SPIU;
- Capacity Building for the SPIU and other stakeholders;
- Engagement of Environmental and Social Specialists
- Environmental and Social Due Diligence investigations and/or Audits;
- Monitoring and evaluation activities of the SPIU and other regulatory Agencies.

Table 7.12: Breakdown of Cost Estimates

S/NO	ITEM	RESPONSIBILITY	COST ESTIMATE IN NAIRA (N)	COST ESTIMATE IN DOLLAR ($)
.1	MITIGATION	SPIU/SBMC/STATE PARTNERS	N22,200,000	$13,977.90
2	MONITORING	SPIU/ NPCU/ CONSULTANTS	N24,500,000	$15,425.10
3	CAPACITY BUILDING & TRAININGS	SPIU/ SBMC/ MOH/ CONSULTANTS	N9,700,000.00	$6,107.10
4	GRM OPERATIONS		N2,350,000	$1,479.55
GRAND TOTAL			N58,750,000	$36,989.65

Note: N1588.32 = 1.00USD (Source: cbn.gov.ng as of June 28, 2024)

7.7 E&S Obligations of the SBMC

It is the responsibility of SBMCs as the project implementing agencies to ensure compliance with all the design provisions associated with this project. The SPIU shall not be responsible for any property (whether community, corporate or individual) damaged as a result of actions or activities undertaken or being undertaken by SBMC in the course of executing its assignment. As part of the rehabilitation approval process for the project, a set of environmental and social management plans is needed to address the specific issues identified in this ESMP which may arise in the course of the project. The management plans will need to be developed by SBMC to address the specific impacts as identified in this ESMP. These management plans are briefly described in the following sections and shall be implemented as part of the overall environmental and social management and monitoring plans as required by each AGILE School in this ESMP study.

7.8 Required Environmental and Social Management Plan

SBMCs shall be required to meet the specific E&S safeguard obligations as provided in this ESMP which shall be incorporated into their schedule of Assignments for the project and their SIP. SBMCs shall also be required to develop workplans for field work to guide on how the mitigation measures recommended in this ESMP will be implemented during the project execution. This is in addition to other contractual provisions for the project. The required specific E&S management plans include the following:

7.8.1 Sexual Exploitation and Abuse/Sexual Harassment (SEA/SH) Action Plan

The Sexual Exploitation and Abuse /Sexual Harassment (SEA/SH) Action Plan has been developed by the SPIU for implementation throughout the project phases. The SBMC shall deploy this plan which provides mitigation measures to prevent and respond to sexual exploitation, abuse and other forms of Gender Based Violence (GBV) in the course of the project. The SEA/SH AP sets out a formal system by which the mitigation measures that will reduce and/or mitigate any impacts relating to GBV matters will be carried out. Specifically, the SEA/SH AP provides details regarding the implementation of avoidance mitigation and management measures for impacts related to the possibility of or any existing risks which may lead to SEA/SH AP issues. The scope of the SEA/SH AP covers pre- rehabilitation, rehabilitation and post rehabilitation/closure phases of the Project.

7.8.2 Labor Influx and Management Plan

The Labor Management Plan (LMP) to be applied to this project is included in the Appendices.
This shall be included in the ESHS submission by SBMC for implementation**.** The Plan has addressed the possible issue of child labor and also evaluated possible issues regarding the working conditions of project workers both primary and secondary, promote fair treatment, non-discrimination and equality of workers. The GRM shall be followed by workers and community members for grievance issues that may arise during the course of the project. It addresses illicit behaviors, firearm and security concerns, substance abuse amongst workers associated with the project, influx stress on the host community resources and provide information regarding Worker Code of Conduct in local languages and inclusion of a cultural sensitization training for workers regarding engagement with local community. SBMCs shall ensure fully compliance with the LMP and monitored by the SPIU.

7.8.3 Air Quality Management Plan

Air quality plans identify potential control measures and strategies, including rules and regulations that could be implemented to reduce air pollutant emissions from rehabilitation equipment, on and off-road motor vehicles, and other sources. SBMCs shall be required to implement the Air Quality Management Plan (AQMP) included in appendices. SBMCs shall implement the management strategies through rules and regulations, public education and outreach, and partnerships with CSOs, agencies and other stakeholders.

7.8.4 Emergency Response and Incident Plan

In case of an emergency during the life span of the project, the SBMCs shall immediately activate the Emergency Response Procedure (ERP) which shall be known to all workers on site. Its objectives are:

- To ensure no loss of life;
- To ensure that the environment is protected;
- To ensure that manpower, equipment and funds are available, efficient, and effective and;
- To ensure that good record keeping is maintained and accurate information concerning emergencies is disseminated to the workers, public and government.

The ERPs shall cover the following situations and issues:

- Fugitive leakages;
- Fire outbreaks/explosions;
- Notification of authorities;
- Safety precautions and environmental protection;
- Repair methods and procedures;
- Emergency repair;
- SBMC arrangements.

The Plan shall provide necessary guidance for how to organize all workers on the school sites to respond to an incident and processes to manage the response through its successive stages. The Plan shall also document the combination of facilities, equipment, personnel, procedures, and communications existing within SBMC's organizational structure and designed to help in the management of resources during incident response.

7.9 ESMP Monitoring and Evaluation

The objectives of the monitoring and evaluation plan are:

- To ensure that the measures suggested herein are carried out accordingly during project implementation;
- To evaluate the efficiency of the proposed mitigation and enhancement measures.
- To investigate the adequacy of the ESMP as well as suggest improvements to it;
- To generate data that could be incorporated in future ESMPs;
- To evaluate what additional enforcement is required for the effective project implementation.

For effective implementation of the ESMP, a monitoring program has been designed. The monitoring plan indicates the operational links between the impacts identified, indicators to be measured, the methods to be used, frequency of measurements and definition of thresholds indicating the need for corrective actions. The necessary costs and the responsibilities for all aspects of the monitoring arrangements are also identified.

7.9.1 Monitoring and Reporting

To effectively and efficiently implement this ESMP, a system for monitoring and auditing has been built into the overall management plan. Monitoring and auditing assist in the examination of management, employee knowledge, program responsibilities, records & effectiveness.
Specifically, this shall help to:

- Improve environmental and social management practices;
- Check the efficiency and quality of the environmental management processes;
- Establish the scientific reliability and credibility of the ESMP for the project and
- Provide the opportunity to report the results on safeguards and impacts and proposed mitigation measures implementation.

Project performance monitoring has also the overall objective of achieving the desired outcomes through reporting of measurable events or parameters or aspects that can be monitored and verified.

The following monitoring and reporting sequence is proposed for the ESMP implementation at the AGILE Schools intervention project.

- The respective SBMCs shall submit to SPIU a monthly monitoring report and the ESMP accomplishments during the project implementations,
- The SPIU shall prepare monthly ESMP monitoring and accomplishment reports to be submitted to NPCU and the WB.

Good records are the paper trail that will also prove that this ESMP is working as intended. Keeping records of inspection of maintenance program for mitigation measures, training program, etc., will be useful to demonstrate that the ESMP is being complied with or not. The type of records from the various management and monitoring programs include: completed forms, checklists and maintenance logs, identified problems and corrective actions undertaken and monitoring data / results Some other types of records will also be valuable for assisting with the implementation of the ESMP and/or ESMP Review such as: Incident forms (especially pollution incidents and response, accidents, etc.), Internal and external communications regarding the ESMP (e.g. with waste management) and Results of internal or external assessments and compliance visits.
The reporting cycle should also be repeated as the feedback mechanism scheme to all key players consisting of the affected stakeholders, SBMCs, CBOs/CDOs, SPIU, etc.

7.9.2 Post Rehabilitation Monitoring

In the post-rehabilitation phase of the project, the respective SBMCs shall be required to maintain continuous monitoring of the intervention beyond the project completion. This will ensure that the AGILE Schools project rehabilitation/healing process and the associated livelihood programs are sustained beyond the project closeout. Since the SBMCs will have a big role in sustaining the post rehabilitation (operations) phase of the project, necessary capacity building trainings will be required to provide its officers/leaders the needed capabilities for formulating necessary policies, systems and procedures. The SPIU and the SME will be required to ensure that the SBMCs and other monitoring Agencies, including the NGOs/CBOs are institutionally empowered.

7.10 ESMP Implementation Schedule

The implementation and management of the ESMP schedule is designed to facilitate any necessary pre-rehabilitation issues associated with PAP compensation. The ESMP activities also need to be implemented within an agreed timeframe and budget. Appropriate timing should be adhered to in order to avoid project delays. Execution of the ESMP activities is recommended in accordance with the schedule shown in Table 7.9. The period of the first week will be used to develop and set up all structures necessary to support all aspects of the programs.

Table 7.13: Proposed ESMP Implementation Schedule

DESCRIPTION OF ACTIVITY	DURATION IN WEEKS																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
ESMP Report Dissemination																								
Formation of Project Grievance Redress Committees (GRCs)																								
Review and Approval of SBMCs Implementation Plan																								
Hold Stakeholders' Meetings and Consultations																								
Execute Capacity Building Programs																								
Implementation of Mitigation Measures																								
Supervision of ESMP Implementation																								
Monitoring & Reporting on ESMP Implementation																								
Conduct ESMP Implementation Audit																								
Program Administration																								

CHAPTER EIGHT:

PUBLIC CONSULTATION

Public consultations were carried out with key stakeholders to obtain their comments and concerns on the proposed project with respect to the potential environmental and socio-economic issues and impacts. The AGILE Schools Project defined and adopted a comprehensive and balanced approach to social mobilization and stakeholder engagement. A plan was developed to involve the active participation of all stakeholders in decision-making processes, to foster dialogue and reduce tensions. The ESMP focuses on communication with project stakeholders as this relates to risks and impacts.

8.1 Objectives of the consultation

The key objective in having all stakeholders involved in the pre-Rehabilitation phase of the project is to ensure that any proposed environmental and social issues affected by work activities are identified with their proposed mitigation plans.

8.2 Stakeholder Engagement Plan

Stakeholder Engagement Plan seeks to ensure the Project:

- Effectively involves the public to enhance the ESMP.
- Designs and implements public involvement activities in a flexible manner, adapting and responding to State, local conditions and to project requirements.
- Delivers effective, stakeholder involvement activities that are broad-based and sustainable.
- Includes the appropriate allocation of resources throughout the identification, design, implementation, monitoring and evaluation of
  project activities, to ensure sustained commitments and actions related to public involvement activities.
- Conducts public involvement activities transparently and openly.
- Has full monitoring and documentation of public involvement.
- To identify and verify the significance of environmental, social and health impacts.

8.2.1 Stakeholder Identification

1. Students – male & female students (JSS & SSS)
2. Teachers – male & female (permanent, others)
3. Out-of-school Children (most girls) importantly adolescent within the community
4. School management
5. SBMC and Community Members

Vulnerable Groups

1. Students living with disabilities
2. Women and Girls
3. Socioeconomically disadvantaged people
4. Elderly People

8.2.2 Stakeholder Engagement Plan

1. *Formalized Stakeholder Engagement Plan* - A Stakeholder Engagement Plan was prepared and be implemented and updated when necessary, throughout the Project to disseminate timely and relevant information clearly and to gather feedback regarding the needs and priorities of all stakeholders.

Communications are based on engaging a wide range of stakeholders based in AGILE's stakeholder engagement classification system. In addition, key stakeholders to be consulted with include members of the relevant State Agencies and AGILE Schools communities.

2. *Transparency and Reporting* - Consultation sessions will be well-documented, identifying attendees (men/women), topics discussed, feedback and issues raised by stakeholder groups, and outcomes or actions resulting from the consultation. Management measures must be completed, disclosed, and discussed with stakeholders prior to the implementation of any activities that may cause adverse social and environmental impacts.

3. *Local Site Level Engagement* - The AGILE Project will work closely with relevant local authorities and civil society organizations to identify ways of raising general awareness on the benefits of AGILE Projects and the unwarranted declined in school enrolments. A general improvement in community knowledge may assist in future collaborations and buy-in for demonstrations to be scaled beyond the selected locations.

8.3. Consultations with Students/ Students with Disabilities/Community Women.

Consultation Meeting with School/Communities/Stakeholders at Yabo Zone

STAKEHOLDERS SENSITIZATION AND CONSULTATION MEETING HELD AT GOVERNMENT SCIENCE SECONDARY SCHOOL, YABO ON TUESDAY, 8th May, 2024

ITEMS	DESCRIPTION
1. Project:	Sokoto State AGILE: ESMP
2. Name of Zone:	Yabo
3. Date:	8th May, 2024
4. Language of Communicatio	Hausa and English
5. Venue:	GOVERNMENT SCIENCE SECONDARY SCHOOL, YABO SARATU BELLO MARAFE(Principal) HALIMA ABUBAKAR(VP ADMIN)
6. Number of Schools;	12
7. Protocols and Introductions	Attendance were delegation of stakeholders which includes, Traditional rulers, Principals of schools, women leaders, and the team of consultants, led by the principal consultant – Prof. Sheikh Abubakar, Dr A.B Moses, Dr. FATIMA ALI SURAID and Others Yabo Zone comprises of Tanbuwal, Shagari, kebbe and Yabo.
8. Remarks of the Principal Consultant:	Prof. Sheikh who spoke in the local dialect (Hausa), thanked the stakeholders for their presence, and also notified them of the reasons for the stakeholder's consultation. He was focused on the students emphasizing on enlightening them about the proposed intervention works coming to their school and to inform them of the potential impact this might have on their learning. The E&S team enlightened the students on the benefit of the intervention works to their learning needs, and how the civil works would be conducted. They were informed on the issues of GBV and how this can affect them. Furthermore, the consultations sought to receive their concerns, to which the feedback were given.
9.Questions/Concerns/ Suggestion of Stakeholders:	Principal SARATU BELLO MARAFE suggested that students should vacate the school during project implementation in order to avoid noise pollution as well as to curb GBV and unholy social interactions leading to molestation. Until the project is over then the students can return back to school.
10. Responses to the Questic and Concern Respectively:	Prof. Sheikh responded to suggestion raised by Hajia Saratu Bello that such suggestion could only be taken if the site of work to be done is at the hostel. He noted that the rehabilitation work could be done on weekends when the students are at home for Day schools or perhaps if the site of rehabilitation does not directly involve the hostels or classrooms then studies could continue alongside the project work. He however, suggested that the school overseer should be called to order to restrict social interactions between workers and students.
11. Closing:	The meeting ended at about 1:45pm.
12. Attendees:	The meeting was attended by 96 persons composed of 51 males and 45 females.

Consultation Meeting with Bodinga Zonal Schools/Communities/Other Stakeholders

BODINGA ZONE STAKEHOLDERS SENSITIZATION AND CONSULTATION MEETING HELD AT GGDSS,

ON TUESDAY, 7TH May, 2024

ITEMS	DESCRIPTION
1. Project:	Sokoto State AGILE: ESMP
2. Name of Zone:	Bodinga
3. Date:	7th May, 2024
4. Language of Communication:	Hausa and English
5. Venue:	GOVERNMENT GIRLS DAY SECONDARY SCHOOL BODINGA
6. Number of Schools:	18
7.Protocols and Introductions:	The meeting started at about 11:30am. In attendance were delegation of stakeholders which includes, Traditional rulers, Principals of schools, women leaders from all the AGILE School Management Committees (SBMCs) under Bodinga Educational Zone that comprises DANGE SHUNI, BODINGA, SILAME, TURETA LGAs. The team of consultants, led by the principal consultant - Prof Sheikh Abubakar declared the meeting opened.
8. Remarks of the Principal Consultant:	Prof, Sheikh spoke in the local dialect (Hausa), he notified them of the reasons for the stakeholder's consultation and that the team of consultants has come to embark on an environmental and social management plans (ESMPs) for rehabilitation /renovation of the junior and senior secondary schools in the zone under the Sokoto State AGILE, He stated the importance and active participations of both consultants and all stakeholders in achieving a common goal. He explained that ESMP consultancy is aimed at finding out and documenting the impacts of the proposed civil rehabilitation works on the elements of the physical and socio-economic environment of the schools as well as the project corridors. The ESMP consultant expressed concern about the presence of waste littered within almost all schools visited and indiscriminate dumping of waste, and inquired as to how stakeholders can support the schools to address this issue He further noted that a baseline survey and site characterization would be carried out, this will involve biodiversity characterization, taking of samples of Air, water, soil and sound, to determine their, quality before, during and after the project. Also, elements of biodiversity characterization will be carried out. This is to ensure that the environment is not destroyed by the project, rather, the environment and the people should be better off after the project. Therefore, he solicited that they make sure the consultants get the samples needed and encouraged them to open most of the water collection points in the project sites so that water samples can be collected with ease He thanked the Stakeholders for their time, solicit for their maximum supports and requested that questions and suggestions be made.
9.Questions/Concerns/ Suggestion of Stakeholders:	Hajiya HAUWA' U UMAR asked questions on the safety of the girls in the school while the project is ongoing i.e. issues of GBV? UMARU D. MASANI, Chairman SBMC asked about the likely effects of the rehabilitation/renovation to the academic and environmental Ecosystem. Alhaji ALHASSAN AHMED, Community Representative .called on the people of the communities to render selfless support to the project for a successful implementation at all levels.
10. Responses to the Questions and Concern Respectively:	Dr. A.B Moses the Environmental Expert on Community, Stakeholders made it known to the entire gathering that there are safeguard officers at the AGILE office that included GBV officer, GRM, Environmental Officers for reporting issues of environmental and

	social concerns. He encouraged the stakeholders to put sentiment aside and embrace the project with open arms, he urged. The students and the schools Authorities were informed that the rehabilitation works may temporarily disrupt their academic activities from the rehabilitation works activities. However, the ESMP will propose suitable ways to mitigate this, such as maximizing weekends, holidays etc. for major works. The consultant informed them that the project prohibits child labour and this could lead to stoppage of the rehabilitation works. He also added that another reason for stakeholder's engagement is to ensure that elements of both physical environment and socioeconomic standards of people living in those project areas are not adversely affected but better off after the project. Thus, the need to carry everyone along during every phase of project implementation.
11. Closing:	The meeting came to a close at about 2:40:pm.
12. Attendees:	The meeting had in attendance a total of 86 persons, comprising 53 males and 33 females.

Consultation Meeting with Goronyo Zone/ Communities/Stakeholders

STAKEHOLDERS SENSITIZATION AND CONSULTATION MEETING HELD AT GOVERNMENT JUNIOR SECONDARY SCHOOL WURNO, ON 9th May, 2024

ITEMS	DESCRIPTION
1. Project:	Sokoto State AGILE: ESMP
2. Name of Zone:	Goronyo
3. Date:	9th May, 2024
4.Language of Communication	Hausa and English
5. Venue:	GOVERNMENT JUNIOR SECONDARY SCHOOL WURNO
Number of Schools:	19
6.Protocols and Introductions:	In attendance were large delegation of stakeholders which included; Two (34) representatives from the School- Based Management Committees (SBMCs) - (i)Traditional rulers, (ii) Principals of schools and (iii) women leaders from all the AGILE schools under Goronyo educational zone that comprises; Rabah, wurno, Isa, and Sabon burni. Also, members of SPIU led by the Project Coordinator who was represented by ZAINAB MUH' D AUWAL and MUTTAKA SULAIMAN- were also in attendance. The team of consultants were led by the principal consultant.
7. Remarks of the Principal Consultant:	Prof. Sheikh who spoke in the local dialect (Hausa), thanked the stakeholders for their presence, and also notified them that they were invited because they represent the people and such, they are the critical stakeholders because the project belongs to the people. He further highlighted the potential environmental and social risks and impacts associated with the proposed project activities and emphasized the role that each stakeholder especially women had to play to ensure that the impacts are adequately mitigated in collaboration with the SPIU adequately. The women present appreciated the team and expressed their concerns/questions which were addressed by the E&S team. The summary of the key concerns/questions/issues raised during the consultations at the project sites. He informed them that the team of consultants have come to embark on an ESMP for rehabilitation /renovation of the junior and senior secondary schools in Zone under the Sokoto State AGILE Project, with funding assistance from the World Bank and it is important that the stakeholders are aware of it.

	He explained that ESMP consultancy is aimed at finding out and documenting the impacts of the proposed civil rehabilitation works on the elements of the physical and socio-economic environment of the schools as well as the project corridors. The ESMP team assured them that the project is aimed at improving the lives of everyone while bringing development He solicited for the support of all stakeholders.
8. Questions/Concerns/ Suggestion of Stakeholders:	The participants appreciated the team and expressed their concerns/questions which were addressed. The students were grateful and happy towards the AGILE intervention, saying their lives will be positively impacted, and it feels good to know, the project has included them. HASSAN UMAR, A principal noted a concern that the lack of sanitary facility in the school has caused the premises of the school to be littered with feces. He solicited that something should be done urgently to salvage this situation. SHAFA'ATU SAHABI Principal, advised that in order to make progress, discussions should be bordered on how the project will affect the environment and the people, stating that decisions on who the contractor is and what payment, is not in the hands of the stakeholders, rather in the hands of AGILE. AHMED ATIKU, SEC. SBMC advised the principals to always carry their SBMC's Chairmen along. He noted that often times the SBMC chairmen are usually not aware of intervention projects as well as disbursements made to principal of schools until the project is almost completed. This does not speak well of them, he added. FARUKU SIDI, SBMC asked what measures has been put in place for air and water pollution that may be experienced during the project? BUHARI BELLO AWD encouraged the stakeholders to put sentiment aside and embrace the project with open arms, she urged everyone to corporate with the consultants as well as the contractors to ensure the project success. In the same vein she, pleaded with the SBMCs and Principals to always yield to the advice and suggestions coming from the women because it is the women and the children who are most vulnerable more so the bulk of the blame comes back to the women in any eventuality of GBV. Hence women opinion should not be taken for granted. The students assured the team that they will be of their best behaviour and that the school management should try and sensitise all students not to utilize the rehabilitation as an excuse to skip school, the work is temporary, but their education is important, and should be of top priority.
9. Responses to the Questions and Concern Respectively:	Dr. A.B Moses noted that it is the responsibility of the principal to take action against those randomly defecating around the school premises before AGILE's comes with their intervention. Dr. Dangula noted that the samples collected are needed for baseline information in order to ascertain the environmental condition before, during and after the project. This would be used to make decisions of how the project has affected the people as well as the environment Prof .Sheikh reacted that it shall be captured in the report that the school has no water source and a recommendation shall be made to provide water source in for the schools in subsequent interventions. Prof. Sheikh informed the stakeholders that as part of the project implementation, information on elements of environment such as soil, water, air, sound samples shall be taken to ascertain the presence and level of pollution, then a report with recommendations shall be written based on the findings. As a result, interventions from relevant bodies shall come based on the recommendations made and that will check the environmental pollution.
10. Closing:	The meeting ended at about 1:45pm.
11. Attendees:	The meeting was attended by 96 persons composed of 51 males and 45 females.

Consultation Meeting with Gwadabawa Zone/ Communities/Stakeholders

STAKEHOLDERS SENSITIZATION AND CONSULTATION MEETING HELD AT GOVERNMENT DAY SECONDARY SCHOOL GWADABAWA, ON TUESDAY, MAY 8TH, 2024

ITEMS	DESCRIPTION
1. Project:	Sokoto State AGILE: ESMP
2. Name of Zone:	Sokoto North Zone
3. Date:	MAY 8th, 2024
4. Language of Communicatior	Hausa and English
5. Venue:	GOVERNMENT DAY SECONDARY SCHOOL, GWADABAWA.
6. Number of School:	16
7. Protocols and Introductions:	The meeting with the zonal stakeholders began at about 10:15am. The meeting was attended by a large delegation of stakeholders which includes, Traditional rulers, Principals of schools, women leaders, members of SPIU led by the Project Coordinator who was represented by the Environmental Safeguard Officer- CHIKA SANI TORAIKARY, ZAINAB MUH'D AUWAL and the team of consultants, led by Prof. Sheikh, the principal consultant.
8. Remarks of the Principal Consultant:	The Principal consultant, Prof. Sheikh welcomed and thanked the stakeholders who spoke in the local dialect (Hausa) for a better understanding. He continued by notifying them that they were carefully selected because they represent the people to which the project belongs to and as such, they are the critical stakeholders. He informed them that the team of consultants are on ground for the environmental and social management plans (ESMPs) for rehabilitation/renovation of the junior and senior secondary schools in the Gwadabawa zone under the Sokoto State AGILE, with funding assistance from the World Bank. He explained that ESMP consultancy is aimed at finding out and documenting the impacts of the proposed civil rehabilitation works on the elements of the physical and socio-economic environment of the schools as well as the project corridors to ensure that the environment is not destroyed by the project, it is expected that the environment should be better off after the project. Therefore, he solicited that they make sure the consultants get the samples needed and encouraged them to open most of the water collection points in the project sites so that water samples can be collected with ease. The stakeholders were further informed that documentation on their socioeconomics using the questionnaire would commence immediately after the meeting by a team of enumerators. He thanked the community for their time and requested that questions be asked.
10.Questions/Concerns/ Suggestion of Stakeholders:	MUHAMMAD ABDULRAZAQ, CHAIRMAN SBMC thanked the members of the SPIU and consultants, in his remark, he therefore encouraged all stakeholders to give their maximum support and not to misuse this opportunity given by the AGILE project in erecting structures when some of the students are studying under the trees. MAIMUNA MUHAMMAD, School Principal asked a question stating that, if a contractor violates the social norms or desecrate their belief, who would the community report to, what are the procedures for reportage as well as, what would be the measures that would be taken against this contractor? He also asked if there were any new intervention project by AGILE and what is the reason for continuous gathering? He raised a concern that the land mapped out and kept for AGILE project tend to stay fallow for too long and eventually may be lost to land grabbers due to delay in project implementation. He therefore advised that AGILE should ensure timeliness in project implementation.

11. Responses to the Questions and Concern Respectively:	Prof. Sheikh appreciated the fact that this emphasis is coming from the stakeholders and urged them to take the project seriously and convey the message back to the people they represent. Dr. A.B. Moses assured stakeholders of not cutting corners, he noted that there are environmental and social consequences and the role of ESMP is to ensure that every effect the project will cause is captured and documented and the report would be sent to the state, federal and world bank for certification. Dr. Fatima added that there are gender based violence desk office as well as grievance redress office at AGILE where such complaint can be directed.
12. Closing:	The meeting ended at about 2:45pm.
13. Attendees:	The meeting was attended by 98 persons composed of 65males and 33 females.

Consultation Meeting with South Zone/ Communities/Stakeholders

ITEMS	**DESCRIPTION**
1. Project:	Sokoto State AGILE: ESMP
2. Venue:	NANA GIRLS JUNIOR SECONDARY SCHOOL, SOKOTO
3. Zone:	South Zone
4. Number of Schools	15
5. Date:	May 9th, 2023
6. Language of Communication:	Hausa and English
7. Introductions:	The meeting started at about 11:05am. Members of the high table were introduced.
8. Remarks of the Consultant:	The Principal Consultant represented by Dr. Fatima explained to the attendees that the proposed ESMP for the rehabilitation /renovation of the junior and senior secondary schools in the zone under the AGILE Project are likely to have adverse impacts on the elements of the physical environment and socio-economic lives of the community. There is therefore the need to recommend appropriate mitigation and compensatory measures to deal with these impacts; and this is the main purpose of the ESMP consultancy. She mentioned the following likely adverse impacts to be experienced temporary during the engineering rehabilitation such as; Dusts; Lost of topsoil and vegetation; Noise; Soil/ground water contamination; Traffic disruptions; and creation/limiting of operational routes; Disruptions to livelihood as well as Sexual risks (HIV/AIDs). She urged the women to be patient as some of these effects are temporal. However, the women were advised to restrain their wards against restiveness during the engineering rehabilitation as well as sensitizing their female wards to avoid sexual molestation.

8. Project Concerns and Questions:	The women were well pleased with the prospect of the project being implemented soon. They pledged their support, prayers and cooperation. Considering there are quite a number of students with disabilities identified across schools ' locations the ESMP consultants inquired to know what steps the state is taking to ensure inclusive education. Hauwa Salihu, the principal raised a concern that despite collecting seedlings from the ministry of Environment for tree planting, only very little struggled to grow owing to the nature of the soil in the school which has probably been covered with sand dooms. As a result, the school is situated in a very bare and open field with no wind breaks. She reported that the environment is dusty and windy and this is affecting the learning process in the school. She also noted that the school is experiencing a very serious erosion problem. She solicited that urgent attention be giving to it.
9. Response of the Consultant:	Dr. A.B.Moses reiterated the importance to prioritize GBV activities in schools such as sensitization of school students on preventive measures and response plan, sensitization of host communities against perpetrating GBV crimes in conjunction with SBMC, Community leaders, NSCDC/ other security agencies etc. additional actions are stated in the ESMP.
10. Attendees:	The meeting was attended by 50men and 38 women.
11. Closing:	The meeting ended at about 2:40pm

8.4 Summary of Consultations with MDAs

8.4.1 Public consultation plan

The public consultation plan for this ESMP is presented in the table 8.3 below. It highlights project phases, specific activities at each phase, target groups/stakeholders, and the approach/method for consulting the different groups.

Table 8.1: Public Consultation Plan

Project Phase	Project Activities	Target Group	Method
Pre-construction	▪ Disclosure of relevant project information ▪ Identification of proposed project location and area of influence ▪ ESMP disclosure	▪ Parents/ Caregivers/ Guardians ▪ Students ▪ School Staff & Management ▪ School Based Management Committee (SBMC) ▪ Benefitting communities ▪ Traditional and religious leaders ▪ MDAs including Education, Environment, Women Affairs etc.	▪ Consultations with parents/guardians, students, school staff & management, communities, village heads, youth leaders, women groups and representatives of various association ▪ Invitation through school Heads ▪ Disclosure of ESMP at School level, LGAs, SME, SPIU, National & Local Dailies
Construction	▪ Construction – Civil Works ▪ ESMP Implementation ▪ ESMP Monitoring ▪ Training onSEA/SH/GBV ▪ Training on GRM	▪ Community leaders and members Including women, youth ▪ School management, staff, students ▪ MDAs ▪ SBMCs ▪ GRCs	▪ Consultation with school management, communities, village heads, youth leaders, women groups and MDAs ▪ Information via school Heads and community leaders ▪ Formal and informal training for community members, school staff and students

Project Phase	Project Activities	Target Group	Method
Operation	▪ De-mobilization ▪ Audit/ Postconstruction evaluation ▪ School Maintenance	▪ Community leaders ▪ School management ▪ Benefitting communities ▪ SBMCs ▪ GRCs ▪ MDAs	▪ Consultation with school management, communities, village heads, youth leaders, women groups and MDAs ▪ Information via school Heads ▪ Distribution of fliers to the locals printed in English and Hausa languages ▪ Arrangement of monitoring responsibilities to stakeholder Agencies

CHAPTER NINE

CONCLUSIONS AND RECOMMENDATIONS

9.1 Conclusions

The Sokoto State AGILE Schools project's planned rehabilitation and renovation projects are in line with the state's overall development and socioeconomic requirements. The initiative focuses on developing human capital to increase the effectiveness and efficiency of social service delivery at the state level, hence sustaining economic growth and reducing poverty. Gender equity will be advanced, public sector management will be improved, governance will be strengthened, and social inclusion will be encouraged. Numerous beneficial socioeconomic effects are anticipated from the project, both locally and regionally.

The impacts identified for this project are mostly positive and beneficial. Public consultations indicate strong support from the school communities for the project. The ESMP analysis suggests that the proposed project is unlikely to have significant adverse social and environmental impacts overall. The most adverse impacts will be temporary during the rehabilitation phase and can be managed to acceptable levels through the implementation of recommended mitigation measures. Overall, the benefits of the AGILE project will greatly outweigh the few adverse impacts.

The main social issues for the project will involve the temporary displacement of school personnel during the rehabilitation period and possibly students, only if the rehabilitation works are carried out while schools are in session. Sokoto State will compensate the Project-Affected Persons for the adverse impacts associated with temporary displacement and disturbance.

To ensure a conducive environment for learning and enhance overall effectiveness in achieving success with the AGILE program, there is a critical need to reconstruct and rehabilitate degraded sections of the AGILE Schools. The quality of life for residents within AGILE Schools communities will not be significantly and negatively impacted by the residual impacts of the infrastructural development component (Subcomponent 1.2) of the project following mitigation.

Public consultations indicate widespread support for the AGILE Schools project, with communities eagerly anticipating the positive impacts on their quality of life. The most frequently expressed concern in these meetings, however, was the potential for contractor negligence. Stakeholders fear that the project may not receive its full value if SBMCs use inferior materials or cut corners in the work. Additionally, the issue of desertification and widespread landscape degradation at many of the AGILE schools was highlighted as a major concern. These ecological challenges were visibly evident in all the schools visited.

In conclusion, the AGILE Schools Project is a critical mitigation measure needed to improve the conditions of many schools in Sokoto State, which are currently endangered and blighted by infrastructural degradation and a lack of incentives for educational progression, particularly among adolescent girls.

9.2 Recommendations

Based on the findings from the ESMP, the potential negative impacts can be mitigated/managed with strict adherence to the measures stated in this ESMP. The ESMP and the mitigation costs should be embedded in the SIP to ensure implementation costs are adequately budgeted for by the SBMC. Additionally, the Sokoto AGILE SPIU will ensure the E&S staff and especially the SBMC involved in mitigating these impacts are adequately trained in line with the capacity building plan in the report, which has budgetary allocations.

ANNEXURES

ANNEX 1: Terms of Reference

Terms of Reference for Preparation of an Environmental and Social Management Plan (ESMP) for the Rehabilitation of 367 Nos. of Secondary Schools across the 23 LGAs of Sokoto State.

The World Bank is supporting the Federal Government of Nigeria (FGN) to implement the Adolescent Girls Initiative for Learning and Empowerment AGILE Project to reduce gender gap in secondary education completion rate, improve secondary education opportunities among girls and labor market transition among adolescent girls in seven (7) participating states; Borno, Ekiti, Kaduna, Kano, Katsina, Kebbi and Plateau. The project aims to support the FGN 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. The AGILE Program was developed by the Federal Ministry of Education (FME) in collaboration with the World Bank as part of the FGN's long-term education reform agenda, to adequately address the identified constraints of accessing and completing secondary education facing adolescent girls in Nigeria. The project is in line with the FGN's 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.

With the successes of the AGILE Project (referred to as Parent Project), the FGN is requesting Additional Financing (AF) to scale up the number of participating states under the project to include Adamawa, Bauchi, Gombe, Kogi, Kwara, Niger, Sokoto, Jigawa, Nasarawa, Yobe and Zamfara. The AF will also support interventions in one hundred and twelve (112) Federal Unity Colleges within the country.

PROJECT DEVELOPMENT OBJECTIVE

The Project Development Objective **(PDO)** is to increase girls' access to and completion of quality secondary education in participating states. The proposed AF project aims to achieve its objective by addressing the critical binding constraints adolescent girls face as described in the sectoral context. The AF project will use a comprehensive approach to address these constrains by using the school, family and community platforms to empower adolescent girls. The approach will consist of interventions aimed at keeping girls in school and provide opportunities for them to acquire critical life skills and market relevant skills not currently offered in schools.

PROJECT COMPONENTS

Within this framework, the AF project is structured around three components and subcomponents:

Component 1: Creating safe and accessible learning spaces - this component aims to increase adolescent girls' access to secondary education by addressing supply-side constraints to girls' education.

- Sub-Components 1.1: Creating new safe learning spaces in secondary schools.
- Sub-Components 1.2: Improving existing infrastructure in secondary schools.

Component 2: Fostering an enabling environment for girls – 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.

- Subcomponent 2.1: Promoting social and behavior change through communications campaign, engagement with traditional rulers and advocacy.
- Subcomponent 2.2: Empowering girls with critical life skills and knowledge for navigating adulthood and digital literacy
- Sub-component 2.3: Providing financial incentives to the poorest households.

Component 3: Project management and system strengthening – this component aims to support institutional strengthening at the Federal, State, and local levels to manage, implement and provide oversight for the AGILE Project.

- Subcomponent 3.1. System strengthening for sustainability and Technical Assistance - This subcomponent will support efforts to strengthen the institutional capacity of Federal and State governments to support girls' education and empowerment.
- Subcomponent 3.2. Project management, monitoring, and evaluation (M&E) - 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, M&E, and project communications.

RATIONALE FOR THE ENVIRONMENTAL AND SOCIAL MANAGEMENT PLAN (ESMP)

The project is expected to have substantial environmental and social risks which can be readily mitigated through appropriate measures. The project needs to assess potential environmental and social risks that may occur during rehabilitation and provide a technical guide for the management of the risks. The negative impact will be managed through appropriate mitigation measures. The ESMP will be prepared in line with international practices, the World Bank's Environmental and Social Framework (ESF), and national environmental legislation of Nigeria.

An Environmental and Social Management Framework (ESMF) was prepared and disclosed in June 2023, the ESMF established a process of addressing environmental and social standards issues throughout the different subproject implementations and effectiveness. Also, to ensure both substantive concerns of the required World Bank environmental and social framework and national environmental laws are satisfied and addressed. Due to the potential environmental and social risks and impacts associated with the AGILE project, the following Environmental and Social Standards (ESS) applies:

1. ESS1: Assessment and Management of Environmental and Social Risks and Impacts.
2. ESS2: Labor and Working Conditions:
3. ESS3: Resource Efficiency and Pollution Prevention and Management.
4. ESS 4: Community Health and Safety.
5. ESS 5: Land acquisition, Restriction of land use and Involuntary Resettlement
6. ESS 6: Biodiversity, Sustainable Management and Natural Resources
7. ESS8: Cultural Heritage
8. ESS10: Stakeholder Engagement and Information Disclosure.

OBJECTIVES OF THE ASSIGNMENT

The objective of this assignment is to prepare an Environmental and Social Management Plan which should consist of a well-documented set of mitigation measures, monitoring, and institutional actions to be taken before and during sub-project implementation to eliminate adverse environmental and social impacts, offset or reduce them to acceptable levels. It should also include the measures required to implement these actions, addressing the adequacy of the monitoring and institutional arrangements in the intervention sites.

BACKGROUND OF THE PROJECT AREA

The project area is Sokoto State, occupying about 25, 973 km sq. with population of 6, 391 000 million (2022) and consists of 23 Local Government Areas. The Education sector of the State is anchored by the State Ministry of Education, while SUBEB also ensures Qualitative Basic Education is provided. The challenge with respect to Girl child education in the state includes poverty, early marriage, cultural norms and religious misconceptions. Sokoto AGILE intends to intervene across 367 secondary schools across the 23 LGAs of the State. (the list of the schools that will be rehabilitated is presented in the Annex of the ToR).

DESCRIPTION OF SCHOOLS' FACILITIES FOR REHABILITATION.

Annex 1 lists the proposed school locations. The subproject activities comprise rehabilitation of 367 schools in the selected communities in the 23 local government areas of Sokoto state.

SCOPE OF WORKS

The scope of work for the consultancy service is to:

1. Conduct an environmental and social screening of the sub-project locations to identify potential E&S risks and the scope of assessment required for the ESMP.
2. Prepare an environmental and social management plan that covers the identified sub-projects in table 1. The consultant will work in close collaboration with the Sokoto state SPIU Environmental, Social, GBV officers as well as the infrastructure engineers, SBMC and other stakeholders as identified by the SPIU. In that respect the sequencing of the technical/feasibility studies and the ESMP will be critical. The consultant (firm) will have to receive the draft technical/feasibility studies and the list of the schools in order to take in to account the technical variants of the proposed activities and also bring out clearly any major constraint that may arise due to the social and environmental situation on the ground for design consultant to consider while finalizing documents for rehabilitation.
3. In each project site, the consultant (firm) will visit the schools. The consultant will take in to account the proposed draft engineering designs, vegetative land management measures and other activities aimed at reducing or managing the project activities. The consultant will consider all the Environmental and Social

Standards relevant to the AGILE project as highlighted above and selects the management strategies needed to ensure that environmental risks are appropriately mitigated.

Tasks of the consultancy assignment include the following:

- Review the existing Project Appraisal Document (PAD), Environmental and Social Management Framework (ESMF), Environmental and Social Commitment Plan (ESCP) and Resettlement Policy Framework (RPF) prepared for the AGILE project.
- Review Environmental and Social Standards that are applicable to the AGILE Project.
- Review of preliminary engineering designs and technical /feasibility studies for the proposed project.
- Describe the existing status of the schools include schematic diagrams, maps, figures, tables and pictures.
- Describe the physical, biological, and social conditions in the study areas before project implementation. This analysis shall include the interrelations between environmental and social components and the importance that the society and local populations attach to these components, in order to identify the environmental and social components of high value or presenting a particular interest.
- Identify the policy, legal, administrative, institutional framework relevant to the sub-projects.
- Identify and summarize all anticipated significant adverse environmental and social impacts from the proposed activities; including the impacts of the proposed civil works/labour influx and associated impacts such as Sexual exploitation and abuse/sexual harassment (SEA/SH); Occupational Health and Safety; Community Health and Safety; Displacement and conflict/fragility; other broader social issues such as risk of elite capture; social exclusion of the most marginalized/vulnerable (e.g. persons with disabilities, survivors of sexual violence); etc.
- Identify and summarize all occupational health and safety/ public health and safety issues at the sites
- Describe each mitigation measure to prevent, minimize, mitigate or compensate for adverse impacts or to enhance the project environmental and social benefits, including responsibilities and associated costs.
- Establish a method of monitoring and auditing environmental and social management practices during all phases of the activities inform the contractor bidding documents for the implementation.
- Select and measure appropriate baseline indicators.
- Develop a plan for mitigating environmental and social risks associated with rehabilitation and operation of the sub-projects in consultation with the relevant public and government agencies.
- Define details of feasible and cost-effective measures that may reduce potentially significant adverse environmental and social impacts to acceptable levels.
- Develop a time-bound plan for mitigating environmental and social risks associated with the scope of works in consultation with the relevant public and government agencies.
- Identify monitoring objectives and specifies the type of monitoring, with linkages to the impacts assessed and the mitigation measures described above.
- Provide a specific description of institutional arrangements: the agencies responsible for carrying out the mitigation and monitoring measures (e.g., for operation, supervision, enforcement, monitoring of implementation, remedial action, financing, reporting, and training) and the contractual arrangements for assuring the performance of each implementation agency.
- Provide an implementation schedule for measures that must be carried out as part of the project, showing phasing and coordination with overall project implementation plans; and
- Provide the expected capital and recurrent cost estimates and sources of funds for implementing the ESMP and inform accordingly the design consultants so that these costs are duly taken into consideration in the designs.
- Some socio-economic issues to be addressed in the ESMP:
    - A summary of the impacted communities for the project: location, access, population (number, demographic and social characteristics); economy (employment rate, income distribution); services (types, capacity, and adequacy) and housing. Concern is the ability to provide work force, service new development and absorb and adjust to growth (worker/family).
    - A summary of the views of the principals, students, teachers and other population including students and staff with disabilities and other vulnerable groups, determined through documented discussions with local communities. These meetings and discussions must be documented and should show how issues and problems raised are or will be resolved.

- Cultural: Summarize the possible effects of the project on historical/archaeological sites, heritage/artefacts, native religious or harvest sites of the affected communities and identification or development of mechanisms for handling chance findings.

- Carry out consultations with primary and secondary stakeholders in order to obtain their views about the project. These consultations shall occur during the preparation of the ESMP to identify key environmental and social issues and impacts, and after completion of the draft ESMP to obtain comments from stakeholders on the proposed mitigation/enhancement measures.
- As appropriate, prepare an environmental hazard plan including an analysis of the risk of accident, the identification of appropriate security measures and the development of a preliminary contingency plan.
- Develop a Labor Influx, Sexual Exploitation and Abuse, and Occupational Health and Safety Response Plan.
- ESMPs to capture the socio-economic, cultural and risk context for women and girls, they should consider:
- Existing gender country diagnostics/country plans.
- Data and/or information on cultural practices vis-à-vis women (early marriage, physical practices);

- Where possible, issues that drive exclusion especially for girls with disabilities and other vulnerable groups.
- Information obtained from consultations carried out in the preparation of the project.
- Prepare an Environmental and Social Management Plan (ESMP). The ESMP should capture:
    - The potential environmental and social impacts resulting from project activities.
    - The proposed mitigation measures.
    - The institutional responsibilities for implementation.
    - The monitoring indicators.
    - The institutional responsibilities for monitoring and implementation of mitigation measures.
    - The costs of activities

DELIVERABLE AND TIMING

The consultant (firm) should work with the SPIU project team and liaise with the State Ministry of Education and other departments during the preparation of the ESMP documents. The SPIU will provide the consultant with all the available documents that will facilitate the completion of the ESMP. The key output of services is an ESMP prepared based on the scope of work under this consultancy.

The following report should be submitted to SPIU for review and approval with the World Bank team as stated below:

S/N	REPORT	DUE DATE AND COMMENCEMENT OF CONTRACT
1	Inception report The inception report should be submitted with the consultant work plan, implementation schedule task and methodology. This will comprise table of content of the final report and five hard copies one electronic copy.	1 week after contract signature.
2	Draft Report Five hard copies with electronic copy	4 weeks after contract signature
3	Draft of final report	6 weeks after contract signature
4	Final ESMP report 10 hard copies with electronic copy	8 weeks after contract signature

PAYMENT SCHEDULE

20% of contract sum on submission of inception report
40% of contract sum on submission of draft report
20% of contract sum on submission of draft final report.
20% of contract sum on submission and acceptance of final report.

ENVIRONMENTAL AND SOCIAL ETHICAL REQUIREMENT

The consultant, before undertaking any activities, will make sure that all ethical considerations related to GBV (sexual exploitation abuse in particular) are met. The consultant should not collect any primary data and should not conduct interviews or research using SEA/SH, which will only make use of secondary data sources. The aim is to minimize harm to women and children.
The environmental and social management plan (ESMP) report shall be designed in a comprehensive and systematic format containing all studies, processes, analyses, tests, and recommendations for intervention.
The report should focus on the findings, recommendations and conclusion shall be supported by summaries of the data collected and citation of any reference applied. The environmental and social management plan will comprise the following topic organized in a suggested outline.

OUTLINE AND SUBSTANCE OF ESMP REPORT

The ESMP Report shall be presented in a concise format containing all studies, processes, analyses, tests, and recommendations for the proposed intervention. The report shall focus on the findings, conclusions, and any recommended actions, supported by summaries of the data collected and citations for any references used. The ESMP report will include the following topics, organized in a suggested outline that can be adjusted for local needs:
Coverage
Table of contents
List of acronyms and their definitions
Executive Summary

CHAPTER ONE: INTRODUCTION

- Description of the proposed intervention
- Scope of the assignment
- Rationale for ESMP
- Objectives of the ESMP

CHAPTER TWO: ADMINISTRATIVE & REGULATORY FRAMEWORK

- Discussion of the applicable World Bank ESS
- Summary of relevant local and federal policy, legal, regulatory, and administrative frameworks

CHAPTER THREE: PROJECT DESCRIPTION

- Description of the Proposed Project, Project Component and Activities

CHAPTER FOUR: DESCRIPTION OF PROJECT ENVIRONMENT

- Description of the area of influence and environmental baseline conditions
- Analysis of existing livelihoods opportunities, income, gender characteristics, age profile, health, transport access, existing community structures –at community, household, and individual levels.

CHAPTER FIVE: POTENTIAL IMPACTS AND MITIGATION

- Methods and techniques used in assessing and analyzing the environmental and social impacts of the proposed project.
- Discussion of the potentially significant adverse environmental and social impacts of the proposed project
- Labour influx
- Description of the GBV risk (including a GBV Action Plan), and more broadly the ESH Sex expectations, and include appropriate mitigation measures.

The basis of the GBV Action Plan should be provided as part of the ESMP.

CHAPTER SIX: GRIEVANCE REDRESS MECHANISM

CHAPTER SEVEN: ENVIRONMENTAL & SOCIAL MANAGEMENT PLAN

- Discussion of the proposed mitigation measures
- Institutional responsibilities and accountabilities
- Capacity building plan
- Public consultation plan

- Description of grievance redress mechanism (in alignment with the ESMP and Project Implementation Manual) to address situations of conflicts or disagreements about some of the project activities.
- Monitoring and evaluation plan, including suitable indicators for the proposed project
- Costs of implementing the ESMP

CHAPTER EIGHT: PUBLIC CONSULTATION
Presentation of consultations with relevant stakeholders and affected persons.

CHAPTER NINE: CONCLUSION AND RECOMMENDATIONS
REFERENCES
Annex 1: Terms of Reference
Annex 2: Socio-Economic Assessment Instrument
Annex 3: General Environmental Management Conditions for rehabilitation contracts
Annex 4: Waste Management Plan
Annex 5: Project Occupational Health and Safety (OHS) Plan
Annex 6: Traffic Management Plan
Annex 7: Sample Codes of Conduct on SEA/SH Prevention
Annex 8: OHS Plan
Annex 9: List of schools for rehabilitation
Annex 10: Description of sites that may pose potential for ARAP issues.

ANNEX 2: Template of Socioeconomic Survey Forms Used for Sokoto AGILE ESMP

Dear Respondent,

I represent **PROIMPACT Consulting Ltd,** the Consultant handling Environmental and Social Management Plan of Adolescent Girls Initiative for Learning and Empowerment (AGILE) projects in Sokoto State. This questionnaire is intended to collect baseline information on the socio-economic status of sampled communities in the state with the aim of incorporating their views and expectations in the ESMP for the projects. All responses will be strictly used for that purpose and will be treated with utmost confidentiality. Options are provided from which you can choose the one that applies to you or that represents your opinion.

SECTION 1: Personal Particulars

1. Community……..
2. Local Government Area……..
3. Gender
   a. Male
   b. Female
4. Age
   a. Less than 25years
   b. 25 – 30 years
   c. 31 – 40 years
   d. 41 – 50 years
   e. Above 50 years
5. Marital status
   a. Single
   b. Married
   c. Divorced
   d. Widowed
   e. Separated
6. What level of education have you attained?
   a. Islamic Education
   b. Vocational Training
   c. Primary School
   d. Secondary School
   e. Tertiary Institution
7. Are you a native of this community?
   a. Yes
   b. No
8. If no, from where did you migrate?

   _____
9. What is your role in the community?
   a. Community Leader
   b. Youth Leader
   c. Government Official
   d. Businessman
   e. Community member

SECTION 2: Employment and Income

10. What is the size of your family?
    a. 2-3
    b. 3 – 5
    c. 6 – 10
    d. More than 10
11. What is your primary occupation?
    a. Farmer/ Herder
    b. Trader
    c. Artisan
    d. Civil Servant
    e. Other (Please Specify)
12. What is your secondary occupation?
    a. Livestock/poultry production

b. Commercial driving
c. Okada riding
d. Hawking
e. Other (specify)

13. What is your average monthly income?
    a. <10,000.00
    b. 10,000.00 – 20,000.00
    c. 20,000.00 – 40,000.00
    d. 40,000.00 – 60,000.00
    e. 60,000.00 – 100,000.00
    f. >100,000.00

SECTION 3: Infrastructure

14. What type of road link your community with other communities?
    a. Tarred road
    b. Feeder road
    c. Footpath only
15. Do you have electricity in your household?
    a. Yes
    b. No
16. If yes from which source?
    a. KADECO
    b. Personal Generator
    c. Solar panels
17. Do you have pipe borne water supply in your community?
    a. Yes
    b. No
18. If no what is your source of water?
    a. Well
    b. River
    c. Pond
    d. Other (specify)
19. What health facilities do you have in the community?
    a. Medical store
    b. First Aid Centre
    c. Dispensary
    d. Primary Health Centre
20. Are the health facilities in good condition?
    a. Yes
    b. No
    c. Can't say

21. Do people visit the health facilities regularly?
    a. Yes
    b. No
    c. I don't know
22. What are the most common health problems in the area?
    a. Malaria
    b. Cough
    c. Diarrhoea
    d. Skin infection
    e. Sexually transmitted disease
    f. Other (specify)
23. What type of Schools do you have?
    a. Primary schools only
    b. Primary and Junior secondary schools

c. Primary, Junior and Secondary schools
d. Primary, Secondary and Tertiary schools

24. Is the school in your community all girls, all boys or mixed?
    a. All girls
    b. All boys
    c. Mixed
25. Do you think that the schools are in good condition?
    a. Yes
    b. No
    c. Can't say
26. Do you have a children in the school?
    a. Yes
    b. No
27. Are your children males or females?
    a. Males
    b. Females
28. Do your children attend school regularly?
    a. Yes
    b. No
    c. Not regularly
29. If yes, are you satisfied with their performance?
    a. Yes
    b. No
30. If no, what hinders them from going to school? (Please state reason)
    ……
    ……..
    ……
    ……
31. What type of house do you live in?
    a. Thatch house
    b. Mud wall with thatch roof
    c. Mud wall with cement plaster
    d. Mud wall with zinc roof
    e. Cement bricks with zinc roof
32. What types of toilets do you use in the community?
    a. Pit latrines
    b. Ventilated Improved Pit (VIP) Latrines
    c. Water Closet (WC)
    d. Open defaecation

SECTION 4: Knowledge and perception of AGILE

33. Are you aware of AGILE?
    a. Yes
    b. No
34. How did you know about it?
    a. From ESMP team
    b. Over the news
    c. Print, electronic media or social media
    d. Other source (Please Specify)
35. How do you think AGILE project will benefit your community?
    a. Improved girls enrolment in schools
    b. Improve education standard of girl children
    c. Increase access to learning facilities in schools for girl children
    d. Reduce equality gap between boys and girls in schools
36. Do you support girls' education?
    a. Yes
    b. No

37. If no, why?
    ……
    ……..
38. What is your community expectation from AGILE?
    a. Renovation of schools
    b. Provision of learning materials
    c. Provision of potable water
    d. Provision of toilets
    e. Entrepreneurship and development of the girl child
39. What could possibly be the impact of AGILE projects on the benefitting communities?
    ……
    ……
40. Any other comments?

Thank you for your time and responses

ANNEX 3: General Environmental Management Conditions for Rehabilitation Contracts

Contract Specifications for Contractor

1.0 General

a. All Environmental and Social (E&S) safeguards associated with the contract shall be complied with by the contractor. The Contractor shall also update himself about such issue in the ESMP, and prepare his work strategy and plan to fully take into account relevant provisions of the ESMP.

b. The Contractor shall develop a plan of work indicating all Environmental and Social safeguards at the various stages and indicate the period within which site will be maintained to it's original state after completion of works to ensure that significant E&S safeguards have been addressed appropriately.

c. The Contractor shall adhere to the proposed plan implementation schedule and the monitoring plan to ensure effective feedback of monitoring information to the SPIU Project Engineer (PE).

d. The Contractor shall implement all measures to avoid undesirable adverse environmental and social impacts wherever possible, restore site offices to acceptable standards, and abide by all environmental performance requirements specified in the ESMP

2.0 Dust Mitigation Measures

a. The contractor shall minimize the effect of dust on the surrounding environment resulting from site clearing, vibrating equipment and temporary access roads.

b. During the rehabilitation project, the contractor shall carry out proper and efficient measures, such as water dousing, whenever necessary to reduce the dust nuisance, and to prevent dust originating from the operations.

3.0 Noise Due to Construction Activities

The contractor shall ensure the noise levels emanating from machinery, vehicles and noisy construction activities (e.g. excavation) are kept at a minimum for the safety, health and protection of workers within the vicinity of high noise levels and nearby communities.

4.0 Waste Management

a) Construction waste shall not be left in stockpiles along the road, but removed and disposed of/or reused where needed.

b) All waste shall be segregated into organic waste and plastic and glass. The organic waste will be composted near the site office to enrich the soil while plastics and glass will be taken to the district dump sites

c) All sanitary facilities (e.g. garbage collection and disposal, drinking water facilities, etc.) shall be provided by the contractor in site offices or project sites.

5.0 Water Resource Management

a) No construction water containing spoils or site effluent, especially cement, oil and fuel, shall be allowed to flow into natural water drainage courses.

b) The contractor shall take all possible steps to prevent pollution of streams and other water supplies.

c) Entry of runoff water to the site shall be restricted by constructing diversion channels or culverts to reduce the potential of soil erosion and water pollution.

d) Waste water from washing out of equipment shall not be discharged into water courses.

6.0 Material Excavation and Deposit

Vegetation clearing shall be restricted to the area required for safe operation of the rehabilitation work. Vegetation clearing shall not be done more than two weeks in advance of rehabilitation.

7.0 Contractor's Environment and Social Management Plan (ESMP)

a) Within 6 weeks of signing the Contract, the Contractor shall prepare a work plan to ensure the adequate management of E&S aspects of the works, including implementation of the requirements of these general conditions and any specific requirements of an E&S safeguards for the works. The Contractor's work plan will serve two main purposes:

   i. For the Contractor's internal purposes, to ensure that all measures are in place for adequate E&S management, and as an operational manual for his staff.

   ii. For the Client, supported where necessary by appointed Consultants, to ensure that the Contractor is fully prepared for the adequate management of all E&S safeguards issues.

b) The Contractor's E&S document shall provide at least:
   - A description of procedures and methods for complying with these general environmental and social conditions, and any specific conditions specified in the ESMP;
   - A description of specific mitigation measures that will be implemented in order to minimize adverse impacts;
   - A description of all planned monitoring activities and the reporting thereof; and
   - The internal organizational, management and reporting mechanisms put in place.

8.0 Health and Safety

a) In advance of the construction work, SBMC shall mount an awareness and hygiene campaign. Workers and local residents shall be sensitized on health risks particularly of HIV/AIDS.

b) Adequate road signs to warn pedestrians and motorists of rehabilitation activities, diversions, etc. shall be provided at appropriate points.

9.0 Reporting

SBMC shall prepare monthly progress reports to the SPIU on E&S monitoring with these general conditions and the project E&S safeguards. It is expected that SBMC's reports will include information on:

- E&S management actions/measures taken, including approvals sought from SMENV, PE and FME
- Problems encountered in relation to E&S aspects (incidents, including delays, cost consequences, etc. as a result thereof);
- Lack of compliance with contract requirements on the part of SBMC;
- Changes of assumptions, conditions, measures, designs and actual works in relation to E&S aspects; and
- Observations, concerns raised and/or decisions taken with regard to E&S management during site meetings.

10.0 Cost of Compliance

It is expected that compliance with these conditions is already part of standard of good workmanship and state-of-the-art as generally required under this Contract. The item "Compliance with Environmental and Social Management Conditions" in the Bill of Quantities covers these costs. No other payments will be made to SBMC for compliance with any request to avoid and/or mitigate an avoidable E&S impact.

ANNEX 4: Waste Management Plan

A waste management plan (WMP) is required to achieve the goals set for managing construction waste. The WMP will provide the specific and general guide to the management of solid and liquid wastes throughout the project area and for the duration of the project. SBMC shall have responsibility for the implementation of the Plan which will include procedures for salvage, reuse and recycling of materials. The implementation of the WMP will protect the community and workforce from the health hazards of indiscriminate waste disposal during rehabilitation.

The waste management plan should cover the following:

- Specify who is responsible for managing waste on site.
- Establish goals and objectives.
- Estimate the waste types and amounts involved.
- Set targets for reducing the amount of each waste sent to the waste disposal site;
- Describe recycling/reuse methods for each material.
- Identify the waste destinations and transport modes, including what materials are being segregated on site for reuse or recycling.
- Track progress.
- Describe special measures for material use and handling.
- Describe communication and training to support and encourage participation from everyone on site.

Objectives of the Waste Management Plan

- Ensure reduction of wastes
- Meet the environmental requirements of the different State and other national and international waste management guidelines.
- Establish, implement and maintain waste segregation at source.
- Ensure that SBMC and Contractors are responsible for effective waste handling and disposal process, which shall be monitored by relevant waste disposal authorities

The ESMP will provide detailed information on waste management including the amount and type of waste to be generated, the sources, and the existing waste management practices and proffer mitigation measures, which will involve:

- Sensitization amongst the Contractors, workers, laborers on the need for effective waste management in and around the pumping stations throughout the project activities.
- Community sensitization and mobilization on the adverse consequences of poor waste management.

Waste types

The rehabilitation works will produce vast amount of waste from the construction activities. The following are some of the materials that can be expected to be generated during construction: vegetation stripping, concrete forms, packing materials, containers for various construction materials, asbestos, plastics, waste oil, filters, lubricants and hydraulic fluids, food, sewage, etc. It is necessary to ensure that wastes generated during construction are handled in a way that protects human, animal and environment health and complies with applicable regulations.

Recommended Measures for Waste Management

- Minimize the production of waste by using resource efficient products
- Contractors should reuse and recycle waste generated as much as possible
- Identify and classify the type of waste generated. If hazardous wastes are generated, proper procedures must be taken regarding their storage, collection, transportation and disposal
- Identify and demarcate disposal areas clearly indicating the specific materials that can be deposited in each
- Control placement of all construction waste to approved disposal sites (>300 m from rivers, streams, lakes, or wetlands).
- Dispose all wastes in authorized areas, metals, used oils, and excess material generated during construction

- Incorporate recycling systems and the separation of materials
- Identify and demarcate equipment maintenance areas (>15m from rivers, streams, lakes or wetlands).
- Identify, demarcate and enforce the use of within-site access routes to limit impact to site vegetation.
- Install and maintain an adequate drainage system to prevent erosion on the site during and after construction.
- Erect erosion control barriers around perimeter of cuts, disposal pits, and roadways.
- Spray water on dirt roads and stockpiled soil to reduce wind-induced erosion and particulates dispersal, as needed.
- Identify and demarcate locations for stockpiles and borrow pits, ensuring that they are 15 meters away from critical areas such as steep slopes, erosion-prone soils, and areas that drain directly into sensitive water bodies.
- Establish and enforce daily site clean-up procedures, including maintenance of adequate disposal facilities for construction debris.

The management of other kinds of waste that may be generated is highlighted below:

General Waste

- There should be adequate number of garbage bins and containers made available at strategic areas of the site. The use of plastic bin liners should be encouraged.
- All organic and inorganic materials should be placed and/or disposed of so as not to directly or indirectly impact any watercourse or groundwater. The placement and disposal of all such products and materials should be done in an environmentally acceptable manner.
- Solids, sludge and other pollutants generated as a result of construction or those removed during the course of treatment or control of wastewaters will be disposed of in a manner that prevents their direct or indirect re-entry into any watercourse or ground water.
- Any waste material that is inadvertently disposed in or adjacent to watercourses should be removed immediately in a manner that minimizes adverse impacts, and the original drainage pattern should be restored.
- All wastes that are not designated, as combustible waste on-site should be recycled, disposed of in any of sites (landfill, dumpsites, or waste treatment, if applicable) approved the authority
- Waste materials should be placed and stored in suitable containers. Storage areas and containers will be maintained in a sanitary condition and shall be covered to prevent spreading of wastes by water, wind or animals.
- All food wastes should be collected and stored in containers at appropriate locations and should be emptied at regular intervals and the collected waste should be transported to Government designated waste management facilities.

Oil waste

- Ensure that all equipment maintenance activities, including oil changes, are conducted within demarcated maintenance areas designated for such.
- Ensure that oil or other lubricants are never dumped on the ground, in designated areas.

Material waste (concrete, stones, mixtures, cement)

- There should be a designated site for washing of containers or trucks that contain cement wastes.
- Control placement of all construction waste to approved disposal sites (>300 m from rivers, streams, lakes, or wetlands).
- Concrete waste, including wastewaters from batching or cleaning, should only be disposed of at approved and designated disposal sites with containment facilities.
- All cement-contaminated wastewater from cleaning or mixing is to be considered toxic and must be prevented from entering any watercourse or drainage channel for at least 48 hours, in order to allow the water to reach neutral pH level.

Sewage Disposal

- It is highly imperative to channel sewage facilities to avoid getting into the ground water, soil or even resulting to other types of nuisance to the environment.
- Mobile sanitary waste collection and disposal facilities or systems should be made available at the construction sites, camps, work areas, workshops, stores, and offices.
- All temporary toilets should be placed in environmentally acceptable areas and shall be equipped with approved septic tanks having safe drainage that are emptied only into approved treatment plants or sewage tanker truck.

- The temporary toilet facility should be secured to avoid or minimize damage from animals or vandalism.

ANNEX 5: Project Occupational Health and Safety (OHS) Plan

The rehabilitation works may require medium to large scale labor, and the peculiarity of the civil works in the project will require a Project Occupational Health and Safety Management Plan. The plan will focus on workers' health and safety during the major rehabilitation activities.

The SBMCs shall be required to develop and implement an occupational and community health and safety plans that contributes to a healthy workforce and local community for the AGILE Schools project. The health and safety plan shall be submitted to the SPIU and NPCU for necessary approvals prior to implementation. In developing the Plans, SBMCs shall evaluate possible hazards that may be associated with the project activities such as: (a) imported backfill material; (b) Flood hazards due to heavy downpour during the rehabilitation period; (d) Physical/mechanical hazards due to the movement of solid material in the event of an accident; (e) Hazards resulting from soil contamination.

The SBMCs shall also be required to identify who and what can be affected assuming possible scenarios (such as failures). Consideration should be given to issues relating to the environment (water, soil, and biota), humans (life, health and living conditions), and economic losses of the population (damage to infrastructure, property) in the event of the possible scenarios. Cooperation between SBMC, the SPIU and the Schools' community is recommended for emergency planning.

The SBMCs shall fully comply with Environmental, Social, Health and Safety (ESHS) standards and bear the cost of implementation. Community Health, Safety and Security assessment will identify potential negative risks related to the different phases of the project. Some of the significant risks to be considered include:

- Possible pressure and/or additional demand on community health services associated with the influx of workers from outside the project area;
- Possible pressure and/or additional demand on utility services including water and wastewater system associated with the influx of workers from outside the project area;
- Possible pressure and/or additional demand for social services as a result of an increased family stress and violence;
- Possible sexual harassment and gender based violence;
- Possible illicit drug use and alcohol;
- Possible crime and criminal activities;
- Possible change in community wellness as a result of alcohol, and substance abuse associated with the influx of workers from outside the project area;
- Possible change in Community Health as a result of sudden spread of communicable and non-communicable diseases including sexually transmitted diseases (STDs) associated with the influx of workers from outside the project area;
- Possible pressure on traffic and transportation network associated with rehabilitation and operations activities; and
- Possible change in water and air quality associated with rehabilitation and operations activities.

The SBMC has a responsibility to ensure the health and safety of all persons working on all the components and sub-components, their own employees, Contractors, Subcontractors and agency employees.

In this regard, the SPIU through the SBMC shall: Define systems of work and requirements for Contractors and Subcontractors to ensure their health and safety on the site. This means that SPIU will require Contractors and Subcontractors to follow safe systems of work, meet statutory and other requirements (Nigerian and International), and audit their capability to safely manage work performed by their own employees. A periodic audit by the SPIU of the Contractors' work performance and systems including OHS should be required as partial basis for payment.

Provide information needed by the Contractors to document and carry our work in a safe manner.

SPIU should provide information on hazards and their associated risks while working on any specific part of the project. This will enable Contractors document their procedures for managing work around hazardous conditions, and to ensure they are aware of these hazards. SPIU will do this by providing a set of requirements and safe work procedures through the Terms of Reference (TOR) in the Contractors contract document. It should also highlight Risk and Control Assessments, Work Control Permits etc. Review Contractors' Safe Work Mode Method Statements to ensure they comply with Bank's Environmental and Social safeguards and statutory HSE Requirements.

SPIU should monitor health and safety during rehabilitation works. Pre-start checks, inspections and audits will be conducted while on-site. These checks will look at work practices and methods, equipment conditions and suitability, and competency of people through checking the permits, licenses etc. Individuals are not permitted to bring, use or be under the influence of alcohol or non-prescribed drugs on-site.

SBMC's Responsibilities

The SBMC/Contractors are responsible for ensuring that safety and health hazards associated with the work they are performing, are satisfactorily controlled and do not pose a risk. In the process of carrying out their work a Contractor may introduce other hazards. The identification and control of these hazards is the responsibility of the Contractor. These hazards and controls identified by the Contractor must be considered in the Work Method Statements.

The SBMC/Contractors are responsible for ensuring the health and safety of their employees including Sub-Contractors. This means that the Contractor is responsible for ensuring that:

a) their employees and subcontractors are adequately trained and competent in performing their tasks, and in basic safety procedures.

b) are provided information about processes and materials which are hazardous.

c) are issued with appropriate safety equipment and have appropriate instruction in its use.

d) have safe work methods and are adequately supervised to ensure safe work.

e) work place safety inspections are regularly carried out.

f) there is access to first aid equipment and trained persons

SBMCs/Contractors are responsible for ensuring their plants and equipment are safe. This means that Contractors' equipment and plants whether their own or hired is a) in a serviceable condition with regular maintenance and inspections. b) suitable for the task it is to perform and 3) meets the SPIU requirements. The primary concerns of plants are that:

- All guards are in place and secure
- Relevant safety equipment is fitted and working
- Operating controls (indicators, brakes, steering etc.) are working properly b) possible safety or environmental risk items are satisfactory. (hydraulic hoses, mufflers, exhaust emissions, fluid leaks, etc.).

Operations within the work site shall be subject to government and industry guidelines as well as the requirements of this ESMP. All SBMCs and Contractor staff shall be well informed and trained on the HSE policies and guidelines.

SBMC shall provide adequate health services as well as site first aid services for its workforce. The first aid services shall be extended to visiting personnel and casual workers.
The main priority to SBMC shall be the prevention of accidents during mobilization, reconductoring and closure stages of the proposed projects. Prevention of workplace accidents during the proposed projects shall be achieved using the Job Hazard Analyses (JHA) tool and approved Work Plan/Instructions by supervisors.

Consequently, the technical team must conduct JHA for all HSE critical activities and develop written and explicit work plans/instructions for such operations. The work instructions shall integrate the recommendations of the JHA. It is only upon submission of the written work instructions and the supporting JHA document that the Site HSE Coordinator may consider the project activity for approval. Project activities may only be approved if the site HSE Coordinator is objectively convinced that the Written Work Instructions (WWI) are practicable, safe and in accordance with regulatory requirements.

The use of JHA and WWI as work management systems shall include;

- Special procedures governing higher risk activities,
- Management controls for temporary removal of safety devices, reinstating the facilities and preparing to restart operations.

It shall also include requirements for reviewing completed jobs and capturing and communicating lessons learnt about the work and management system. Accidents shall be reported to and investigated by the contractors in line with SBMC's accident reporting procedure. All personnel shall be encouraged to report all accidents/incidents and to cooperate in the investigation of such occurrences. Staff shall be made to know that accidents/incidents investigations are "fact finding" and not "fault finding" exercises and are particularly useful as lessons in preventing re-occurrence.
All reconductoring activities shall be properly managed through careful planning, guided by applicable and relevant HSE Policies.

Safety Awareness among Workers/Employees

Training programmes in safety and accident prevention shall be organized at all levels of employees with a view to familiarize them with the general safety rules, safety procedures in various operational activities and to update their knowledge in safety and accident prevention, industrial hygiene and emergency equipment usage. These training programmes shall be conducted periodically in a planned manner to refresh staffs' knowledge.

First Aid Training

First aid training programmes shall also be conducted for all employees with the help of qualified medical and para-medical staff. This programme shall be conducted in batches. The programme shall include basic first-aid techniques and will be repeated periodically to refresh knowledge.

House Keeping

The following measures shall be implemented:

- Regular cleaning of wastes
- Avoiding accumulation and dumping of wastes and damaged equipment and items anywhere inside or around the facility affecting aesthetics and increasing risk of fire and other hazards.
- Keeping ventilation systems of premises in good working condition to avoid ingress of dust inside the pressurized room.
- Keeping air conditioning plants in good running conditions for control/instrumentation rooms.
- Maintaining hygienic conditions in areas like canteens, near drinking water sources and toilets.
- Developing a positive outlook in the employees for improving the working place, both in plant and office.

ANNEX 6: Traffic Management Plan

Managing traffic at a construction workplace is an important part of ensuring the workplace is without risks to health and safety. Vehicles including powered mobile plant moving in and around a workplace, reversing, loading and unloading are often linked with death and injuries to workers and members of the public. Traffic includes cars, trucks and powered mobile plant like excavators or graders, and pedestrians like workers and visitors. The most effective way to protect pedestrians is to eliminate traffic hazards.

Selected Contractor shall be required to prepare and submit for approval of SPIU and NPCU, a comprehensive Traffic and Vehicle Management Plan (TVMP). Together with this ESMP, the TVMP will provide the specific and general guide to vehicular movements throughout the project area in order to protect the community and workforce from accident and safety hazards during rehabilitation.

Key issues to consider for managing traffic at the rehabilitation workplace include:

- Keeping pedestrians and vehicles apart including on site and when vehicles enter and exit the workplace;
- Minimizing vehicle movements;
- Eliminating reversing vehicles or minimizing the related risks;
- Ensuring vehicles and pedestrians are visible to each other;
- Using traffic signs, and,
- Developing and implementing a traffic management plan.

ANNEX 7: Sample Codes of Conduct on SEA/SH Prevention

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 behavior will apply to all employees without exception:

- 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 neighborhoods or at worker's camps. Prosecution of those who commit GBV or SEA will be followed.
- Treat women, children (persons under the age of 18), and men with respect regardless of race, color, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.
- Do not use inappropriate language or behavior towards women, children and men. This includes harassing, abusive, sexually provocative, derogatory, demeaning or culturally inappropriate words, gestures or actions.
- 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.
- Sexual favors or other forms of humiliating, degrading or exploitative behavior are prohibited.
- 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 nonmonetary) to community members in exchange for sex – such sexual activity is considered "non-consensual" within the scope of this Code.
- 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.
- 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.
- 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: _____

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 RAAMPPIU 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 tame will be recognized in employee's scope of work and performance evaluations.
6. Ensure that contractor, consultant and client staff are familiar with the RAAMP 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

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 ef-fectiveness 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. Mangers 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 tea 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:

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: _____

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 (RAAMP), 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, color, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

iv. Not use language or behavior 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 favors or other forms of humiliating, degrading or exploitative behavior. 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.

xv. Refrain from hiring children for domestic or other labor 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 labor laws in relation to child labor.

ANNEXURE 8: OHS Plan

The rehabilitation works may require medium to large scale labor, and the peculiarity of the civil works in the project will require a Project Occupational Health and Safety Management Plan. The plan will focus on workers' health and safety during the major rehabilitation activities.

The SBMCs shall be required to develop and implement an occupational and community health and safety plans that contributes to a healthy workforce and local community for the AGILE Schools project. The health and safety plan shall be submitted to the SPIU and NPCU for necessary approvals prior to implementation. In developing the Plans, SBMCs shall evaluate possible hazards that may be associated with the project activities such as: (a) imported backfill material; (b) Flood hazards due to heavy downpour during the rehabilitation period; (d) Physical/mechanical hazards due to the movement of solid material in the event of an accident; (e) Hazards resulting from soil contamination.

The SBMCs shall also be required to identify who and what can be affected assuming possible scenarios (such as failures). Consideration should be given to issues relating to the environment (water, soil, and biota), humans (life, health and living conditions), and economic losses of the population (damage to infrastructure, property) in the event of the possible scenarios. Cooperation between SBMC, the SPIU and the Schools' community is recommended for emergency planning.

The SBMCs shall fully comply with Environmental, Social, Health and Safety (ESHS) standards and bear the cost of implementation. Community Health, Safety and Security assessment will identify potential negative risks related to the different phases of the project. Some of the significant risks to be considered include:

- Possible pressure and/or additional demand on community health services associated with the influx of workers from outside the project area;
- Possible pressure and/or additional demand on utility services including water and wastewater system associated with the influx of workers from outside the project area;
- Possible pressure and/or additional demand for social services as a result of an increased family stress and violence;
- Possible sexual harassment and gender based violence;
- Possible illicit drug use and alcohol;
- Possible crime and criminal activities;
- Possible change in community wellness as a result of alcohol, and substance abuse associated with the influx of workers from outside the project area;
- Possible change in Community Health as a result of sudden spread of communicable and non-communicable diseases including sexually transmitted diseases (STDs) associated with the influx of workers from outside the project area;
- Possible pressure on traffic and transportation network associated with rehabilitation and operations activities; and
- Possible change in water and air quality associated with rehabilitation and operations activities.

The SBMC has a responsibility to ensure the health and safety of all persons working on all the components and sub-components, their own employees, Contractors, Subcontractors and agency employees.

In this regard, the SPIU through the SBMC shall: Define systems of work and requirements for Contractors and Subcontractors to ensure their health and safety on the site. This means that SPIU will require Contractors and Subcontractors to follow safe systems of work, meet statutory and other requirements (Nigerian and International), and audit their capability to safely manage work performed by their own employees. A periodic audit by the SPIU of the Contractors' work performance and systems including OHS should be required as partial basis for payment.

Provide information needed by the Contractors to document and carry our work in a safe manner.

SPIU should provide information on hazards and their associated risks while working on any specific part of the project. This will enable Contractors document their procedures for managing work around hazardous conditions, and to ensure they are aware of these hazards. SPIU will do this by providing a set of requirements and safe work procedures through the Terms of Reference (TOR) in the Contractors contract document. It should also highlight Risk and Control Assessments, Work Control Permits etc. Review Contractors' Safe Work Mode Method Statements to ensure they comply with Bank's Environmental and Social safeguards and statutory HSE Requirements.

SPIU should monitor health and safety during rehabilitation works. Pre-start checks, inspections and audits will be conducted while on-site. These checks will look at work practices and methods, equipment conditions and suitability, and competency of people through checking the permits, licenses etc. Individuals are not permitted to bring, use or be under the influence of alcohol or non-prescribed drugs on-site.

SBMC's Responsibilities

The SBMC/Contractors are responsible for ensuring that safety and health hazards associated with the work they are performing, are satisfactorily controlled and do not pose a risk. In the process of carrying out their work a Contractor may introduce other hazards. The identification and control of these hazards is the responsibility of the Contractor. These hazards and controls identified by the Contractor must be considered in the Work Method Statements.

The SBMC/Contractors are responsible for ensuring the health and safety of their employees including Sub-Contractors. This means that the Contractor is responsible for ensuring that:

g) their employees and subcontractors are adequately trained and competent in performing their tasks, and in basic safety procedures.

h) are provided information about processes and materials which are hazardous.

i) are issued with appropriate safety equipment and have appropriate instruction in its use.

j) have safe work methods and are adequately supervised to ensure safe work.

k) work place safety inspections are regularly carried out.

l) there is access to first aid equipment and trained persons

SBMCs/Contractors are responsible for ensuring their plants and equipment are safe. This means that Contractors' equipment and plants whether their own or hired is a) in a serviceable condition with regular maintenance and inspections. b) suitable for the task it is to perform and 3) meets the SPIU requirements. The primary concerns of plants are that:

- All guards are in place and secure
- Relevant safety equipment is fitted and working
- Operating controls (indicators, brakes, steering etc.) are working properly b) possible safety or environmental risk items are satisfactory. (hydraulic hoses, mufflers, exhaust emissions, fluid leaks, etc.).

Operations within the work site shall be subject to government and industry guidelines as well as the requirements of this ESMP. All SBMCs and Contractor staff shall be well informed and trained on the HSE policies and guidelines.

SBMC shall provide adequate health services as well as site first aid services for its workforce. The first aid services shall be extended to visiting personnel and casual workers.
The main priority to SBMC shall be the prevention of accidents during mobilization, reconductoring and closure stages of the proposed projects. Prevention of workplace accidents during the proposed projects shall be achieved using the Job Hazard Analyses (JHA) tool and approved Work Plan/Instructions by supervisors.

Consequently, the technical team must conduct JHA for all HSE critical activities and develop written and explicit work plans/instructions for such operations. The work instructions shall integrate the recommendations of the JHA. It is only upon submission of the written work instructions and the supporting JHA document that the Site HSE Coordinator may consider the project activity for approval. Project activities may only be approved if the site HSE Coordinator is objectively convinced that the Written Work Instructions (WWI) are practicable, safe and in accordance with regulatory requirements.

The use of JHA and WWI as work management systems shall include;

- Special procedures governing higher risk activities,
- Management controls for temporary removal of safety devices, reinstating the facilities and preparing to restart operations.

It shall also include requirements for reviewing completed jobs and capturing and communicating lessons learnt about the work and management system. Accidents shall be reported to and investigated by the contractors in line with SBMC's accident reporting procedure. All personnel shall be encouraged to report all accidents/incidents and to cooperate in the investigation of such occurrences. Staff shall be made to know that accidents/incidents investigations are "fact finding" and not "fault finding" exercises and are particularly useful as lessons in preventing re-occurrence.
All reconductoring activities shall be properly managed through careful planning, guided by applicable and relevant HSE Policies.

Safety Awareness among Workers/Employees

Training programmes in safety and accident prevention shall be organized at all levels of employees with a view to familiarize them with the general safety rules, safety procedures in various operational activities and to update their knowledge in safety and accident prevention, industrial hygiene and emergency equipment usage. These training programmes shall be conducted periodically in a planned manner to refresh staffs' knowledge.

First Aid Training

First aid training programmes shall also be conducted for all employees with the help of qualified medical and para-medical staff. This programme shall be conducted in batches. The programme shall include basic first-aid techniques and will be repeated periodically to refresh knowledge.

House Keeping

The following measures shall be implemented:

- Regular cleaning of wastes
- Avoiding accumulation and dumping of wastes and damaged equipment and items anywhere inside or around the facility affecting aesthetics and increasing risk of fire and other hazards.
- Keeping ventilation systems of premises in good working condition to avoid ingress of dust inside the pressurized room.
- Keeping air conditioning plants in good running conditions for control/instrumentation rooms.
- Maintaining hygienic conditions in areas like canteens, near drinking water sources and toilets.
- Developing a positive outlook in the employees for improving the working place, both in plant and office.

ANNEX 9: List of schools for rehabilitation

LIST OF THE 367 SCHOOLS FOR REHABILITATION.

SCHOOLS COVERED UNDER USD$ 15,000 - Schools with enrolment of 200 and below.

S/N	School Name	L/G	Emis-Db Code	Boys	Girls	Total
1.	Government Day Secondary School Asara	Gwadabawa	3407062141	163	23	186
2.	Government Day Secondary School Giyawa	Goronyo	3405116141	155	26	181
3.	Government Secondary School Rimawa	Goronyo	3405080141	154	19	173
4.	Government Day Secondary School Birjingo	Goronyo	3405115141	155	16	171
5.	Government Day Secondary School Tsamiya	Tureta	3420024141	146	20	166
6.	Government Day Secondary School Kadadin Buda	Gada	3404032141	152	10	162
7.	Community Girls Arabic Secondary School	Ilela	3408143141	0	158	158
8.	Government Secondary School, Shinaka	Goronyo	3405002141	135	22	157
9.	Government Day Secondary School Tsamaye	Sabon Birni	3413200141	133	22	155
10	Magajin Rufai Senior Arabic And Islamic Secondary School Shagari	Shagari	3414047141	60	93	153
11	Government Secondary School Maikada	Tambuwal	3418171141	115	35	150
12	Command Science Girls Senior Secondary School Army Barracks	Dange Shuni	3403001141	88	49	137
13	Women Centre For Countinuing Education Tambuwal	Tambuwal	3418174141	0	134	134
14	Government Day Secondary School Horo	Shagari	3414125141	85	35	120
15	Women Centre For Countinuing Education Gwadabawa	Gwadabawa	3407094141	0	100	100
16	Maigari Dingyadi Government Day Secondary School Salame Mujaya	Sokoto South	3417079141	54	30	84
17	Government Day Secondary School Alasan	Tambuwal	3418172141	63	3	66
18	Government Girls Day Secondary School Arkilla Federal Lowcost	Wamakko	3421010141	0	51	51
19	Junior Secondary School, Tsamiya	Tureta	3420059131	173	26	199
20	Junior Secondary School Mamman Suka	Gwadabawa	3407056131	140	57	197

S/N	School Name	L/G	Emis-Db Code	Boys	Girls	Total
21	Junior Secondary School, Salah	Tambuwal	3418134131	139	57	196
22	Junior Secondary School Barkeji	Tambuwal	3418148131	120	75	195
23	Government Day Junior Secondary School Fakku	Kebbe	3410019131	136	58	194
24	Junior Secondary School Giyawa	Goronyo	3405016131	160	33	193
25	Junior Secondary School, Ruwa Wuri	Tangaza	3419077131	149	40	189
26	Junior Secondary School Sanyinnawal	Shagari	3414109131	143	45	188
27	Junior Secondary School Bankanu	Kware	3411094131	131	55	186
28	Junior Secondary School, Sakkwai	Tangaza	3419094131	142	44	186
29	Junior Secondary School Rikina	Dange Shuni	3403096131	123	62	185
30	Junior Secondary School Yartsakuwa	Rabah	3412107131	144	40	184
31	Junior Secondary School Maikulki	Binji	3401022131	128	55	183
32	Government Girls Day Junior Secondary School Kware	Kware	3411093131	0	182	182
33	Junior Secondary School Labani	Silame	3415068131	119	59	178
34	Junior Secondary School Kubodu	Silame	3415030131	114	61	175
35	Haliru Sarkin Gona Junior Secondary School	Sokoto North	3416057131	102	73	175
36	Junior Secondary School Zamau	Kware	3411103131	142	31	173
37	Shehu Malami Junior Girls Secondary School Wurno	Wurno	3422094132	0	172	172
38	Junior Secondary School Dagawa	Yabo	3423024131	123	49	172
39	Junior Secondary School Kagara	Tambuwal	3418155131	110	60	170
40	Junior Secondary School Tsamaye	Sabon Birni	3413144131	141	20	161
41	Junior Secondary School, Gangara	Sabon Birni	3413146131	127	33	160
42	Amirul Muminina Mohd Bello Jegass	Wurno	3422097131	67	93	160
43	Government Junior Secondary School Mammande	Gwadabawa	3407090131	89	70	159

S/N	School Name	L/G	Emis-Db Code	Boys	Girls	Total
44	Junior Secondary School Marakawa	Sabon Birni	3413154131	146	11	157
45	Junior Secondary School Lanjegu	Sabon Birni	3413157131	114	42	156
46	Junior Secondary School, Kamarawa	Isa	3409121131	114	41	155
47	Junior Secondary School, Jaredi	Shagari	3414075131	100	55	155
48	Junior Secondary School Maikada	Tambuwal	3418126131	98	55	153
49	Government Day Junior Secondary School, Rabah	Rabah	3412104131	12	139	151
50	Junior Secondary Schoool Maikujera	Rabah	3412108131	127	17	144
51	Command Science Girls Junior Secondary School Army Barrack	Dange Shuni	3403139131	69	72	141
52	Gamji Girls Junior Secondary School Rabah	Rabah	3412103131	0	139	139
53	Government Day Junior Secondary School, Ummaruma	Kware	3411090131	120	18	138
54	Junior Secondary School Bulanyaki	Shagari	3414067131	98	40	138
55	Junior Secondary School Jekanadu	Silame	3415066131	91	46	137
56	Government Junior Secondry School Chimmola	Gwadabawa	3407110131	106	24	130
57	Junior Secondary School Sabon Garin Dole	Goronyo	3405112131	71	58	129
58	Junior Secondary School Kiri	Gada	3404126131	100	25	125
59	Junior Secondary School Mandera	Shagari	3414117131	81	44	125
60	Junior Secondary School Gaidau	Ilela	3408121131	85	39	124
61	Junior Secondary School, Wauru	Gada	3404127131	95	27	122
62	Junior Secondary School Gidan Gara	Dange Shuni	3403119131	75	46	121
63	Junior Secondary School Margai	Kebbe	3410070131	61	59	120
64	Junior Secondary School Ginga	Shagari	3414123131	75	45	120
65	Junior Secondary School Kwanar Isa	Isa	3409104131	94	23	117
66	Junior Secondary School Goshe	Tambuwal	3418157131	81	36	117

S/N	School Name	L/G	Emis-Db Code	Boys	Girls	Total
67	Junior Secondary School Gazarniya	Dange Shuni	3403140131	100	15	115
68	Women Center For Continuing Education	Tambuwal	3418119131	0	110	110
69	Junior Secondary School, Kaffe	Gada	3404128131	75	30	105
70	Nomadic Junior Secondary School Janzomo	Shagari	2414124133	70	35	105
71	Marhum Malam Hamidu Arabic Secondary School Tangaza	Tangaza	3419086131	0	105	105
72	Junior Secondary School Kyadawa	Gada	3404130131	70	32	102
73	Junior Secondary School Magira	Sabon Birni	3413202131	91	11	102
74	Junior Secondary School, Tsitse	Gada	3404129131	83	18	101
75	Junior Secondary School Rumbukawa	Sokoto North	3416062131	70	24	94
76	Junior Secondary School Madorawa	Bodinga	3402126131	53	40	93
77	Junior Secondary School Atakwanyo	Gwadabawa	3407069131	58	33	91
78	Junior Secondary School Tsefe	Dange Shuni	3403100131	56	34	90
79	Dango Junior Secondary School	Ilela	3408133131	79	11	90
80	Junior Secondary School Kambama	Shagari	3414096131	70	19	89
81	Junior Secondary School Nabaguda	Tambuwal	3418156131	66	23	89
82	Upper Basic Junior Secondary School Gangam	Shagari	3414128131	59	22	81
83	Nomadic Junior Secondary School Dalijan	Kebbe	3410076133	41	37	78
84	Nomadic Junior Secondary School Rijiyar Dono	Yabo	3423043133	17	57	74
85	Junior Secondary School Chakai	Tambuwal	3418189131	53	19	72
86	Junior Secondary School, Bimasa	Tureta	3420044131	57	10	67
87	Government Junior Secondary School Tambagarka	Gwadabawa	3407068131	25	30	55
88	Junior Secondary School Bissalam	Dange Shuni	3403129131	37	9	46

SCHOOLS COVERED UNDER USD$ 30,000 - Schools with enrolment of 200 - 500.

S/N	School Name	L/G	Emis-Db Code	Boys	Girls	Total
1.	Government Girls Day Secondary School Gada	Gada	3404138141	0	479	479
2.	Government Day Secondary School Kwannawa	Dange Shuni	3403102141	413	62	475
3.	Women Centre For Countiung Education Isa	Isa	3409141141	0	474	474
4.	Government Girls Day Secondary School, Badon Barade	Wamakko	3421113141	0	461	461
5.	Government Day Secondary School Katami	Silame	3415003141	390	65	455
6.	Government Day Secondary School Maikulki	Binji	3401038141	165	267	432
7.	Government Day Secondary School Guiwa	Wamakko	3421183141	252	178	430
8.	Modibbo Adama Girls Arabic Secondary School Maruda	Kware	3411044141	0	428	428
9.	Gamji Girls Colleg Rabah	Rabah	3412001141	0	420	420
10.	Government Girls Day Secondary School, Dogon Daji	Tambuwal	3418008141	0	410	410
11.	Government Girls Day Secondary School Tambuwal	Tambuwal	3418010141	0	410	410
12.	Mahadu Shehu Naita Community Girls Arabic And Islamic Secondary School	Goronyo	3405114141	0	405	405
13.	Government Girls Day Secondary School	Yabo	3423007141	0	400	400
14.	Government Girls Day Secondary School Gidan Madi	Tangaza	3419079131	0	397	397
15.	Government Day Secondary School, Kuchi	Kebbe	3410001141	235	135	370
16.	Government Secondary School, Wauru	Gada	3404002141	257	102	359
17.	Government Day Secondary School Mana Babba	Sokoto South	3417081141	190	165	355
18.	Government Girls Day Secondary School Jabo	Tambuwal	3418173141	0	348	348
19.	Government Senior Secondary School Kalmalo	Ilela	3408013141	275	72	347
20.	Government Day Secondary School, Silame	Silame	3415002141	273	64	337
21.	Government Day Secondary School, Kurawa	Sabon Birni	3413001141	306	25	331
22.	Government Girls Day Secondary School Tangaza	Tangaza	3419003141	0	328	328
23.	Amina Ahmadu Bello Girls Arabic Secondary School Yar Gabas Sokoto	Sokoto North	3416006141	0	321	321

24.	Government Girls Secondary School Sanyinna	Tambuwal	3418002141	0	319	319
25.	Government Secondary School, Gigane	Gwadabawa	3407005141	253	56	309
26.	Government Day Secondary School Dagawa	Yabo	3423053141	184	106	290
27.	Government Day Secondary School Tudun Yola	Sokoto North	3416075141	191	98	289
28.	Government Day Secondary School, Makuwana	Sabon Birni	3413002141	262	10	272
29.	Government Day Secondary School Unguwar Lalle	Sabon Birni	3413162141	241	31	272
30.	Government Day Secondary School Tara	Sabon Birni	3413202141	172	100	272
31.	Government Girls Day Secondary School Kware	Kware	3411105141	0	270	270
32.	Government Girls Day Secondary School Kebbe	Kebbe	3410025141	0	264	264
33.	Sheikh Abubakar Mahmud Gummi Community Arabic Secondary School	Ilela	3408142141	132	131	263
34.	Government Day Secondary School Bargaja	Isa	3409132141	190	71	261
35.	Government Day Secondary School Bashire	Tambuwal	3418163141	175	82	257
36.	Government Day Secondary School Kasarawa	Wamakko	3421081141	140	95	235
37.	Government Day Secondary School Kilgori	Yabo	3423004141	181	51	232
38.	Government Day Secondary School Kaffe	Gada	3404001141	207	21	228
39.	Government Day Secondary School Salame	Gwadabawa	3407001141	193	26	219
40.	Government Day Secondary School, Romon Sarki	Tambuwal	3418005141	184	31	215
41.	Government Day Secondary School Amanawa	Dange Shuni	3403116141	161	39	200
42.	Junior Secondary School Gidan Bubu	Wamakko	3421155131	415	81	496
43.	Government Day Junior Secondry School Salame	Gwadabawa	3407111131	384	104	488
44.	Government Junior Secondary School, Rara	Rabah	3412106131	427	57	484
45.	Government Girls Unity Junior Secondary School, Bodinga	Bodinga	3402108131	0	483	483
46.	Ube Girls Model Junior Secondary School	Yabo	3423088131	0	478	478
47.	Government Girls Day Junior Secondary School Gwadabawa	Gwadabawa	3407067131	0	470	470

48.	Waziri Gidado Junior Arabic Secondary School Gidadawa Sokoto	Sokoto North	3416054131	236	233	469
49.	Women Centre For Countiung Education Junior Secondary School Isa	Isa	3409091131	0	466	466
50.	Government Junior Secondary School Riji	Rabah	3412022131	376	89	465
51.	Government Day Junior Secondary School, Romon Sarki	Tambuwal	3418130131	136	327	463
52.	Junior Secondary School Binjin Muza	Yabo	3423085131	324	134	458
53.	Junior Secondary School Durbawa	Kware	3411092131	278	170	448
54.	Junior Secondary School Gidan Salanke	Wamakko	3421152131	327	104	431
55.	Junior Secondary School Gwaddodi	Rabah	3412059131	267	162	429
56.	Government Day Junior Secondary School Jamali	Binji	3401081131	296	129	425
57.	Junior Secondary School Kadassaka	Gada	3404136131	362	60	422
58.	Junior Arabic Secondary School Rumbu	Sokoto North	3416065131	202	219	421
59.	Jais Magaji Rufai	Shagari	3414048131	186	234	420
60.	Government Day Junior Secondary School, Fajaldu	Dange Shuni	3403114131	242	176	418
61.	Government Girls Day Junior Secondary School Shagari	Shagari	3414091131	0	409	409
62.	Chacho Junior Secondary School	Wurno	3422096131	335	74	409
63.	Sheikh Abubakar Gummi Junior Secondary School Illela	Ilela	3408081131	175	232	407
64.	Junior Girls Secondary School Arume	Isa	3409138131	235	168	403
65.	Government Day Junior Secondary School, Kurawa	Sabon Birni	3413142131	310	90	400
66.	Junior Secondary School Teke Maifuloti	Sabon Birni	3413143131	374	25	399
67.	Government Day Junior Secondary School, Kuchi	Kebbe	3410068131	271	126	397
68.	Junior Secondary School, Kalmalo	Ilela	3408068131	243	152	395
69.	Junior Secondary School Fakka	Yabo	3423087131	269	123	392
70.	Junior Secondary School Balle	Gudu	3406022131	250	137	387
71.	Government Girls Junior Secondary School, Sanyinna	Tambuwal	3418132131	0	384	384

72.	Junior Secondary School Dallatu	Sokoto South	3417083131	205	175	380
73.	Junior Secondary School Unguwar Lalle	Sabon Birni	3413145131	300	79	379
74.	Government Girls Day Junior Secondary School Jabo	Tambuwal	3418170131	0	375	375
75.	Junior Secondary School, Alkanchi	Sokoto North	3416044131	312	60	372
76.	Government Day Junior Secondary School, Dingyadi	Bodinga	3402107131	255	112	367
77.	Junior Secondary School Gidan Dilo	Sokoto South	3417079131	249	118	367
78.	Madarasatul Ihyaisunnah Junior Arabic Secondary School Achida	Wurno	3422099131	149	215	364
79.	Govt Day Junior Secondary School Gigane	Gwadabawa	3407112131	295	68	363
80.	Junior Secondary School Sangerawa	Sabon Birni	3413155131	300	62	362
81.	Junior Secondary School Kadadi	Gada	3404122131	337	18	355
82.	Junior Secondary School Kwakwazo	Goronyo	3405081131	243	111	354
83.	Junior Secondary School Katami	Silame	3415067131	294	60	354
84.	Government Girls Day Junior Secondary School Gada	Gada	3404125131	0	351	351
85.	Junior Secondary School Gedawa	Wamakko	3421069131	281	65	346
86.	Ruggar Waru Junior Secondary School	Wamakko	3421070131	189	155	344
87.	Junior Secondary School Lambo	Kware	3411101131	226	117	343
88.	Government Girls Day Secondary Junior School Gidan Madi	Tangaza	3419088131	0	340	340
89.	Junior Secondary School Kalage	Sabon Birni	3413194131	200	135	335
90.	Labbo Dogon Daji Junior Secondary School	Sokoto South	3417167131	200	124	324
91.	Junior Secondary School Inname	Binji	3401060131	144	179	323
92.	Junior Secondary School Holai	Gada	3404132131	302	14	316
93.	Community Junior Arabic Secondary School	Gwadabawa	3407117131	0	310	310
94.	Junior Secondary School Rimawa	Goronyo	3405121131	220	88	308
95.	Junior Secondary School Kurya	Rabah	3412062131	175	127	302

96.	Women Centre For Contiunig Education Gwadabawa	Gwadabawa	3407060131	0	299	299
97.	Women Centre For Continuing Education Junior Secondary School	Sokoto South	3417071131	0	295	295
98.	Junior Secondary School Takatsaba	Sabon Birni	3413203131	246	46	292
99.	Government Girls Junior Model Secondary School Illela	Ilela	3408067131	0	290	290
100.	Junior Secondary School Kaura Kimba	Wamakko	3421108131	220	69	289
101.	Modibbo Adama Girls Arabic Junior Secondary School Maruda	Kware	3411096131	0	288	288
102.	Junior Secondary School Kalgo	Sabon Birni	3413158131	255	31	286
103.	Junior Secondary School, Tureta Town	Tureta	3420060131	262	22	284
104.	Junior Secondary School Girkau	Kebbe	3410075131	229	54	283
105.	Junior Secondary School Lajinge	Sabon Birni	3413153131	244	37	281
106.	Junor Secondary School,Kalanjeni	Tangaza	4310095131	174	102	276
107.	Junior Secondary School Asara	Gwadabawa	3407113131	233	42	275
108.	Government Day Junior Secondary School Shinaka	Goronyo	3405111131	215	52	267
109.	Government Day Junior Secondary School Ungushi	Kebbe	3410073131	142	125	267
110.	Junior Secondary School Kyara	Sabon Birni	3413151131	201	65	266
111.	Junior Secondary School Labau	Sabon Birni	3413156131	200	65	265
112.	Junior Secondary School, Modachi	Isa	3409122131	219	44	263
113.	Government Girls College For Islamic Science Shuni	Dange Shuni	3403094131	0	262	262
114.	Junior Secongary School Awulkiti	Gudu	3406062131	143	112	255
115.	Junior Secondary School Kauramiyo	Bodinga	3402122131	183	70	253
116.	Junior Secondary School Satiru	Isa	3409094131	205	48	253
117.	Community Girls Arabic And Islamic Junior Secondary School Sanyinna	Tambuwal	3418138131	0	251	251
118.	Junior Secondary School, Kilgori	Yabo	3423002131	189	57	246
119.	Junior Secondary School Jirga	Bodinga	3402123131	152	93	245

120.	Junior Secondary School Hungumawa	Sokoto North	3416067131	128	115	243
121.	Government Girls Day Secondary School Kebbe	Kebbe	3410077131	0	238	238
122.	Junior Secondary School Lambara	Shagari	3414107131	141	97	238
123.	Junior Secondary School Bachaka	Gudu	3406004131	157	77	234
124.	Junior Secondary School, Gande	Silame	3415070131	155	79	234
125.	Junior Secondary School Karfen Sarki	Gudu	3406064131	154	79	233
126.	Junior Secondary School Kwargaba	Wurno	3422092131	140	91	231
127.	Junior Secondary School, Masallaci	Tangaza	3419076131	166	64	230
128.	Junior Secondary School Birjingo	Goronyo	3405131131	180	48	228
129.	Junior Arabic Secondary School Gandu Area Sokoto	Sokoto North	3416052131	123	98	221
130.	Junior Secondary School, Bargaja	Isa	3409120131	138	82	220
131.	Junior Secondary School Garin Idi	Sabon Birni	3413201131	166	51	217
132.	Junior Secondary School, Bashire	Tambuwal	3418133131	170	46	216
133.	Junior Secondary School Bunkari	Binji	3401056131	97	113	210
134.	Junior Secondary School Marafa	Silame	3415069131	116	94	210
135.	Junior Secondary School Kurdulla	Gudu	3406024131	128	76	204
136.	Junior Secondary School Yar Abba	Wamakko	3421149131	118	83	201

SCHOOLS COVERED UNDER USD$ 60,000 – 1,000. Schools with enrolment of 501 - 1000.

S/N	School Name	L/G	Emis-Db Code	Boys	Girls	Total
1.	Government Secondary School, Gandi	Rabah		632	315	947
2.	Government Day Secondary School Gumbi	Wamakko		565	342	907
3.	Government Girls College Of Art Science And Islamic Studies Arkilla	Wamakko		0	882	882
4.	Government Day Secondary School Ummaruma	Kware		560	310	870

5.	Chiroma Bello Day Secondary School	Sokoto North		620	231	851
6.	Government Girls Unity Secondary School, Bodinga	Bodinga		0	847	847
7.	Government Day Secondary Hammaali	Kware		771	72	843
8.	Government Day Secondary School, Achida	Wurno		629	199	828
9.	Government Day Secondary School, Gande	Silame		495	315	810
10.	Government Day Secondary School Wamakko	Wamakko		600	205	805
11.	Government Day Secondary School Tureta	Tureta		553	243	796
12.	Government Day Secondary School, Badau	Bodinga		766	10	776
13.	Government Day Secondary School Turba	Isa		575	159	734
14.	Government Day Secondary School, Kajiji	Shagari		217	511	728
15.	Sultan Muhammadu Maccido For Quran And General Studies	Wamakko		500	221	721
16.	Women Centre For Continuing Education, Sokoto	Sokoto South		0	717	717
17.	Yahaya Abdulkarim Government Girls Day Secondary School	Wamakko		0	706	706
18.	Government Secondary School, Dingyadi	Bodinga		595	101	696
19.	Government Girls Day Secondary School Bodinga	Bodinga		0	657	657
20.	Government Day Secondary School, Dandin Mahe	Shagari		503	154	657
21.	Government Day Secondary School Durbawa	Kware		412	243	655
22.	Government Girls Arabic Secondary School, Isa	Isa		0	643	643
23.	Government Senior Secondary School Araba	Ilela		533	109	642
24.	Government Girls Day Secondary School,Shagari	Shagari		0	640	640
25.	Federal Scince College Sokoto	Kware		465	171	636
26.	Government Day Secondary School, Shuni	Dange Shuni		339	290	629
27.	Government Day Secondary School Dan Tudu	Sabon Birni		373	236	609
28.	Government Girls Day Secondary School Gwadabawa	Gwadabawa		0	608	608
29.	Federal Government Girls College Tambuwal	Tambuwal		0	600	600

30.	Government Day Secondary School Dundaye	Wamakko		395	187	582
31.	Government Girls College For Islamic Science School Shuni	Dange Shuni		0	579	579
32.	Government Girls Day Secondary School Sifawa	Bodinga		0	577	577
33.	Government Girls Day Secondary School(Ubec) Sabon Birni	Sabon Birni		0	542	542
34.	Government Girls Model Secondary School, Illela	Ilela		0	530	530
35.	Yakuu Mu'azu Junior Secodary School Sokoto	Sokoto South		564	433	997
36.	Junior Secondary Sehool Araba	Ilela		730	255	985
37.	Amina Ahmadu Bello Junior Arabic Secondary School Yar Gabas	Sokoto North		0	958	958
38.	Government Girls Day Junior Secondary School Bodinga	Bodinga		0	932	932
39.	Junior Secondary School Goronyo	Goronyo		545	379	924
40.	Government Girls Day Secondary School Mabera Mujaya	Sokoto South		0	921	921
41.	Junior Girl's Secondary School Yar'bukuma	Sabon Birni		0	917	917
42.	Junior Secondary School Iliyasu Abubakar. Isa	Isa		0	900	900
43.	Junior Secendary School Torankawa	Yabo		750	150	900
44.	Government Day Junior Secondary School, Kindiru	Dange Shuni		535	362	897
45.	Junior Secondary School Gwiwa	Wamakko		560	331	891
46.	Government Girls Day Junior Arabic Secondary School Sabon Birini Area	Sokoto North		0	885	885
47.	Junior Secondary School Salihu Anka	Sokoto North		632	225	857
48.	Government Day Junior Secondary School, Gatawa	Sabon Birni		684	124	808
49.	Government Day Junior Secondary School, Makuwana	Sabon Birni		690	115	805
50.	Junior Secondary School Dantudu	Sabon Birni		409	393	802
51.	Junior Secondary School Amanawa Dange Shuni	Dange Shuni		429	338	767
52.	Government Day Junior Secondary School Bakale	Yabo		399	354	753
53.	Junior Secondary School Illela Gajara	Dange Shuni		397	350	747

54.	Government Day Junior Secondary School, Kajiji	Shagari		511	230	741
55.	Government Day Junior Secondary School Sonani	Ilela		444	283	727
56.	Government Girls Junior Secondary School, Dogon Daji	Tambuwal		0	706	706
57.	Junior Secndary School Tudun Yola	Sokoto North		354	340	694
58.	Junior Secondary School Alasan	Tambuwal		343	348	691
59.	Government Day Junior Secondary School, Badau	Bodinga		500	186	686
60.	Government Girls Day Junior Secondary School, Yabo	Yabo		0	685	685
61.	Government Day Junior Secondary School, Hamma 'Ali	Kware		397	280	677
62.	Junior Secondary School, Marnona	Wurno		584	81	665
63.	Junior Secondary School Horo	Shagari		415	245	660
64.	Junior Secondary School Arkilla Fed Low Cost	Wamakko		0	660	660
65.	Government Day Junior Secondary School, Silame	Silame		551	105	656
66.	Junior Sec School Dukamaje	Gada		579	68	647
67.	Basic School Kalambaina Junior Secondary School	Wamakko		454	193	647
68.	Magajin Mabera Girls Junior Secondary School Sokoto	Sokoto South		0	632	632
69.	Junior Secondary School Kasarawa	Wamakko		441	186	627
70.	School For Basic Education Mana	Sokoto South		0	622	622
71.	Government Girls Day Junior Secondary School Tambuwal	Tambuwal		0	616	616
72.	Government Girls Day Junior Secondary School Sifawa	Bodinga		0	613	613
73.	Government Day Junior Secondary School, More	Kware		270	340	610
74.	Government Day Secondary School Dandinmahe	Shagari		422	181	603
75.	Junior Secondary School, Takatuku	Bodinga		347	240	587
76.	Junior Secondary School Alkalmu	Wurno		527	57	584
77.	Sultan Ibrahim Dasuki Junior Secondary School	Sokoto South		335	245	580

78.	Government Girls Day Junior Secondary School, Badon Barade	Wamakko		0	575	575
79.	Maahadu Shehu Naita Community Girls Arabic And Islamic Junior Secondary School	Goronyo		0	562	562
80.	Government Girls Day Secondary School Tangaza	Tangaza		0	562	562
81.	Government Girls Arabic Junior Secondary School, Isa	Isa		0	553	553
82.	Yahaya Abdulkarim Girls Day Junior Secondary School Doruwa Road,Sokoto	Wamakko		0	553	553
83.	Community Girls Junior Arabic Secondary School Illela	Ilela		0	550	550
84.	Junior Secondary School Ambarura	Ilela		373	172	545
85.	Junior Secondary School, Tara	Sabon Birni		424	120	544
86.	Sultan Muhammadu Maccido Institute For General Studies	Wamakko		388	141	529
87.	Maigari Dingyadi Junior Secondary School Salame	Sokoto South		267	252	519
88.	Governmenmt Day Junior Secondary School, Wababe	Dange Shuni		288	225	513
89.	Junior Secondary School, Gumbi	Wamakko		338	174	512
90.	Junior Secondary School Dambuwa	Dange Shuni		445	65	510

SCHOOLS COVERED UNDER USD$ 1,000 – 1,500. Schools with enrolment of 1000 and above.

S/N	School Name	L/G	Emis-Db Code	Boys	Girls	Total
1.	Government Girls Day Secondary School Kofar Marke Sokoto	Sokoto North		0	1976	1976
2.	Government Girls Day Secondary School, Runjin Sambo	Sokoto North		0	1634	1634
3.	Goverment Girls Day Arabic Secondary School Sabon Birni Area	Sokoto North		0	1634	1634
4.	Government Girls Day Secondary School Mabera Magaji	Sokoto South		0	1537	1537

5.	Government Girls Day Secondary School, Tudun Wada, Sokoto	Sokoto South		0	1511	1511
6.	Nana Girls Secondary School, Sokoto	Sokoto South		0	1466	1466
7.	Government Day Secondary School Gagi	Sokoto South		925	541	1466
8.	Government Girls Day Arabic Secondary School, Yar Akija	Sokoto South		0	1290	1290
9.	Government Day Secondary School Minannata Sokoto	Sokoto South		478	800	1278
10.	Government Secondary School, Gatawa	Sabon Birni		808	457	1265
11.	Hafsat Ahmadu Bello Model Arabic Secondary School, Sokoto	Sokoto South		0	1250	1250
12.	Government Day Secondary School Gidan Dare	Sokoto North		661	574	1235
13.	Government Day Secondary School, Dange	Dange Shuni		690	513	1203
14.	Government Girls College	Sokoto South		0	1196	1196
15.	Government Day Secondary School More	Kware		1000	182	1182
16.	Abdul-Rasheed Adisa Raji Special School, Sokoto	Sokoto South		784	369	1153
17.	Government Day Secondary School Takatuku	Bodinga		710	407	1117
18.	Government Day Secondary School Danchadi	Bodinga		618	491	1109
19.	Federal Government College Sokoto	Sokoto South		653	424	1077
20.	Government Girls Day Secondary School Mabera Mujayi	Sokoto South		0	1046	1046
21.	Government Day Secondary School Rikina	Dange Shuni		705	337	1042
22.	Government Day Senior Secondary School Goronyo	Goronyo		626	392	1018
23.	Yarbukuma Government Girls Secondary School Sabon Birni	Sabon Birni		0	1017	1017
24.	Chiroma Bello Junior Secondary School	Sokoto North		1067	848	1915
25.	Government Day Junior Secondary School Dange	Dange Shuni		1067	785	1852
26.	Junior Secondary School, Assada	Sokoto North		903	925	1828
27.	Turaki Basic School For Education Sokoto	Sokoto South		1017	740	1757
28.	Junior Secondary School Maitandu	Isa		1490	240	1730

29.	Government Day Junior Secondary School, Achida	Wurno		908	781	1689
30.	Government Day Girls Secondary School, Runjin Sambo Sokoto	Sokoto North		0	1628	1628
31.	Nana Girls Junior Secondary School, Sokoto	Sokoto South		0	1500	1500
32.	Hafsat Ahmadu Bello Junior Sec School	Sokoto South		0	1355	1355
33.	Junior Secondary School Mana Babba	Sokoto South		757	577	1334
34.	Abdul Rashed Adisa Raji Specal School Sokoto	Sokoto South		683	642	1325
35.	Junior Secondary School Kwannawa	Dange Shuni		930	388	1318
36.	Government Day Junior Secondary School, Danchadi	Bodinga		829	442	1271
37.	Government Junior Secondary School Tureta	Tureta		684	584	1268
38.	Government Junior Secondary School Gandi	Rabah		1031	231	1262
39.	Government Day Junior Secondary School, Tudun Wada	Sokoto South		0	1232	1232
40.	Government Girls Junior Arabic Secondary School, Yar Akija	Sokoto South		0	1222	1222
41.	Government Day Junior Secondary School Gagi	Sokoto South		726	485	1211
42.	Alhaji Alhaji Junior Secondary School Tsalibawa	Sokoto North		743	459	1202
43.	Government Girls College Of Arts Science And Islamic Studies	Wamakko		0	1188	1188
44.	Government Day Junior Secondary School, Shuni	Dange Shuni		660	522	1182
45.	Junior Secondary School, Turba	Isa		715	464	1179
46.	Government Day Junior Secondary School Minannata	Sokoto South		405	753	1158
47.	Junior Secondary School Tulluwa	Bodinga		599	557	1156
48.	Abdulrahman Marafa Memorial Secondary School Tambuwal	Tambuwal		691	429	1120
49.	Dr. Umarun Kwabo Junior Secondary School Gidan Jariri	Sokoto South		617	501	1118
50.	Government Day Junior Secondary School, Wamakko	Wamakko		638	480	1118
51.	Junior Secondary School Gidan Dare	Sokoto North		741	352	1093
52.	Ube Junior Girls Model Secondary School	Sabon Birni		0	1062	1062

53.	Alkali Mikailu Junior Secondary School Gidan Haki Sokoto	Sokoto North		495	560	1055

TOTAL = 367.

ANNEX 10: Labor Management Plan

Occupational Health and Safety Compliance

The requirements of the Environmental and Social Standard 2 on Occupational Health and Safety will be to carry out site specific risk assessments and develop appropriate risk prevention and mitigation measures. Where risk prevention and mitigation require provision of personal protective equipment (PPE), appropriate PPE will be provided to workers who are tasked to work on high risk tasks or areas. During risk assessment which will be conducted during screening process, possible hazards or risks related to the project activities will be identified. To this end, the appropriate PPE will be provided during project implementation. The identification of PPE will be done will be done during the screening and development of site-specific environmental and social management plans (ESMPs).

Grievance Redress Procedures for Workers

This procedure requires every employer, including SBMCs, 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:

First Level GRM: GRC at the Site/Community Level	Composed at the community level and easily accessible to workers. This committee will comprise of community liaison officers, supervision consultant site engineer, representative of school management among other identified persons. In addition, 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: GRC at the SPIU Level	This committee shall comprise of PIU 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 Sate Project Coordinator to the FPCU
Third Level of GRM: GRC at the FPMU Level	The Federal Project Coordinating Unit (FPCU) will be required to intervene in grievances beyond the state level resolution.
Court Redress of Grievances	While the purposes of GRM put in place by this Project is to resolve all issues caused by the project implementation out of court and to save time which is usually involved in litigation matters, it is not out of place to anticipate a scenario where aggrieved person is not satisfied with the process and judgment given by the grievance redress committee(s). Therefore, SPIU shall inform aggrieved persons of their right to seek for redress in the court of law as the final resort.

Roles and Responsibilities for Managing the LMP

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 SBMC compliance. The SPIUs will address all LMP aspects as part of procurement for works as well as during SBMC 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.

SBMCs 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. Specific roles are outlined below:

Occupational Health and Safety

SBMCs 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.

Labor and Working Conditions

Contractors will keep records in accordance with specifications set out in this LMP. The SPIUs may at any time require records to ensure that labor 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.

Worker Grievances

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 stipulated in section 9.4 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.

Additional Training

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 labor influx including GBV/SEA. 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

Occupational Health and Safety compliance

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.

ANNEX 11: DESCRIPTION OF PROJECT ENVIRONMENT

Table 1. Annex A: Table 1. Soil Physico-Chemical Parameters in Soil of the Selected Schools

SN	School Name	LGA	Ca2+	Mg2+	K+	Na+	HCO3	Cl-	NO3-	SO42-	NH4+
Bodinga Zone											
1	Government Day Junior Secondary School, Bodinga	Bodinga	11.15	7.59	15.76	13.61	40.55	13.55	25.21	18.83	7.02
2	Junior Secondary School, Takatuku	Bodinga	24.23	16.49	34.23	29.57	88.11	29.43	5.47	40.90	15.25
3	Junior Secondary School Jirga	Bodinga	13.84	9.42	90.56	16.90	50.35	16.82	3.13	23.37	8.71
4	Government Girls Day JSS Bodinga	Bodinga	21.92	14.92	30.97	26.76	79.72	26.63	4.95	37.01	13.80
5	Government Girls Unity Secondary School, Bodinga	Bodinga	15.00	10.20	21.19	18.31	54.54	18.22	3.39	25.32	9.44
6	Junior Secondary School Illela Gajara	Dange Shuni	19.23	13.08	27.17	23.47	16.93	23.36	4.34	32.46	12.10
7	Junior Secondary School Bissalam	Dange Shuni	6.92	4.71	9.78	8.45	25.17	8.41	15.65	11.68	4.35
8	Junior Secondary School Tsefe	Dange Shuni	12.69	8.63	17.93	15.49	46.15	15.42	26.69	21.24	7.99
9	Command Science Girls Sen Sec Sch Army Barracks	Dange Shuni	13.84	9.42	19.56	16.90	50.34	16.82	31.30	23.37	8.71
10	Junior Secondary School Jekanadu	Silame	14.23	9.68	20.10	17.37	51.74	17.28	3.21	24.02	8.95
11	Junior Secondary School, Gande	Silame	21.15	14.39	29.89	25.82	76.92	25.70	4.78	35.71	13.31
12	Government Junior Secondary School Tureta	Tureta	35.00	23.82	49.45	42.72	127.27	42.52	7.91	59.09	22.03
13	Junior Secondary School, Bimasa	Tureta	43.84	29.84	61.95	53.52	159.44	53.27	9.91	74.02	27.60
14	Government Day Secondary School Tsamiya	Tureta	16.53	11.25	23.30	20.18	60.14	20.09	3.73	27.92	10.41
Goronyo Zone											
15	Government Junior Secondary School, Isa	Isa	23.07	15.70	32.60	28.16	183.91	28.03	52.17	38.96	14.52
16	Junior Secondary School, Kamarawa	Isa	32.30	21.99	45.65	39.43	117.84	39.25	7.30	54.54	20.33
17	Women Centre For Continuing Edu. JSS Isa	Isa	41.53	28.27	58.69	50.70	151.04	50.46	9.39	70.13	26.95
18	Junior Secondary School Kwanar Isa	Isa	46.15	31.41	65.21	56.33	36.78	56.07	10.43	77.92	29.05
19	Government Girls Arabic Secondary School, Isa	Isa	23.84	16.23	33.69	29.10	86.71	28.97	33.91	40.25	15.01
20	Olusegun Obasanjo Teaching College Bafarawa	Isa	56.92	38.74	80.43	69.48	20.69	69.16	12.86	96.10	35.83
21	Government Day Junior Secondary School, Gatawa	Sabon Birni	50.38	34.37	71.19	61.50	18.32	61.21	11.39	85.06	31.71
22	Junior Secondary School Unguwar Lalle	Sabon Birni	44.20	33.50	69.56	60.09	179.02	59.81	11.13	83.11	30.99
23	Junior Secondary School Lajinge	Sabon Birni	31.92	21.72	45.10	38.96	116.08	38.78	7.21	53.89	20.09
24	Ube Junior Girls Model Secondary School	Sabon Birni	37.69	25.65	53.26	46.00	137.06	45.79	8.52	63.63	23.72
25	Government Day Secondary School, Makuwana	Sabon Birni	29.23	19.89	41.30	35.38	106.29	35.51	6.60	49.35	18.40
26	Government Day Junior Secondary School, Achida	Wurno	46.53	31.67	65.76	56.80	169.23	56.54	105.22	78.57	29.29

27	Junior Secondary School, Marnona	Wurno	43.84	29.84	61.95	53.52	159.44	53.27	9.91	74.02	27.60
28	Madarasatul Ihyaisunnah Junior Arabic Secondary School Achida	Wurno	6.92	4.71	9.78	8.45	25.17	8.41	15.65	11.68	4.35
Gwadabawa Zone											
29	Gamji Girls Colleg Rabah	Rabah	11.15	7.59	15.76	13.61	40.55	13.55	25.21	18.83	7.02
30	Government Day Secondary School Rabah	Rabah	24.23	16.49	34.23	29.57	88.11	29.43	5.47	40.90	15.25
31	Government Junior Secondary School Gandi	Rabah	13.84	9.42	90.56	16.90	50.35	16.82	3.13	23.37	8.71
32	Junior Secondary School Binji	Binji	21.92	14.92	30.97	26.76	79.72	26.63	4.95	37.01	13.80
33	Junior Secondary School Inname	Binji	15.00	10.20	21.19	18.31	54.54	18.22	3.39	25.32	9.44
34	Junior Secondary School Kadadi	Gada	19.23	13.08	27.17	23.47	16.93	23.36	4.34	32.46	12.10
35	Junior Secondary School, Wauru	Gada	6.92	4.71	9.78	8.45	25.17	8.41	15.65	11.68	4.35
36	Junior Secondary School Kyadawa	Gada	12.69	8.63	17.93	15.49	46.15	15.42	26.69	21.24	7.99
37	Government Secondary School Gada	Gada	13.84	9.42	19.56	16.90	50.34	16.82	31.30	23.37	8.71
38	Ahmad Adamu Mu'azu Model Science Secondary School Goronyo	Goronyo	14.23	9.68	20.10	17.37	51.74	17.28	3.21	24.02	8.95
39	Junior Secondary School Rimawa	Goronyo	21.15	14.39	29.89	25.82	76.92	25.70	4.78	35.71	13.31
40	Government Junior Secondry School Chimmola	Gwadabawa	35.00	23.82	49.45	42.72	127.27	42.52	7.91	59.09	22.03
41	Community Junior Arabic Secondary School Gwadabawa	Gwadabawa	43.84	29.84	61.95	53.52	159.44	53.27	9.91	74.02	27.60
42	Junior Secondary School Mamman Suka	Gwadabawa	16.53	11.25	23.30	20.18	60.14	20.09	3.73	27.92	10.41
43	Government Day Junior Secondary School, Sifawa	Gwadabawa	50.76	34.55	71.73	61.97	14.69	61.68	11.47	85.71	3.19
44	Government Girls Junior Model Secondary School Illela	Ilela	23.07	15.70	32.60	28.16	183.91	28.03	52.17	38.96	14.52
45	Junior Secondary School Gaidau	Ilela	32.30	21.99	45.65	39.43	117.84	39.25	7.30	54.54	20.33
46	Government Day Secondary School, Illela	Ilela	41.53	28.27	58.69	50.70	151.04	50.46	9.39	70.13	26.95
47	Sultan Muhammadu Tambari Arabic Secondary School Illela	Ilela	46.15	31.41	65.21	56.33	36.78	56.07	10.43	77.92	29.05
48	Modibbo Adama Girls Arabic Secondary School Maruda	Kware	23.84	16.23	33.69	29.10	86.71	28.97	33.91	40.25	15.01
49	Government Day Secondary School More	Kware	56.92	38.74	80.43	69.48	20.69	69.16	12.86	96.10	35.83
50	Government Junior Secondary School, Tangaza	Tangaza	50.38	34.37	71.19	61.50	18.32	61.21	11.39	85.06	31.71
51	Junior Secondary School, Ruwa Wuri	Tangaza	44.20	33.50	69.56	60.09	179.02	59.81	11.13	83.11	30.99
52	Government Secondary School, Tangaza	Tangaza	31.92	21.72	45.10	38.96	116.08	38.78	7.21	53.89	20.09
Sokoto North Zone											

53	Government Day JSS, Gidan Igwai	Sokoto North	29.23	19.89	41.30	35.38	106.29	35.51	6.60	49.35	18.40
54	Amina Ahmadu Bello Junior Arabic Sec. Sch. Yar Gabas	Sokoto North	46.53	31.67	65.76	56.80	169.23	56.54	105.22	78.57	29.29
55	Junior Secndary School Tudun Yola	Sokoto North	23.07	15.70	32.60	28.16	183.91	28.03	52.17	38.96	14.52
56	Junior Arabic Secondary School Gandu Area Sokoto	Sokoto North	32.30	21.99	45.65	39.43	117.84	39.25	7.30	54.54	20.33
57	Haliru Sarkin Gona Junior Secondary School	Sokoto North	41.53	28.27	58.69	50.70	151.04	50.46	9.39	70.13	26.95
58	Alkali Mikailu JSS Gidan Haki Sokoto	Sokoto North	46.15	31.41	65.21	56.33	36.78	56.07	10.43	77.92	29.05
59	Junior Secondary School Rumbukawa	Sokoto North	23.84	16.23	33.69	29.10	86.71	28.97	33.91	40.25	15.01
60	Alhaji Alhaji Junior Secondary School Tsalibawa	Sokoto North	56.92	38.74	80.43	69.48	20.69	69.16	12.86	96.10	35.83
61	Government Day Secondary School, Kofar Rini	Sokoto North	50.38	34.37	71.19	61.50	18.32	61.21	11.39	85.06	31.71
62	GGD Arabic Secondary School Sabon Birni Area	Sokoto North	44.20	33.50	69.56	60.09	179.02	59.81	11.13	83.11	30.99
63	Sokoto Teachers College	Sokoto North	31.92	21.72	45.10	38.96	116.08	38.78	7.21	53.89	20.09
64	Government Day Secondary School Gidan Dare	Sokoto North	37.69	25.65	53.26	46.00	137.06	45.79	8.52	63.63	23.72
65	Chiroma Bello Day Secondary School	Sokoto North	29.23	19.89	41.30	35.38	106.29	35.51	6.60	49.35	18.40
66	Government Technical College Runjin Sambo	Sokoto North	46.53	31.67	65.76	56.80	169.23	56.54	105.22	78.57	29.29
67	GD JSS, Tudun Wada	Sokoto South	50.38	34.37	71.19	61.50	18.32	61.21	11.39	85.06	31.71
68	Hafsat Ahmadu Bello Junior Sec School	Sokoto South	44.20	33.50	69.56	60.09	179.02	59.81	11.13	83.11	30.99
Sokoto South Zone											
69	Sheikh Abubakar Gummi Memorial Junior College, Sokoto	Sokoto South	11.15	7.59	15.76	13.61	40.55	13.55	25.21	18.83	7.02
70	Government Girls Day Secondary School Mabera Mujaya	Sokoto South	24.23	16.49	34.23	29.57	88.11	29.43	5.47	40.90	15.25
71	School For Basic Education Mana	Sokoto South	13.84	9.42	90.56	16.90	50.35	16.82	3.13	23.37	8.71
72	Dr. Umarun Kwabo Junior Secondary School Gidan Jariri	Sokoto South	21.92	14.92	30.97	26.76	79.72	26.63	4.95	37.01	13.80
73	Govt. Girls Day Arabic Secondary School, Yar Akija	Sokoto South	15.00	10.20	21.19	18.31	54.54	18.22	3.39	25.32	9.44
74	Nana Girls Secondary School, Sokoto	Sokoto South	19.23	13.08	27.17	23.47	16.93	23.36	4.34	32.46	12.10
75	Sultan Atiku Secondary School, Sokoto	Sokoto South	6.92	4.71	9.78	8.45	25.17	8.41	15.65	11.68	4.35
76	Government Day Junior Secondary School, Arkilla	Wamakko	12.69	8.63	17.93	15.49	46.15	15.42	26.69	21.24	7.99
77	Junior Secondary School Kasarawa	Wamakko	13.84	9.42	19.56	16.90	50.34	16.82	31.30	23.37	8.71
78	Government Day Secondary School Arkilla	Wamakko	14.23	9.68	20.10	17.37	51.74	17.28	3.21	24.02	8.95
79	Government Day Secondary School Wamakko	Wamakko	21.15	14.39	29.89	25.82	76.92	25.70	4.78	35.71	13.31
80	GGDSS Arkilla Federal Lowcost	Wamakko	19.23	13.08	27.17	23.47	16.93	23.36	4.34	32.46	12.10
Yabo Zone											

81	Government Junior Secondary School, Kebbe	Kebbe	23.07	15.70	32.60	28.16	183.91	28.03	52.17	38.96	14.52
82	Government Day Junior Secondary School Ungushi	Kebbe	32.30	21.99	45.65	39.43	117.84	39.25	7.30	54.54	20.33
83	Nomadic Junior Secondary School Dalijan	Kebbe	41.53	28.27	58.69	50.70	151.04	50.46	9.39	70.13	26.95
84	Aminu Ginga Junior Secondary School Shagari	Shagari	46.15	31.41	65.21	56.33	36.78	56.07	10.43	77.92	29.05
85	Junior Secondary School Mandera	Shagari	23.84	16.23	33.69	29.10	86.71	28.97	33.91	40.25	15.01
86	Junior Secondary School Sanyinnawal	Shagari	56.92	38.74	80.43	69.48	20.69	69.16	12.86	96.10	35.83
87	Junior Secondary School Bulanyaki	Shagari	50.38	34.37	71.19	61.50	18.32	61.21	11.39	85.06	31.71
88	Junior Secondary School Ginga	Shagari	44.20	33.50	69.56	60.09	179.02	59.81	11.13	83.11	30.99
89	Government Day Secondary School, Dandin Mahe	Shagari	31.92	21.72	45.10	38.96	116.08	38.78	7.21	53.89	20.09
90	Government Day Secondary School Horo	Shagari	37.69	25.65	53.26	46.00	137.06	45.79	8.52	63.63	23.72
91	Government Day Junior Secondary School, Jabo	Tambuwal	29.23	19.89	41.30	35.38	106.29	35.51	6.60	49.35	18.40
92	Junior Secondary School, Bashire	Tambuwal	46.53	31.67	65.76	56.80	169.23	56.54	105.22	78.57	29.29
93	Government Junior Secondary School Sanyinna	Tambuwal	21.01	6.24	9.23	21.69	4.11	19.02	2.73	73.7	21.01
94	Junior Secondary School Nabaguda	Tambuwal	4.45	41.26	11.79	15.8	20.26	11.05	21.28	21.39	4.45

Table 5: Physico-chemical properties of Water in the Selected Schools across the Zones

SN	School Name	LGA	Ca2+	Mg2+	K+	Na+	HCO3	Cl-	NO3-	SO42-	NH4+
Bodinga Zone											
1	Government Day Junior Secondary School, Bodinga	Bodinga	16.88	11.49	23.85	20.61	61.39	20.51	38.17	28.50	10.62
2	Junior Secondary School, Takatuku	Bodinga	5.96	4.05	8.42	7.27	21.69	7.24	13.47	10.06	3.75
3	Junior Secondary School Jirga	Bodinga	4.34	2.95	6.14	6.24	15.80	5.28	9.82	7.33	2.73
4	Government Girls Day Junior Secondary School Bodinga	Bodinga	33.80	23.01	47.77	41.26	122.93	41.07	76.43	57.07	21.28
5	Government Girls Unity Secondary School, Bodinga	Bodinga	6.53	4.45	9.23	7.98	273.77	7.94	14.78	11.03	4.11
6	Junior Secondary School Illela Gajara	Dange Shuni	8.34	5.68	11.79	10.18	30.34	10.14	18.86	14.09	5.25
7	Junior Secondary School Bissalam	Dange Shuni	65.65	44.68	92.77	80.14	238.74	79.76	148.43	110.84	41.33
8	Junior Secondary School Tsefe	Dange Shuni	44.11	30.02	62.33	53.84	160.41	53.59	99.73	74.48	27.77
9	Command Science Girls Senior Secondary School Army Barracks	Dange Shuni	2.92	1.91	4.13	3.56	10.62	3.55	6.60	4.93	1.84
10	Junior Secondary School Jekanadu	Silame	20.26	13.79	28.64	24.74	73.70	24.62	45.82	34.22	12.76
11	Junior Secondary School, Gande	Silame	5.88	4.01	8.31	7.18	21.39	7.14	13.30	9.93	3.70

12	Government Junior Secondary School Tureta	Tureta	5.34	3.63	7.55	6.52	19.44	6.49	12.08	9.03	3.36
13	Junior Secondary School, Bimasa	Tureta	9.65	6.57	13.64	11.78	35.10	11.72	21.82	16.29	6.07
14	Government Day Secondary School Tsamiya	Tureta	6.42	4.37	9.07	7.84	23.35	7.80	14.52	10.84	4.04
Goronyo Zone											
15	Government Junior Secondary School, Isa	Isa	12.86	4.51	24.74	8.42	10.62	3.75	4.45	12.76	33.8
16	Junior Secondary School, Kamarawa	Isa	19.19	492	7.18	6.14	73.7	2.73	11.68	3.7	6.53
17	Women Centre For Countiung Education Junior Secondary School Isa	Isa	25.52	5.85	7.27	47.77	21.39	21.28	14.68	3.75	8.34
18	Junior Secondary School Kwanar Isa	Isa	33.8	21.01	6.24	9.23	21.69	4.11	19.02	2.73	73.7
19	Government Girls Arabic Secondary School, Isa	Isa	6.53	4.45	41.26	11.79	15.8	20.26	11.05	21.28	21.39
20	Olusegun Obasanjo Teaching College Bafarawa	Isa	15.8	11.68	7.98	92.77	12.76	5.88	8.95	4.11	21.69
21	Government Day Junior Secondary School, Gatawa	Sabon Birni	17.34	14.68	10.18	62.33	3.7	5.96	13.01	5.25	15.8
22	Junior Secondary School Unguwar Lalle	Sabon Birni	13.47	19.02	80.14	8.42	3.75	4.34	10.62	41.33	3.75
23	Junior Secondary School Lajinge	Sabon Birni	9.82	11.05	53.84	6.14	2.73	33.8	73.7	27.77	2.73
24	Ube Junior Girls Model Secondary School	Sabon Birni	26.43	8.95	7.27	47.77	21.28	6.53	21.39	3.75	21.28
25	Government Day Secondary School, Makuwana	Sabon Birni	14.78	13.01	6.24	9.23	4.11	8.34	21.69	20.26	4.11
26	Government Day Junior Secondary School, Achida	Wurno	9.82	5.96	41.26	24.74	5.25	8.42	15.8	5.88	13.47
27	Junior Secondary School, Marnona	Wurno	76.43	4.34	7.98	11.63	41.33	6.14	17.34	5.96	9.82
28	Madarasatul Ihyaisunnah Junior Arabic Secondary School Achida	Wurno	14.78	33.8	15.8	7.94	27.77	47.77	13.47	4.34	13.43
Gwadabawa Zone											
29	Gamji Girls Colleg Rabah	Rabah	18.86	6.53	12.76	2.73	3.75	9.23	9.82	33.8	14.78
30	Government Day Secondary School Rabah	Rabah	14.43	8.34	3.7	21.28	7.32	24.74	26.43	6.53	4.45
31	Government Junior Secondary School Gandi	Rabah	99.73	17.32	3.75	4.31	19.41	17.8	14.78	8.34	11.68
32	Junior Secondary School Binji	Binji	13.47	2.95	6.14	6.24	15.8	5.28	9.82	7.33	2.73
33	Junior Secondary School Inname	Binji	9.82	23.01	47.77	41.26	122.93	41.07	76.43	57.07	21.28
34	Junior Secondary School Kadadi	Gada	76.43	4.45	9.23	7.98	273.77	7.94	14.78	11.03	4.11
35	Junior Secondary School, Wauru	Gada	14.78	5.68	11.79	10.18	30.34	10.14	18.86	14.09	5.25
36	Junior Secondary School Kyadawa	Gada	8.95	44.68	92.77	80.14	238.74	79.76	148.43	110.84	41.33
37	Government Secondary School Gada	Gada	13.01	30.02	62.33	53.84	160.41	53.59	99.73	74.48	27.77
38	Ahmad Adamu Mu'azu Model Science Secondary School Goronyo	Goronyo	5.96	4.05	8.42	7.27	21.69	7.24	13.47	10.06	3.75

39	Junior Secondary School Rimawa	Goronyo	4.34	2.95	6.14	6.24	15.8	5.28	9.82	7.33	2.73
40	Government Junior Secondry School Chimmola	Gwadabawa	33.8	23.01	47.77	41.26	122.93	41.07	76.43	57.07	5.96
41	Community Junior Arabic Secondary School Gwadabawa	Gwadabawa	6.53	4.45	9.23	7.98	273.77	7.94	14.78	11.03	4.34
42	Junior Secondary School Mamman Suka	Gwadabawa	8.34	4.51	24.74	8.42	10.62	3.75	4.45	12.76	33.8
43	Government Day Junior Secondary School, Sifawa	Gwadabawa	17.32	492	7.18	6.14	73.7	2.73	11.68	3.7	6.53
44	Government Girls Junior Model Secondary School Illela	Ilela	2.95	5.85	7.27	47.77	21.39	21.28	14.68	3.75	8.34
45	Junior Secondary School Gaidau	Ilela	23.01	21.01	6.24	9.23	21.69	4.11	19.02	2.73	73.7
46	Government Day Secondary School, Illela	Ilela	4.45	4.45	41.26	11.79	15.8	20.26	11.05	21.28	21.39
47	Sultan Muhammadu Tambari Arabic Secondary School Illela	Ilela	5.68	11.68	7.98	92.77	12.76	5.88	8.95	4.11	21.69
48	Modibbo Adama Girls Arabic Secondary School Maruda	Kware	14.68	14.68	10.18	62.33	3.7	5.96	13.01	5.25	15.8
49	Government Day Secondary School More	Kware	10.02	13.01	6.24	9.23	4.11	8.34	21.69	20.26	4.11
50	Government Junior Secondary School, Tangaza	Tangaza	4.05	5.96	41.26	24.74	5.25	8.42	15.8	5.88	13.47
51	Junior Secondary School, Ruwa Wuri	Tangaza	5.96	4.05	8.42	7.27	21.69	7.24	13.47	10.06	3.75
52	Government Secondary School, Tangaza	Tangaza	4.34	2.95	6.14	6.24	15.8	5.28	9.82	7.33	2.73
Sokoto North Zone											
53	Government Day Junior Secondary School, Gidan Igwai	Sokoto North	33.8	23.01	47.77	41.26	122.93	41.07	76.43	57.07	5.96
54	Amina Ahmadu Bello Junior Arabic Secondary School Yar Gabas	Sokoto North	6.53	4.45	9.23	7.98	273.77	7.94	14.78	11.03	4.34
55	Junior Secndary School Tudun Yola	Sokoto North	12.86	4.51	24.74	8.42	10.62	3.75	4.45	12.76	33.8
56	Junior Arabic Secondary School Gandu Area Sokoto	Sokoto North	19.19	492	7.18	6.14	73.7	2.73	11.68	3.7	6.53
57	Haliru Sarkin Gona Junior Secondary School	Sokoto North	21.52	5.85	7.27	47.77	21.39	21.28	14.68	3.75	8.34
58	Alkali Mikailu Junior Secondary School Gidan Haki Sokoto	Sokoto North	33.8	21.01	6.24	9.23	21.69	4.11	19.02	2.73	73.7
59	Junior Secondary School Rumbukawa	Sokoto North	6.53	4.45	41.26	11.79	15.8	20.26	11.05	21.28	21.39
60	Alhaji Alhaji Junior Secondary School Tsalibawa	Sokoto North	8.34	11.68	7.98	92.77	12.76	5.88	8.95	4.11	21.69
61	Government Day Secondary School, Kofar Rini	Sokoto North	15.65	14.68	10.18	62.33	3.7	5.96	13.01	5.25	15.8
62	Goverment Girls Day Arabic Secondary School Sabon Birni Area	Sokoto North	6.53	4.45	9.23	7.98	273.77	7.94	14.78	11.03	4.34
63	Sokoto Teachers College	Sokoto North	12.86	4.51	24.74	8.42	10.62	3.75	4.45	12.76	33.8
64	Government Day Secondary School Gidan Dare	Sokoto North	19.19	492	7.18	6.14	73.7	2.73	11.68	3.7	6.53
65	Chiroma Bello Day Secondary School	Sokoto North	15.52	5.85	7.27	47.77	21.39	21.28	14.68	3.75	8.34
66	Government Technical College Runjin Sambo	Sokoto North	33.8	21.01	7.94	9.23	21.69	4.11	19.02	2.73	73.7

67	Government Day Junior Secondary School, Tudun Wada	Sokoto South	6.53	4.45	3.75	11.79	15.8	20.26	11.05	21.28	21.39
68	Hafsat Ahmadu Bello Junior Sec School	Sokoto South	8.34	11.68	2.73	92.77	12.76	5.88	8.95	4.11	21.69
Sokoto South Zone											
69	Sheikh Abubarkar Gummi Memorial Junior College, Sokoto	Sokoto South	15.65	17.68	21.28	62.33	3.7	5.96	13.01	5.25	15.8
70	Government Girls Day Secondary School Mabera Mujaya	Sokoto South	15.8	33.8	4.11	14.68	7.94	21.01	5.88	7.94	21.01
71	School For Basic Education Mana	Sokoto South	12.76	6.53	20.26	4.45	3.75	4.45	5.96	3.75	4.45
72	Dr. Umarun Kwabo Junior Secondary School Gidan Jariri	Sokoto South	3.7	8.34	5.88	4.51	2.73	11.68	7.94	2.73	11.68
73	Government Girls Day Arabic Secondary School, Yar Akija	Sokoto South	273.77	73.7	5.96	492	21.28	14.68	3.75	21.28	14.68
74	Nana Girls Secondary School, Sokoto	Sokoto South	10.62	21.39	7.94	5.85	4.11	13.01	7.94	4.11	4.45
75	Sultan Atiku Secondary School, Sokoto	Sokoto South	73.7	21.69	3.75	21.01	20.26	5.96	3.75	20.26	4.51
76	Government Day Junior Secondary School, Arkilla	Wamakko	21.39	15.8	7.94	4.45	5.88	4.05	2.73	13.03	492
77	Junior Secondary School Kasarawa	Wamakko	21.69	4.34	3.75	11.68	5.96	2.95	21.28	8.91	5.85
78	Government Day Secondary School Arkilla	Wamakko	15.8	33.8	2.73	17.68	7.94	14.68	4.11	7.11	21.01
79	Government Day Secondary School Wamakko	Wamakko	12.76	6.53	21.28	21.01	3.75	4.45	20.26	7.98	4.45
80	Government Girls Day Secondary School Arkilla Federal Lowcost	Wamakko	3.7	8.34	4.11	4.45	5.88	4.51	5.88	8.42	11.68
Yabo Zone											
81	Government Junior Secondary School, Kebbe	Kebbe	7.98	73.7	20.26	2.95	5.96	492	5.96	6.14	17.68
82	Government Day Junior Secondary School Ungushi	Kebbe	8.42	7.94	14.78	23.01	7.94	5.85	7.94	47.77	21.01
83	Nomadic Junior Secondary School Dalijan	Kebbe	6.14	3.75	4.45	4.45	3.75	21.01	3.75	9.23	4.45
84	Aminu Ginga Junior Secondary School Shagari	Shagari	5.88	2.73	11.68	4.51	7.94	4.45	7.18	11.79	11.68
85	Junior Secondary School Mandera	Shagari	5.96	21.28	14.68	7.94	3.75	11.68	7.27	14.68	14.68
86	Junior Secondary School Sanyinnawal	Shagari	7.94	4.11	19.02	3.75	2.73	17.68	7.94	4.45	13.01

87	Junior Secondary School Bulanyaki	Shagari	3.75	20.26	5.88	2.73	4.51	21.01	3.75	4.51	5.96
88	Junior Secondary School Ginga	Shagari	7.18	23.12	5.96	21.28	492	4.45	2.73	492	4.05
89	Government Day Secondary School, Dandin Mahe	Shagari	7.27	8.78	7.94	4.11	5.85	5.88	21.28	5.85	2.95
90	Government Day Secondary School Horo	Shagari	7.94	6.17	3.75	20.26	21.01	5.96	4.11	21.01	23.01
91	Government Day Junior Secondary School, Jabo	Tambuwal	9.23	19.03	7.18	18.18	4.45	7.94	20.26	4.45	4.45
92	Junior Secondary School, Bashire	Tambuwal	11.79	5.67	7.27	10.12	11.68	3.75	5.88	11.68	4.51
93	Government Junior Secondary School Sanyinna	Tambuwal	14.68	13.78	9.02	3.25	13.94	4.92	11.31	13.52	7.91
94	Junior Secondary School Nabaguda	Tambuwal	4.45	11.15	7.26	7.67	11.23	23.03	4.89	5.53	9.21

Table 6: Heavy metals in water in the Selected Schools across the Zones

SN	School Name	Sample Point	Fe	Cu	Zn	Ni (ppm)	Pb (ppm)	Calcium (mg/l)	Sodium (mg/l)
Bodinga Zone									
1	Government Day Junior Secondary School, Bodinga	Bodinga	0.023	0.14	0.037	0.01	0.05	38	0.5
2	Junior Secondary School, Takatuku	Bodinga	0.065	0.38	0.11	0.01	0.05	48	1.41
3	Junior Secondary School Jirga	Bodinga	0.088	0.53	0.15	0.01	0.06	36	0.49
4	Government Girls Day Junior Secondary School Bodinga	Bodinga	0.012	0.067	0.018	0.01	0.07	84	0.39
5	Government Girls Unity Secondary School, Bodinga	Bodinga	0.058	0.36	0.097	0	0.05	34	0.73
6	Junior Secondary School Illela Gajara	Dange Shuni	0.045	0.27	0.076	0.01	0.04	42	0.32
7	Junior Secondary School Bissalam	Dange Shuni	0.0058	0.035	0.0097	0.01	0.05	28	0.52
8	Junior Secondary School Tsefe	Dange Shuni	0.0086	0.052	0.015	0.01	0.06	36	0.9
9	Command Science Girls Senior Secondary School Army Barracks	Dange Shuni	0.14	0.78	0.22	0.01	0.07	84	0.9
10	Junior Secondary School Jekanadu	Silame	0.018	0.12	0.032	0	0.05	34	0.71
11	Junior Secondary School, Gande	Silame	0.065	0.38	0.11	0.01	0.04	42	0.72
12	Government Junior Secondary School Tureta	Tureta	0.072	0.43	0.12	0.01	0.05	28	0.52
13	Junior Secondary School, Bimasa	Tureta	0.039	0.24	0.066	0.01	0.06	36	0.9
14	Government Day Secondary School Tsamiya	Tureta	0.059	0.36	0.099	0.01	0.07	84	0.9
Goronyo Zone									
15	Government Junior Secondary School, Isa	Isa	0.075	0.45	0.13	0	0.05	34	0.14
16	Junior Secondary School, Kamarawa	Isa	0.033	0.19	0.055	0.01	0.04	42	0.7

17	Women Centre For Countiung Education Junior Secondary School Isa	Isa	0.011	0.064	0.017	0.01	0.05	38	0.5
18	Junior Secondary School Kwanar Isa	Isa	0.78	0.15	0.023	0.01	0.06	48	1.4
19	Government Girls Arabic Secondary School, Isa	Isa	0.12	0.16	0.065	0.01	0.07	36	0.9
20	Olusegun Obasanjo Teaching College Bafarawa	Isa	0.38	0.27	0.088	0.01	0.05	84	0.9
21	Government Day Junior Secondary School, Gatawa	Sabon Birni	0.43	0.35	0.012	0	0.04	34	0.13
22	Junior Secondary School Unguwar Lalle	Sabon Birni	0.24	0.24	0.058	0.01	0.05	42	0.7
23	Junior Secondary School Lajinge	Sabon Birni	0.36	0.15	0.045	0.01	0.06	28	0.52
24	Ube Junior Girls Model Secondary School	Sabon Birni	0.45	0.36	0.058	0.01	0.07	36	0.12
25	Government Day Secondary School, Makuwana	Sabon Birni	0.19	0.27	0.036	0.01	0.05	84	0.9
26	Government Day Junior Secondary School, Achida	Wurno	0.064	0.15	0.14	0	0.04	34	0.7
27	Junior Secondary School, Marnona	Wurno	0.15	0.34	0.018	0.01	0.05	42	0.7
28	Madarasatul Ihyaisunnah Junior Arabic Secondary School Achida	Wurno	0.16	0.25	0.065	0.01	0.06	28	0.52
Gwadabawa Zone									
29	Gamji Girls Colleg Rabah	Rabah	0.27	0.16	0.072	0.01	0.07	36	0.9
30	Government Day Secondary School Rabah	Rabah	0.35	0.27	0.039	0.01	0.05	84	0.9
31	Government Junior Secondary School Gandi	Rabah	0.24	0.25	0.059	0	0.04	34	0.7
32	Junior Secondary School Binji	Binji	0.15	0.22	0.075	0.01	0.06	42	0.7
33	Junior Secondary School Inname	Binji	0.36	0.052	0.033	0.01	0.07	48	0.52
34	Junior Secondary School Kadadi	Gada	0.27	0.78	0.011	0.02	0.05	36	0.9
35	Junior Secondary School, Wauru	Gada	0.15	0.12	0.032	0.01	0.04	84	0.9
36	Junior Secondary School Kyadawa	Gada	0.34	0.38	0.11	0.01	0.05	34	0.7
37	Government Secondary School Gada	Gada	0.25	0.43	0.12	0.01	0.06	42	0.7
38	Ahmad Adamu Mu'azu Model Science Secondary School Goronyo	Goronyo	0.16	0.24	0.066	0.11	0.07	28	0.5
39	Junior Secondary School Rimawa	Goronyo	0.27	0.36	0.099	0.01	0.05	36	1.4
40	Government Junior Secondry School Chimmola	Gwadabawa	0.25	0.45	0.13	0.01	0.04	84	0.9
41	Community Junior Arabic Secondary School Gwadabawa	Gwadabawa	0.19	0.19	0.055	0.01	0.05	34	0.9
42	Junior Secondary School Mamman Suka	Gwadabawa	0.064	0.064	0.017	0.01	0.06	42	0.7
43	Government Day Junior Secondary School, Sifawa	Gwadabawa	0.15	0.15	0.023	0	0.07	28	0.7
44	Government Girls Junior Model Secondary School Illela	Ilela	0.16	0.16	0.065	0.01	0.05	36	0.51

45	Junior Secondary School Gaidau	Ilela	0.27	0.27	0.088	0.01	0.04	84	0.9
46	Government Day Secondary School, Illela	Ilela	0.35	0.35	0.012	0.01	0.05	34	0.9
47	Sultan Muhammadu Tambari Arabic Secondary School Illela	Ilela	0.24	0.24	0.058	0.01	28	0.5	0.7
48	Modibbo Adama Girls Arabic Secondary School Maruda	Kware	0.15	0.15	0.045	0	36	1.4	0.7
49	Government Day Secondary School More	Kware	0.36	0.36	0.058	0.01	84	0.9	0.8
50	Government Junior Secondary School, Tangaza	Tangaza	0.27	0.27	0.036	0.002	34	0.9	0.9
51	Junior Secondary School, Ruwa Wuri	Tangaza	0.15	0.15	0.14	0.01	42	0.7	0.5
52	Government Secondary School, Tangaza	Tangaza	0.34	0.34	0.018	0.011	28	0.7	0.4
Sokoto North Zone									
53	Government Day Junior Secondary School, Gidan Igwai	Sokoto North	0.25	0.25	0.055	0.01	0.04	42	0.7
54	Amina Ahmadu Bello Junior Arabic Secondary School Yar Gabas	Sokoto North	0.16	0.16	0.017	0.01	0.05	38	0.5
55	Junior Secndary School Tudun Yola	Sokoto North	0.27	0.15	0.023	0.01	0.06	48	1.4
56	Junior Arabic Secondary School Gandu Area Sokoto	Sokoto North	0.25	0.16	0.065	0.01	0.07	36	0.9
57	Haliru Sarkin Gona Junior Secondary School	Sokoto North	0.38	0.27	0.088	0.01	0.05	84	0.9
58	Alkali Mikailu Junior Secondary School Gidan Haki Sokoto	Sokoto North	0.43	0.35	0.012	0	0.04	34	0.7
59	Junior Secondary School Rumbukawa	Sokoto North	0.24	0.24	0.058	0.01	0.05	42	0.7
60	Alhaji Alhaji Junior Secondary School Tsalibawa	Sokoto North	0.36	0.15	0.045	0.01	0.06	28	0.5
61	Government Day Secondary School, Kofar Rini	Sokoto North	0.45	0.36	0.058	0.01	0.07	36	0.9
62	Goverment Girls Day Arabic Secondary School Sabon Birni Area	Sokoto North	0.19	0.27	0.036	0.01	0.05	84	0.9
63	Sokoto Teachers College	Sokoto North	0.064	0.15	0.14	0	0.04	34	0.7
64	Government Day Secondary School Gidan Dare	Sokoto North	0.15	0.34	0.018	0.01	0.05	42	0.7
65	Chiroma Bello Day Secondary School	Sokoto North	0.16	0.25	0.065	0.01	0.06	28	0.52
66	Government Technical College Runjin Sambo	Sokoto North	0.27	0.16	0.072	0.01	0.07	36	0.9
67	Government Day Junior Secondary School, Tudun Wada	Sokoto South	0.35	0.27	0.039	0.01	0.05	84	0.9
68	Hafsat Ahmadu Bello Junior Sec School	Sokoto South	0.24	0.25	0.059	0	0.04	34	0.7
Sokoto South Zone									
69	Sheikh Abubarkar Gummi Memorial Junior College, Sokoto	Sokoto South	0.065	0.38	0.11	0.01	0.04	42	0.72
70	Government Girls Day Secondary School Mabera Mujaya	Sokoto South	0.072	0.43	0.12	0.01	0.05	28	0.52
71	School For Basic Education Mana	Sokoto South	0.039	0.24	0.066	0.01	0.06	36	0.9
72	Dr. Umarun Kwabo Junior Secondary School Gidan Jariri	Sokoto South	0.059	0.36	0.099	0.01	0.07	84	0.9

73	Government Girls Day Arabic Secondary School, Yar Akija	Sokoto South	0.075	0.45	0.13	0	0.05	34	0.14
74	Nana Girls Secondary School, Sokoto	Sokoto South	0.033	0.19	0.055	0.01	0.04	42	0.7
75	Sultan Atiku Secondary School, Sokoto	Sokoto South	0.011	0.064	0.017	0.01	0.05	38	0.5
76	Government Day Junior Secondary School, Arkilla	Wamakko	0.78	0.15	0.023	0.01	0.06	48	1.4
77	Junior Secondary School Kasarawa	Wamakko	0.12	0.16	0.065	0.01	0.07	36	0.9
78	Government Day Secondary School Arkilla	Wamakko	0.38	0.27	0.088	0.01	0.05	84	0.9
79	Government Day Secondary School Wamakko	Wamakko	0.065	0.38	0.11	0.01	0.04	42	0.72
80	Government Girls Day Secondary School Arkilla Federal Lowcost	Wamakko	0.072	0.43	0.12	0.01	0.05	28	0.52
Yabo Zone									
81	Government Junior Secondary School, Kebbe	Kebbe	0.43	0.35	0.012	0	0.04	34	0.13
82	Government Day Junior Secondary School Ungushi	Kebbe	0.24	0.24	0.058	0.01	0.05	42	0.7
83	Nomadic Junior Secondary School Dalijan	Kebbe	0.36	0.15	0.045	0.01	0.06	28	0.52
84	Aminu Ginga Junior Secondary School Shagari	Shagari	0.45	0.36	0.058	0.01	0.07	36	0.12
85	Junior Secondary School Mandera	Shagari	0.19	0.27	0.036	0.01	0.05	84	0.9
86	Junior Secondary School Sanyinnawal	Shagari	0.064	0.15	0.14	0	0.04	34	0.7
87	Junior Secondary School Bulanyaki	Shagari	0.15	0.34	0.018	0.01	0.05	42	0.7
88	Junior Secondary School Ginga	Shagari	0.16	0.25	0.065	0.01	0.06	28	0.52
89	Government Day Secondary School, Dandin Mahe	Shagari	0.27	0.16	0.072	0.01	0.07	36	0.9
90	Government Day Secondary School Horo	Shagari	0.35	0.27	0.039	0.01	0.05	84	0.9
91	Government Day Junior Secondary School, Jabo	Tambuwal	0.24	0.25	0.059	0	0.04	34	0.7
92	Junior Secondary School, Bashire	Tambuwal	0.065	0.38	0.11	0.01	0.04	42	0.72
93	Government Junior Secondary School Sanyinna	Tambuwal	0.072	0.43	0.12	0.01	0.05	28	0.52
94	Junior Secondary School Nabaguda	Tambuwal	0.039	0.24	0.066	0.01	0.06	36	0.9