



ENVIRONMENTAL AND SOCIAL MANAGEMENT PLAN FOR REHABILITATION OF 1228 SCHOOLS IN KANO STATE

FINAL REPORT



AGILE

FEDERAL MINISTRY OF EDUCATION

KANO STATE MINISTRY OF EDUCATION

ADOLESCENT GIRLS INITIATIVE AND LEARNING EMPOWERMENT PROJECT



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Acronyms

AGILE	Adolescent Girls Initiative & Learning Empowerment
CMP	Campsite Management Plan
EECD	Early Childhood and Care Development
EIA	Environmental Impact Assessment
ES	Executive Summary
ESCP	Environmental and Social Commitment Plan
ESF	Environmental and Social Framework
ESIAs	Environmental and Social Impact Assessments
ESMF	Environmental and Social Management Framework
ESMP	Environmental and Social Management Plan
ESS	Environmental and Social Standards
FMEnv	Federal Ministry of Environment
GASS	Government Arabic Secondary School
GGSS	Government Girls Secondary School
GSS	Government Secondary School
GBV	Gender Based Violence
GDP	Gross Domestic Project
GRM	Grievance Redress Mechanism
IDP	Internally Displaced Person
ILO	International Labour Organization
JSS	Junior Secondary School
KSEPA	Kano State Environmental and Protection Agency
LGA	Local Government Area
LMP	Labour Management Plan
NESREA	National Environmental Standards and Regulations Enforcement Agency
OHS	Occupational Health and Safety
PCU	Project Coordinating Unit
PDO	Project Development Objective
PIU	Project Implementation Unit
PMP	Project Management Plan
PMU	Project Management Unit
PPE	Personnel Protective Equipment
PTA	Parents Teachers Association
PWD	People with Disability
REMASAB	Refuse Management and Sanitation Board
SBMC	School Based Management Committee
SEA	Sexual Exploitation and Abuse
SEP	Stakeholders Engagement Plan
SIG	School Improvement Grant
SIP	School Improvement Plan
SME	State Ministry of Education
SSS	Senior Secondary School
STD	Sexually Transmitted Disease
STI	Sexually Transmitted Infection
SUBEB	State Universal Basic Education Board
ToR	Terms of Reference
WASH	Water Sanitation & Hygiene
WB	World Bank
WHO	World Health Organization

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 is implementing the Adolescent Girls Initiative for Learning and Empowerment (AGILE) Project with support from the World Bank. This will assist and support the Government's long-term education reform agenda to adequately address the identified constraints of accessing and completion of Secondary education facing adolescent girls in Nigeria.

The project will support the education programs of participating states of Borno, Ekiti, Kaduna, Katsina, Kebbi, Plateau and Kano, of which this report speaks to Kano AGILE. Significantly, underinvestment and negligence leading to poor condition of infrastructure and a lack of water, sanitation and hygiene (WASH) facilities, has left a legacy of secondary schools with unusable infrastructure, dilapidated buildings and total lack of some basic amenities. In Kano State, most public Junior and Senior Secondary Schools (JSS and SSS) have several infrastructures in need of immediate rehabilitation, renovation, and possible reconstruction, 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 Kano State AGILE Project, has set aside part of its allocated funds for the procurement of consultancy services for the Development of an Environmental and Social Management Plan (ESMP) for Rehabilitation and Renovation of 1228 JSS and SSS Schools. The lead agency for the Federal Government is the Federal Ministry of Education, while the State Ministries of Education are responsible for implementation of the project to improve secondary education opportunities amongst girls.

In compliance with the World Bank Environmental and Social Framework (ESF) an environmental and social screening was conducted for the proposed rehabilitation works which identified the need to prepare an Environmental and Social Management Plan (ESMP) to identify and mitigate potential negative environmental and social impacts. This ESMP has been prepared to guide Kano AGILE in ensuring that project implementation will avoid negative environmental and social impacts, reduce or mitigate them to acceptable levels.

ES 2: Administrative and Regulatory Framework

This ESMP is prepared in consonance with relevant Kano State and Federal Government environmental policies, laws, regulations, and the World Bank ESF. This includes the National Policy on the Environment, Environmental Impact Assessment (EIA) Act, National Gender Policy, Katsina State Environmental Protection Laws, State social protection policies, World Bank Environmental and Social Standards (ESSs) applicable to the project amongst others as detailed in chapter 2 of this report.

ES 3: Description of the Project

Generally, the activities are rehabilitation works under Component 1.2 across the 1228 schools for both JSS and SSS in all the 44 LGAs, Kano State. These rehabilitation works would be done in two phases with each phase covering an equal number of 614 schools under the School Improvement Plan (SIP). School distribution in phases is as follows:

Phase 1:

- Number of Boy only Schools - 273; Number of Girl only Schools - 341
- Number of JSS -192; Number of SSS – 309; Number of Mixed Schools – 113 (boys & girls)
- Number of Schools in Urban – 120; Number of Schools in Rural - 494

Phase 2:

- *Number of Boy only Schools – 196; Number of Girl only Schools – 418*
- *Number of JSS – 306; Number of SSS – 195; Number of Mixed Schools – 113 (boys & girls)*
- *Number of Schools in Urban 107; Number of Schools in Rural - 507*

The intervention works would be implemented through the provision of grants: Large School Improvement Grants (SIG); Small School Improvement Grant (SIG). The works are grouped and summarized under the two channels in Table ES 1 below.

TABLE ES 1: REHABILITATION WORKS UNDER THE TWO SIGs

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 to soft of ceiling/stab (white emission)	
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: Description of the Project Environment

The proposed project is in Kano State with a total population of 16,321,000 (NPC,2021) and a population density of 458 persons per square meter. With a total of 1228 selected schools selected across the 44LGAs in Kano State, the proposed interventions will be constructed in existing primary or secondary schools. The selected schools are majorly (75%) located in the rural area while the remaining 25% are within the urban and semi-urban (built-up areas) environment. In addition, the demography shows that 35% of the school are densely populated with a population of over 1,000 students. Details of the project environment and pictures are provided in chapter 4 and annex 5 within this report; however, a summary is presented as follows.

Environmental and Social Baseline Conditions

Based on literature review and field assessment, a large percentage of schools in rural areas (68%) for example: Garko; Bebeji; Albasu; RiminGado, Kibiya; Karaye; DawakinTofa: Dawakin Kudu, Kunchi; Gezawa showed similar environmental and social characteristics while schools in the urban LGAs (17%) such as Kano Municipal; Fagge; Kumbotso; Nasarawa exhibited similar characteristics. Out of the 1228 schools, only about 1040 schools (JSS and SSS) were assessed across all the 44 LGAs based on accessibility, security, readiness of stakeholders and proximity of the schools.

Baseline studies on the physio-chemical and microbial components of the environment were conducted using the outlined methodology in sub-section 4.3 of chapter 4. A total number of 34 samples were collected for Soil and Groundwater (Borehole) with air parameters taken in 34 locations. Number of samples collected were based on composite method, random sampling, indicative factors for hotspot areas and proximity. Selections ensured representation across all the 44 LGAs. Sampling for both in-situ and ex-situ were conducted by Kano State Ministry of Environment. Below is a summary of the baseline assessment:

Physio-chemical Analysis:

- a. Air Quality Analysis: air parameters analysed were basically particulate matter (PM_{2.5} and 10) and gases (NO₂; SO₂; VOC) with a Testo 350 XL equipment based on a direct mechanism. The analysis of the ambient air (0-8km from earth surface) indicates good quality air in the project area as all parameters were within FMEnv limit. This can be attributed to serene environment devoid of active civil activities and minimal vehicular movement within the school environment. The results showed: PM_{2.5} ranged from 08 – 18ppm and PM₁₀ from 6-20ppm (FMEnv limits of 35 and 150ppm respectively). NO₂ ranged from ND - 0.01ppm (FMEnv limits 0.04-0.06ppm); SO₂ ND – 0.01ppm (FMEnv limits 0.01ppm); VOC ranged from ND – 0.05ppm (FMEnv limit of 0.1ppm).
- b. Noise Assessment: Noise levels were measured in 34 locations spread across the 44 LGAs, using a Testo 816 Noise Meter (in-situ). Daytime noise levels ranged from 31.5 –36.2dB in most rural locations while 41.4-45.2dB in semi-urban and urban areas due to the presence of more anthropogenic activities (businesses; vehicular movement). All results were below the FMEnv limit of 60dB.
- c. Water Analysis: in the absence of surface water around the project sites, 24 water samples were collected from boreholes within and around the school areas. The values of the physicochemical properties were mostly within the FMEnv limit¹: (i) Temperature: 30.6 – 36.1; (ii) Conductivity values ranged from 123₃S/cm - 321₃S/cm; (iii) DO values from 0.18 – 1.6mg/l (iv) Turbidity 0.2 to 0.3 NTU which is below the WHO permissible limit of 5 NTU (v) TDS from 2.26 – 3.00mg/l which are way below the FMEnv. limit of 1,000mg/l, this may be attributed to the fact that the water is not directly exposed to industrial activities as it is from boreholes; (vi)Chloride: concentration of Chlorine is within the acceptable limit for all samples collected ranging from 15.9 – 19.5 mg/l; (vii) Nitrate: between 7.70 – 9.1 mg/l; (viii) The levels for Sulphate (2.85-3.10mg/l) were below the WHO and FMEnv limits (500mg/l) while the levels for Phosphate were mostly above the FMEnv limits (5mg/l) which ranged from 11.2 -12.39mg/l. The elevated levels of Phosphate may be attributed to the cumulative residual application of water runoff from farms using fertilizers over numerous years. Details of other parameters and their values can be seen in 4.3.1.1. Microbial analysis on faecal coliform ranged from 1-60cfu/ml; *Escherichia coli* ND-0 cfu/ml.
- d. Soil Analysis: 24 composite soil samples were collected across the 44 LGAs with soil auger. The physio-chemical properties of soils showed slight alkalinity between 8.1- 8.9 which depends on soil water ratio. Colour ranged between brown to reddish orange with majority of the soils having different shades of brown. All within FMEnv limits. A uniform pattern of bacteria distribution in the soil was observed mainly due to the occurrence of organic matter which may be attributed to agricultural practice while the bacterial counts were higher than the fungal counts. Charts on this distribution can be seen in chapter 4.

¹National Environmental (Surface and Groundwater Quality Control) Regulations, 2011

Erosion: issues of minor-medium erosion issues were identified in some areas including Garko, Gwarzo, Bebeji and Kudu LGA. This is of significance because erosion may affect accessibility especially in Government Secondary School and Government Girls Secondary School in Garko where the roads had divided, and enumerators had to access the schools by feet.

Socio-economic Baseline

The methodology for collecting socioeconomic data was through primary source via questionnaires, interviews, discussions with community leaders, members, school staff and other PAPs. The sample size was between 5-10 while the methodology was direct and random sampling. A total of 1,304 respondents were sampled across 163 communities.

The socioeconomic information reveals that 79% of respondents are male, while 21% are female. This is indicative of the lean availability of women capacity or labour force within the communities, as demonstrated in the lean female teachers’ presence across most of the schools in rural areas. Most of the respondents (46%) are between the ages of 31 - 45. This indicates the presence of local workforce for unskilled labour. The detail of the socioeconomic analysis is presented in Table 17 of section 4.3.3.

ES 5: Potential Impacts of the Proposed Project

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 Kano education system

Potential Negative Impacts of the proposed project

The rehabilitation works for the 1228 JSS and SSS schools in Kano State will inevitably predispose the bio-physical and social components of the environment to varying degrees of negative impacts such as temporary noise, air pollution and disturbance of activities, increase solid waste burden, occupational health & safety risks, community health & safety risks, potential sexual exploitation and abuse/sexual harassment (SEA/SH) risks, child labour etc. Summary of these potential negative impacts are outlined in Table ES 2 below:

TABLE ES 2: SUMMARY OF POTENTIAL NEGATIVE IMPACTS & MITIGATION

Environmental Impacts		
Impacts	Significance of Risk	Mitigation
1. Temporary air pollution from particulate matter and gases due to the movement of vehicles and equipment on untarred access roads to school sites	Low	1.Sprinkle earth roads with water to reduce dust during movement of vehicles especially in built up areas
	Low	2. Install noise mufflers on heavy duty equipment

<p>2. Temporary noise pollution from movement of vehicles and machineries/equipment operations</p> <p>3. Waste generated from rehabilitation works such as wood, electrical equipment, cement, wood, iron rods etc. could lead to environmental nuisance and public health concerns if poorly managed.</p> <p>4. Materials sourcing such as sand, clay, gravels may lead to impacts related to sand mining and extraction of gravel from unlicensed quarries</p> <p>5. Poor maintenance of toilet and WASH facilities could lead to damage of facilities and environmental pollution especially from poor sewage management.</p>	<p>Medium</p> <p>Medium</p> <p>Medium</p>	<p>3. Ensure proper sorting; storage and final disposal of waste, liaise with registered KSEPA waste disposal</p> <p>4. SBMC should ensure all materials are sourced from registered vendors or quarries</p> <p>5. VIP toilets are recommended as opposed to water closets especially in schools with less water availability. Maintenance schedule on sewage disposal should be included in the SIP</p>
Social Impacts	Significance of Risk	Mitigation
<p>1. Labour influx especially from skilled workers may induce conflicts and SEA/SH risks, risk of STIs/STDs for community members, students, and staff. Influx of Camp Followers² could also increase the presence of sex workers in the communities</p> <p>2. Disturbance to academic activities and communities from movement of vehicles/materials/equipment to site and operation of machinery on-site</p> <p>3. Material and equipment stacking could restrict access for students and school staff</p> <p>4. Community health and safety at risk due to movement of equipment and vehicle to project sites which could lead to accidents due to bad access roads, disturbance of market and religious activities</p> <p>5. Sourcing for unskilled labour may lead to risks of child labour and increase dropout during rehabilitation activities. This could further predispose children to health &</p>	<p>Medium</p> <p>Medium</p> <p>Low</p> <p>Low</p> <p>Medium</p>	<p>1. SBMC must ensure all engaged workers should be sensitized and sign Code of Conduct (CoC); zero tolerance for sexual relation with students, staff and community; as much as possible workforce should be from the community; provide basic amenities for workers like water, health, toilets</p> <p>2. All civil works should be done during off peak periods/ weekends/holiday. All vehicles and machines should undergo service before usage</p> <p>3. Designate and mark out staging area; restrict zone for equipment and materials</p> <p>4. The SBMC must ensure all drivers are trained on substance abuse and transport schedule plans. Vehicles should not be overloaded with materials, use of flagmen and safety cautions, in built up areas, avoid movement in market areas on market days, limit movement during religious activities, restrict access to be placed at work sites</p> <p>5. SBMC must comply with this ESMP especially the LMP in the Annex by implementing fair wages, provision of</p>

²who follow the incoming workforce with the aim of selling them goods and services, or in pursuit of job or business opportunities

<p>safety risks, Violence Against Children (VAC) etc.</p> <p>Poor labour and working conditions especially wages for community workers could lead to grievances</p> <p>6. Insecurity can worsen due to presence of strange workers including NPCU, SPIU, Consultants etc and they can become victims of kidnapping, banditry, insurgency, social conflicts etc.</p>	<p>Medium</p>	<p>PPEs and safe work conditions as approved by the SPIU vis-à-vis the SIP</p> <p>6. Security Risk Assessment & Mitigation Measures can be seen in Annex 16. In addition, the SPIU should work with the project security adviser to develop a robust security management plan for the project in conjunction with the state Government and the state security agencies including the police, Army, Nigerian Security and Civil Defence Corps (NSCDC)</p>
Occupational Health & Safety (OHS)	Significance of Risk	Mitigation
<p>1.OHS Risks from operation of equipment and civil works could lead to injuries, incidents and accidents for workers</p> <p>2. Workers could be exposed to disease outbreaks such as COVID, monkeypox and other communicable diseases</p> <p>3. Exposure of workers to security risks such as banditry, kidnapping etc.</p> <p>4. Poor labour and working conditions could lead to ill-health and grievances</p> <p>5. Unfair recruitment procedures could cause grievances, discrimination etc. poor or discriminatory wages could also lead to grievances and legal action</p>	<p>Medium</p> <p>Low</p> <p>Medium</p> <p>Low</p> <p>Low</p>	<p>1. SBMC should implement the site specific Occupational Health and Safety Management Plan (see Annex 9) in this ESMP vis-à-vis the SIP</p> <p>2. Provision of First Aid and PPEs such as nose masks, hand washing facilities, hand sanitizers and implement IPC Protocols</p> <p>3. Appropriate security measures as detailed in Annex 16 should be put in place</p> <p>4. SBMC should provide a safe and conducive work environment including basic amenities like portable drinking water, food, WASH facilities, rest area for workers</p> <p>5. Recruitment processes should be fair, non-discriminatory and the terms and conditions of employment including wages, work hours, rest hours, benefits, sanctions should be clearly indicated in the conditions and understood by all parties</p>

ES 6: Environmental and Social Management and Monitoring Plan

Mitigation measures for potential negative impacts have been described in section 6.2 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 Twenty-four million, four hundred and ninety-four thousand, eight hundred and forty naira only. – **N24,494,840**. The cost of mitigation by the (SBMC) is **N15,282,493** and should be included in the SIP as part of the implementation cost by the SBMC.

Table ES 3: Summary of ESMP Implementation Budget

Item	Responsibility	Cost Estimate in Naira (N)	Cost Estimate in Dollars (\$)
Mitigation	SBMC	15,282,493	34,654
Monitoring	E&S Team SPIU,	4,391,197	9,957
Capacity Building	SPIU/ NPCU	2,821,150	6,397
GRM Operation	SPIU, SBMC	2,000,000	4,535
Total		24,494,840	55,543

CBN Official Rate, 1USD = N 441 as at 17/11/2022

ES 7: 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 7 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 channelling GBV related complaints which is handled different from the non-GBV related grievances due to the confidential nature of the complaints.

ES 8: Stakeholder Engagement and Public Consultation Plan

As part of the ESMP, substantial consultations were held with the SPIU, project communities, LGA representatives, Women group and vulnerable persons from 28th June –5th July, 2022. 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. It also provides an avenue to intimate the PAPs of their choices and rights with regards to the project.

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 on 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 9: 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 Kano 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. Recommendations include the following:

The following recommendations are provided for the effective implementation of this ESMP:

- ✓ The TA of the SPIU should develop a School Mitigation Plan (an abridged version of the ESMP) and be embedded within the SIP, provided to the SBMC as most of the mitigation measures and specific annexes are to be implemented by them

- ✓ The SBMC involved in mitigating and monitoring of the ESMP implementation will need to be adequately trained by the SPIU E&S Team supervised by the TA and E&S Team of the NPCU in line with the capacity building plan in the report
- ✓ The SPIU should endeavour to establish the GRM in all project locations timely to enable stakeholders channel enquiries to the project. This includes installing complaint boxes, setting up GRCs amongst others
- ✓ The SPIU should sensitize the project schools and communities on the available grievance redress channels
- ✓ Considering the security situation across locations in the Country, it is advised that the SBMC, workers and any other team engaged by the project make adequate security arrangements for site work. The SPIU should also keep abreast of the security situation in the various project LGAs and inform all relevant parties accordingly.
- ✓ With respect to GBV, it is important for the SPIU to conduct SEA/SH/GBV sensitization program for the school staff, SBMC, and community members especially women and girls on prevention strategies and the available reporting and response mechanisms.
- ✓ In addition, the state should conduct mapping of GBV service providers and make the inventory available to the GBV focal persons in each project location
- ✓ For effective waste management on site, the SBMC should sign an agreement with KSEPA. This would ensure control of proper collection and disposal of construction wastes Furthermore, the SBMC should implement the waste management plan
- ✓ Priority should be given to local workers especially in the category of unskilled and semi-skilled workforce during project implementation to stimulate local socioeconomic activities, improve livelihood and poverty reduction in the affected communities. Ensure affected communities are assisted and have a voice in appropriation of mitigation measures.

CHAPTER ONE: 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 is implementing the Adolescent Girls Initiative for Learning and Empowerment (AGILE) Project with support from the World Bank. This is part of the Government's long-term education reform agenda to adequately address the identified constraints of accessing and completion of Secondary education facing adolescent girls in Nigeria.

The project will work with the Federal Government and support the education programs of participating states of Borno, Ekiti, Kaduna, Kano, Katsina, Kebbi and Plateau to improve secondary education opportunities amongst girls.

The Project Development Objective (PDO) is to improve completion of quality secondary education and comprehensive life-skills training for adolescent girls.

The Project comprise three components aimed at keeping girls in schools and provide opportunities for them to acquire education and life skills

Component1: Safe and Accessible Learning Spaces

- Subcomponent 1.1.Creating new safe learning spaces in Secondary Schools
- Subcomponent 1.2 rehabilitation of existing infrastructure in Secondary Schools i.e., School Improvement Grant(SIG)

Component2: Fostering an enabling environment for Girls

- Subcomponent 2.1: Promoting social and behavioral change through communications campaigns, engagement with traditional rulers, and advocacy;
- Subcomponent 2.2a: Empowering girls with critical life skills and knowledge for navigating adulthood
- Subcomponent 2.2b.Digital Literacy Skills and Remote Learning Platforms
- Subcomponent 2.3: Provision of financial incentives to the poorest households

Component 3: System Strengthening and Management

- Sub component 3.1: System strengthening for sustainability and technical Assistance
- Sub-component 3.2: Project Management, Monitoring and Evaluation (M&E). Coordination, procurement and financial management.

1.1 Description of Proposed Intervention

The project is located in Kano State and cuts across selected Junior Secondary and Senior Secondary Schools in the 44 Local Government Areas with a total of 1228 schools (see Annex 1b). This activity falls under Component 1.2 and will provide School Improvement Grants (SIG) through large and small SIGs for the intervention works for the rehabilitation of classrooms and improvement of WASH facilities with provision of school furniture respectively for both JSS and SSS. These works would be done in two phases with each phase covering an equal number of 614 schools under the School Improvement Plan (SIP) based on the needs assessment submitted by each school. The general works are summarized as follows:

- Roof and Roof Covering: 055MM Thick roofing sheet (Green); 35mm G.I zinc roofing sheet
- -Carpentry and Joinery: Sawn treated hard wood timber
- Doors and Windows: Tropical steel doors and windows
- Flooring: Terrazzo black and white; Cement and Sand screeding
- Ceiling Finishings: Hardboard ceiling- 100% replacement or less than 40%; PVC Ceiling- 15% less than 40% damaged
- Painting and Decorations: Painting to soft of ceiling/stab (white emission)

- Wall finishing: Internal wall from floor to door height; External wall from floor to door height (cream emulsion); External wall above door height (cream emulsion)
- 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.
- Teachers table complete with metal frame and HDF top and side drawers
- Chairs complete upholstery with cushion seat

1.2 Scope of the Assignment

In fulfilling the objectives of the ESMP, the purview of this assignment was mainly to identify site-specific risks and proffer corresponding mitigation measures using the hierarchy of controls; identify and sensitize the various stakeholders while developing a stakeholders mapping. The assignment also covered the following areas: review of all relevant document; describe and establish the environmental and social baseline; develop plans to mitigate environmental, social and occupational hazards; assist in getting the needed information to project affected persons while ensuring inclusion.

1.3 Rationale for ESMP

Though the rehabilitation works is aimed at providing safe and accessible learning space for adolescent girls, some of its activities are bound to have site specific potential negative environmental and social impacts in relation to the civil works. Some of such potential impacts may include: generation of both hazardous and non-hazardous waste; general construction wastes, other impacts could arise from noise/air pollution, traffic accident from movement of equipment and materials to site, occupational health & safety risks, Gender Based Violence (GBV), risks associated with labour influx such as Sexual Exploitation and Abuse/Sexual Harassment (SEA/SH), increase in STIs/STDs, child labour, grievances and complaints, among others. Thus, the Environmental and Social Management Plan (ESMP) is required to guide Kano State AGILE in ensuring the project implementation is in line with the Nigerian Environmental Protection laws and the World Bank Environmental and Social Framework (ESF).

The ESMP will ensure that the adverse environmental and social impacts likely to arise from the project activities are addressed and appropriate mitigation measures integrated into project implementation and operation in order to protect human and environmental health.

1.4 Objectives of the ESMP

The ESMP is required to guide Kano AGLE in ensuring that project implementation is in line with the Nigerian Environmental Protection laws and the World Bank ESF, in a bid to avoid negative environmental and social impacts, reduce or mitigate them to acceptable levels. The ESMP includes a detailed plan with identified impacts and mitigation measures for negative impacts including responsibilities and costs, as well as a defined monitoring plan with monitoring responsibilities and costs.

Chapter Two: Legal and Policy Framework

2.1 Introduction

The Environmental and Social Management Framework (ESMF) prepared for the AGILE Project already highlighted all specific relevant policies, legal and regulatory frameworks including the administrative structures for management and implementation of the Project in Nigeria. However, some specific policies and state level legal and administrative frameworks applicable to the project are highlighted in this Chapter.

This assessment was conducted in accordance with the relevant Federal Government and Kano State environmental policies, laws, regulations, guidelines including the applicable World Bank Environmental and Social Standards (ESSs), and guidelines for compliance to biophysical, social and health assessment.

2.2 Applicable National Environmental Policies & Institutional Framework

2.2.1 The Federal Ministry of Environment

The Ministry of Environment is the highest policy making body responsible for addressing environmental issues in Nigeria. The act establishing the Ministry places on it the responsibility of ensuring 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 these may be released by the Ministry. To fulfil this mandate, a number of regulations/instruments are available, however, the main instruments in ensuring that environmental and social issues are mainstreamed into development projects is the Environmental Impact Assessment (EIA) Act No. 86 of 1992 as listed in Table 1 below. 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.

TABLE 1: OTHER APPLICABLE NATIONAL POLICIES

Regulatory Framework	Description
National Policy on the Environment, 1989 (Revised 2016)	The policy identifies key sectors requiring integration of environmental concerns and sustainability with development and presents their specific guidelines
Environmental Impact Assessment (EIA) Act CAP E12 LFN 2004	The Environmental Impact Assessment (EIA) Act CAP E12 LFN 2004 provides guidelines for activities of development projects for which EIA is mandatory in Nigeria. According to the act, category II projects such as the AGILE Project may require only a partial EIA/EMP, which will focus on mitigation and Environmental planning measures
National Environmental (Sanitation and Wastes Control) Regulations (2009)	The purpose of the Regulation is the adoption of sustainable and environment friendly practices in environmental sanitation and waste management to minimize pollution. The Instrument amongst others makes provisions for the control of solid wastes and hazardous wastes.
National Environmental (Soil Erosion & Flood Control) Regulations (S.I. 12) 2011	The purpose of these Regulations is to establish technically feasible and economically reasonable standards and procedures to achieve appropriate level of management and conservation practices to abate soil erosion, siltation, and sedimentation of the waters of Nigeria, due to soil erosion and flood aggravated by non-agricultural earth-disturbing activities.
National Environmental (Noise Standards and Control) Regulations, 2009	The objective of the Regulations is to ensure maintenance of a healthy environment for all people in Nigeria, the tranquillity of their surroundings and their psychological wellbeing by

Regulatory Framework	Description
	regulating noise levels. The Instrument prescribes maximum permissible noise levels for construction as 60dB (A) and 40dB(A) for day and night respectively
National Environmental (Construction Sector) Regulations (S.I No. 19), 2011	The purpose of these regulations is to prevent and minimize pollution from construction, decommissioning and demolition activities in the Nigerian environment. It stipulates that new projects in the construction sector shall apply cost-effective, up-to-date, efficient, best available technology, to minimize pollution to the barest degree practicable. In addition, every operator or facility shall carry out an EIA and submit an EMP for new projects or modification including expansion of existing ones before commencement of activity.
Nigerian Land Use Act of 1978	The law establishes the legal framework for government expropriation of land from individuals and communities, when it is required for “overriding public interest/good”. It prescribes the circumstances under which the State can revoke rights of occupancy to the land and the compensation provisions that are required.
Water Resources Act, Cap W2, LFN 2004	Provides guidelines for water quality assessment.
National Policy on Occupational Safety and Health, revised 2020	This policy was approved by the Federal Executive Council (FEC) in September 2020. It provides a guide for voluntary compliance and serves as a basis for occupational health and safety (OHS) programs for workers even under such development projects
Nigeria Labour Law (2004)	The Labour Act of 2004 set the standard for the minimum amount of naira a worker in Nigeria is supposed to make. In 2020, the National Minimum Wage was set to ₦30,000.00 per month
Workers Compensation Act (2010)	The Workmen’s Compensation Act makes provisions for the payment of compensation to workmen for injuries suffered in the course of their employment
Kano State Environmental Protection Law (2011)	Facilitate protection, restoration, conservation, development and management of the environment and natural resources for equitable, sustainable socio-economic development.

2.2.2 The Federal Ministry of Education

The Ministry has a mandate to use education for fostering development of all Nigerian Citizens to their full potentials, specifically;

- Formulate and co-ordinate a national policy on education;
- Collect and collate data for purposes of education Planning and Financing;
- Prescribe and maintain uniform standard of education throughout the Country;
- Control and monitor the quality of education in the Country;
- Harmonize educational policies and procedures of all the States of the Federation through the instrumentality of the National Council on Education (NCE);
- Effect co-operation in educational matters on an international scale; and
- Develop curricula and syllabuses at the National Level.

2.2.3 The Federal Ministry of Women Affairs and Social Development

The FMWASD was established by Decree No. 30 of 1989. The broad mandate of the Ministry is to advise the government on gender and children issues and issues affecting persons with disabilities and the elderly. The Ministry also initiates policy guidelines and leads the process of ensuring gender equality and mainstreaming at both the national and international levels.

2.2.4 Federal Ministry of Labour & Employment

The Nigeria Ministry of Labour and Employment is the country's designated authority for labour-related matters. The ministry has the authority and capacity to ensure appropriate labour management in the country. The Ministry is structured into six Zonal labour offices, nine departments consisting of six professional and three service departments. It operates 36 State Labour Offices and the FCT, 23 District Labour Offices, Labour Desk Office, Geneva, Switzerland. Recently nine (9) Labour Desk were approved for nine ministries, department and agencies.

2.2.5 Gender and Social Related Policies

Child Rights Act (2003)

The Child's right Act provides a platform for protection of children against child labour, exploitation and other forms of social vices. It codifies the rights of children in Nigeria (a person below the age of 18 years), consolidates all laws relating to children into a single law and specifies the duties and obligations of government, parents and other authorities, organizations and bodies. More particularly, the Act gives full protection to privacy, honour, reputation, health and prevention from indecent and inhuman treatment through sexual exploitation, drug abuse, child labour, torture, maltreatment and neglect to a Nigerian Child.

The Convention on the Rights of Persons with Disabilities (CRPD) (2012)

Adopts a broad categorization of persons with disabilities and reaffirms that all persons with all types of disabilities must enjoy all human rights and fundamental freedoms. It clarifies and qualifies how all categories of rights apply to persons with disabilities and identifies areas where adaptations have to be made for persons with disabilities to effectively exercise their rights and areas where their rights have been violated, and where protection of rights must be reinforced.

National Gender Policy (2006)

Provides a framework for ensuring gender inclusion and sensitivity in developmental plans and programs at the national and sub-national levels. 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.

The Violence Against Persons Prohibition (VAPP) ACT 2015)

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. 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). But it has limited influence on sectoral ministries who need to enforce policy, insufficient budgetary resources and insufficient institutional capacity to enact its mandate. In practice, the legal and judicial systems provide women and children with little protection against violence, and timely and adequate support services are scarce and often ill-equipped to respond to survivors' needs.

The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) (1985)

Discourages the discrimination against women by any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.

Other Relevant Human Protection Laws

a) International Treaties Relevant to GBV

- The International Covenant on Civil and Political Rights (ICCPR) (2004).
- The International Covenant on Economic, Social and Cultural Rights (ICESCR) (2004).
- The Convention on the Rights of the Child (CRC) (1990), and the Convention on the Rights of Persons with Disabilities (CRPD) (2012).
- International Convention on the Elimination of all forms of Racial Discrimination (1976).

b) Regional Treaties Relevant to GBV

- The African Charter on Human and Peoples' Rights (ACHPR) (1982).
- The African Charter on the Rights and Welfare of the Child (ACRWC) (2007).
- The Protocol to the ACHPR on the Rights of Women in Africa (the "Maputo Protocol") (2007).
- The National Action Plan for the Implementation of United Nations Security Council Resolution 1325 (2009).

2.3 Applicable State Institutions & Policies

2.3.1 Kano State Ministry of Education

The Ministry of Education heads the educational sector and provides the needed support in terms of school-feeding, books and uniforms, the refurbishment, upgrading and expansion of educational facilities and the training of personnel amongst others. The Ministry will ensure equitable access to quality and relevant education to all citizens of Kano regardless of sex, creed, ability or socio-economic status. The Kano State Secondary Education Board (KSSMB) and Science and Technical Board (STSB) provide support to the qualitative education within the State.

2.3.2 Kano State Universal Basic Education Board (SUBEB)

Kano State Universal Basic Education Board is an Educational Agency under the supervision of the State Ministry of Education. The State Universal Basic Education Board (SUBEB) is a policy reform measure of the Federal Government of Nigeria, aimed at rectifying distortions in the basic education. In collaboration with stakeholders will create a conducive environment for quality teaching and learning through the provision of infrastructure, capacity building and support for LGEAs.

2.3.3 State Ministry of Environment

The State Ministries of Environment and Environmental Protection Agencies are 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. Therefore, the state Ministries of Environment/EPA give 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. Some of their functions include:

- Liaising with the Federal Ministry of Environment, to achieve a healthy or better management of the environment via development of National Policy on Environment
- Co-operating with FMENV and other National Directorates/Agencies in the performance of environmental functions including environmental education/awareness to the citizenry
- Responsibility for monitoring waste management standards,
- Responsibility for general environmental matters in the State, and

- Monitoring the implementation of EIA studies and other environmental studies for all development projects in the State. Generally, State laws on environment are still in the evolving stages. Specifically, for EA, the States rely on that of the Federal Government, the EIA Act 86.

2.3.3.1 Kano State Ministry of Environment

The Kano State Ministry of Environment (Environmental services) is saddled with the responsibilities of:

1. Formulating and enforcing policies, rules and regulations on the general environmental protection, control and regulation of the ecological system, industrial and domestic wastes management including solid waste collection and disposal, appropriate management of liquid waste and effluents among others;
2. Formulating and enforcing policies, rules and regulations on the general environmental protection, control and regulation of the ecological system, industrial and domestic wastes management including solid waste collection and disposal, appropriate management of liquid waste and effluents among others;
3. Coordinating the activities of all agencies and organizations connected with environmental and ecological matters in the state;
4. Liaising with State Ministries, Department of Local Government, Statutory Bodies and Research Agencies on matters and facilities relating to environmental protection;
5. Monitoring sources of toxic pollution in the State's environmental (air, land and water), and offer necessary advice;
6. Implementing applicable enactment and standards of activities related to the environment in cooperation with the Federal environmental Protection Agencies (Federal Ministry of Environment) and other bodies.

2.3.4 Kano State Environmental Planning & Protection Agency (Establishment) Act 2011

This law was established for issues concerning the environment in the state to cover planning urban centers, control of development, provision of amenities, conveniences and infrastructures and other functions necessary for healthy and orderly urban growth. The agency focuses on the protection of both rural and urban environment in the Kano state. It was made to support the observation of a sanitation day being the last Saturday of the every month. It also seeks to support reliable up-to-date database and integrated waste management system and service in Kano State.

2.3.5 State Waste Management Authorities

State waste management authorities have been established across several states in the Country with the following mandate:

- ✓ Collection of waste based on the assigned jurisdiction and coverage
- ✓ Disposal of waste and in some states recycling of waste
- ✓ Management of disposal sites, waste vehicles etc.
- ✓ Awareness and sensitization on waste management matters

2.3.5.1 Kano State Refuse Management and Sanitation Board (REMASAB) (Establishment Act) 2015

REMASAB serves as the regulatory authority in Kano state charged with the responsibility for the protection and management of the environment. The following are the specific functions but are not limited to:

- ✓ Minimizing the impacts of physical development of the ecosystem

- ✓ Preserving, conserving and restoration to pre impact status of all ecological processes essential for the preservation of biological diversity.
- ✓ Enforcement of all environmental legislations and abatement of all forms of environmental degradation and nuisance.
- ✓ Protection and improvement in air, water, land, forest, and wildlife in the ecology of the federal capital territory.
- ✓ Municipal liquid and solid waste collection and disposal/sanitation management services including connection of plot to the central sewer line.
- ✓ Pollution control and environmental health fumigation and vector control services.

2.3.6 Kano State Rural Water Supply and Sanitation Agency (RUWASA)

The function of RUWASA is towards the development of water resources potentials of the states and to effectively and efficiently manage water resources by harnessing and conserving surface and underground water.

2.4 The World Bank Environmental and Social Framework Standards

The World Bank Environmental and Social Framework sets out the World Bank's commitment to sustainable development, through a Bank Policy and a set of Environmental and Social Standards that are designed to support this project, with the aim of ending extreme poverty and promoting shared prosperity.

2.4.1 Environmental and Social Standards (ESS)

The ESSs set out the requirements relating to the identification and assessment of environmental and social risks and impacts associated with projects supported by the Bank through Investment Project Financing. Where country laws and regulations are inadequate or weak, the ESSs are provided to strengthen the policy gaps for environmental and social sustainability and risk management of World Bank funded projects. The application of these standards, by focusing on the identification and management of environmental and social risks, will support the project in a sustainable manner for the benefit of the environment and their citizens. According to the ESF, the project environmental and social risk rating is moderate because the project proposes to support minor civil works (renovation of schools and classrooms)

The relevant ESSs applicable to AGILE are eight³ as highlighted below, but for this specific task, only six are applicable and are summarized in Table 2.

- ✓ ESS 1: Assessment and Management of Environmental and Social Risks and Impacts;
- ✓ ESS 2: Labour and Working Conditions;
- ✓ ESS 3: Resource Efficiency and Pollution Prevention;
- ✓ ESS 4: Community Health and Safety;
- ✓ ESS 5: Land Acquisition, Restrictions on Land Use and Involuntary Resettlement;
- ✓ ESS 6: Biodiversity Conservation and Sustainable Management of Living Natural Resources
- ✓ ESS 8: Cultural Heritage
- ✓ ESS 10: Information Disclosure and Stakeholder Engagement

³ It is noteworthy that although the ESMF highlighted eight (8) ESSs that apply to the overall AGILE project, only six (6) are applicable to the proposed rehabilitation works for the 1228 schools in Kano state as presented in the table 3 below (E&S Screening report for rehabilitation of 1228 schools in Kano state, 2022).

TABLE 2: APPLICABLE ESS

ESS	Application of Standards	Actions
ESS 1: Assessment & Management of Environmental & Social Risks & Impacts	<p>Proposed project activities under component 1 will include: infrastructure works in the selected schools to include rehabilitation of existing classrooms, replacement of roofs, windows, provision of hygiene & sanitation facilities, etc. Environmental concerns associated with such civil construction works include waste generation, debris from rehabilitation activities, community health and safety, occupational health and safety of workers, noise, dust emissions etc. However, these impacts are limited, site specific and can be mitigated.</p> <p>The project also poses some social risks, including risks associated with labour influx, grievances, social conflicts and exclusion of vulnerable groups from operationalizing the project.</p>	<p>Environmental and Social management framework (ESMF) has been prepared to address the step-by-step procedure that will be followed in screening sub-projects and preparing applicable instruments</p> <p>Site-specific Environmental and Social Management Plans (ESMPs) and other required site-specific plans like waste management plan, OHS plan etc. have been prepared as indicative from this report.</p>
ESS 2: Labour and Working Conditions	<p>The project will make use of various categories of workers as defined by ESS2, who may face unfavourable terms and conditions of employment, discrimination, child labour, forced labour, grievances and unsafe working conditions.</p>	<p>Labour Management Procedures (LMP) consistent with ESS2 and National Labour Laws for all categories of workers has been developed, while specific Labour Management Plan and OHS Plan have been developed as part of this ESMP.</p>
ESS 3: Resource Efficiency and Pollution Prevention.	<p>Proposed civil works may lead to air, water and land pollution from emissions, waste generation, use of resources etc. if not properly managed.</p> <p>Inefficient use of resources like water and energy, use of environmentally un-friendly techniques during construction and operation could also pose risks. Increased use of fuelwood for cooking from increased student's enrolment leading to deforestation and climate change, if there is no switch to environmentally friendly cook stoves.</p>	<p>The ESMF identified environmentally friendly options to project activities.</p> <p>Waste management plan has been included in this ESMP and can be seen in Annex 8 which include mitigation measures to minimize and manage the risks and impacts associated with resource efficiency and pollution management.</p>
ESS 4: Community Health and Safety	<p>Schools and project communities may be exposed to risks from project activities during pre-construction, construction, operation phases including accidents/incidents, pollution, increase in spread of diseases, GBV/SEA, burrow pits etc.</p> <p>There is also a risk that project construction may be on erosion/flood prone areas.</p>	<p>This ESMP will assess the risks and provide mitigation measures in a community health & safety plan.</p> <p>A stand-alone GBV assessment and action plan has been developed for the project which is also referenced in the ESMP.</p> <p>In addition, Code of Conducts have been embedded in this ESMP and should be signed by all project workers.</p> <p>An Environmental, Health & Safety Guidelines (EHSG) applicable to the project developed in line with the World</p>

ESS	Application of Standards	Actions
		Bank guidelines is provided in the ESMF
ESS6: Biodiversity Conservation & Sustainable Management of Living Natural Resources	<p>Potential environmental risks and impacts associated with this ESS will be limited. Potential risks could arise if there are rivers, floodplains, wetlands and other fragile ecological systems near the selected schools.</p> <p>Vegetation clearing could disturb flora and fauna.</p> <p>Increased demand for fuelwood for cooking from increased students' enrolment will lead to more logging and deforestation if there is no switch to environmentally friendly cook stoves.</p> <p>Primary suppliers could source furnishing materials from reserved areas.</p>	<p>The ESMF provides guidance on screening and mitigation measures to ensure that project activities do not alter or cause destruction of any critical or sensitive natural habitats.</p> <p>Site specific mitigation measures to address these risks including compliance requirements for primary suppliers to mitigate associated risks have been embedded herein.</p>
ESS 10: Stakeholders Engagement and Information Disclosure	<p>There are different categories of stakeholders associated with the project with varying degree of influence and power. These stakeholders will need to be identified, engaged effectively in order to improve environmental and social sustainability of the project, enhance acceptance, and make significant contribution to successful project design and implementation.</p>	<p>A Stakeholder Engagement Plan (SEP) has been prepared as a stand-alone document.</p> <p>Additionally, during the preparation of this ESMP, stakeholder consultation was conducted and should be continuous throughout the lifecycle of the project.</p>

2.5 Gaps between the Nigeria Laws & the Environmental & Social Framework (ESF)

This section provides a summary of the similarities and differences between the Nigeria Laws and the World Bank ESF.

TABLE 3: SIMILARITIES AND DIFFERENCES BETWEEN NIGERIA LAWS AND THE ESF

ESF	Nigeria Laws	Similarities/ GAPS	Intervention Measures
ESS1 Assessment and Management of Environmental and Social Risks and Impacts	Environmental Impact Assessment Act.	EIA regulatory framework aligns well with the basic ESF Principles. However, ESF has additional requirements on assessment of associated facilities, climate change issues, gender, more extensive consultation, more intensive assessment of health issues etc.	The relevant institutions should be trained on the principles of the ESF and inclusion of the requirements in project implementation

ESF	Nigeria Laws	Similarities/ GAPS	Intervention Measures
<p>ESS 2 Labor and Working Condition</p>	<p>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</p>	<p>Gaps include emerging issues on contractor’s requirement in the bidding documents. separate requirements for direct workers, contracted workers, primary supply workers, and community workers. The ESF places responsibility on the proponent (borrower) to take responsibility for ensuring requirements for managing all categories of workers involved in the project. While the Labor Act. places responsibility only for direct workers (permanent or casual) employed within or outside the community. The child labor Act. 2019 essentially satisfy requirements of International Labor Organisation (ILO) on child labor and consistent with ESS 2.</p>	<p>The SPIU, SMBC, School Management and Ministry of Education should be trained on the various Labor Management policies listed in this plan, the Labor Management Procedures prepared in the ESMF and also in this site specific ESMP</p>
<p>ESS3 Resource Efficiency and Pollution Prevention and Management</p>	<p>Environmental Impact Assessment (Act 86, 1992) to avoid or minimize waste generation and ensure effective management to avoid, minimis or mitigate adverse impacts on human health and the environment. National Environmental Regulations has requirements for pollution prevention, discharge permits, etc.</p>	<p>Requirements for pollution prevention and waste management are similar, but the ESF contain additional requirements for improving efficient consumption of energy, water and raw materials, as well as other resources</p>	<p>Training on ESMP implementation amongst the relevant institutions including the waste management plan, climate change considerations etc. including measures stated in table 3 above</p>
<p>ESS4 Community Health and Safety</p>	<p>Nil</p>	<p>Other frameworks such as the Petroleum Act, Cap P10, LFN 2004, Quarantine Act, Cap Q2, LFN 204 provide for issues on ESS4 Community Health and Safety,</p>	<p>Training on ESMP implementation amongst the relevant institutions including the community health and safety plan, traffic management plan, code of conducts etc. including measures stated</p>

ESF	Nigeria Laws	Similarities/ GAPS	Intervention Measures
		however, these issues are not adequately covered in the EIA Act 86, 1992, and not often comprehensively assessed because the fragmentation of requirements into various laws	in table 3 above
ESS 5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement	Chapter 202 of Nigeria Land Use Act, 1990 is the legal basis for land acquisition and resettlement in Nigeria.	The issues on Land Acquisition, Restrictions on Land Use and Involuntary Resettlement are not adequately covered in the Land Use Act. In addition, the Land Use Act is obsolete and the rates for compensation and eligible categories of affected persons will need to be reviewed by the Government	Comply with the provisions of the AGILE RPF including measures stated in table 3 above
ESS10 Stakeholder Engagement and Information Disclosure	EIA Act, No. 86 1992 requires consultation of affected people, State or Local Government of the proposed activity, contains requirements for public disclosure of reports	Gaps include guidelines on the identification of stakeholders and focus groups including the preparation of stakeholders' engagement plans and Grievance Redress Mechanisms, and entrenched stakeholder engagement throughout the life cycle of the project	The SPIU to ensure implementation of the AGILE Stakeholder Engagement Plan and Grievance Redress Mechanism and continuous consultation

Therefore, in all cases the more stringent laws will be adopted, which is the World Bank ESF as detailed in table 3 above.

2.6 AGILE Institutional Arrangement

TABLE 4: AGILE INSTITUTIONAL ARRANGEMENTS

Institution	Roles
National Project Coordinating Unit (NPCU)	<ul style="list-style-type: none"> • Ensure timely preparation of all ESF instruments E&S Frameworks • Communicate ESF instruments to all stakeholders at the Federal Level through consultations and disclosure • Ensure E&S staffing of the SPIUs with qualified officers • Provide oversight monitoring function on the timely preparation, review and implementation of site-specific E&S instruments
State Project Implementation Unit (SPIU)	<ul style="list-style-type: none"> • Responsible for the day to day implementation of the Project including the preparation of annual work plans • Coordinate E&S planning and response

Institution	Roles
	<ul style="list-style-type: none"> • Ensure that the project design and specifications adequately reflect the recommendations of the ESIAs/ ESMPs • Monitor the project work to ensure that the activities are carried out in a satisfactory manner • Progress reports and budgets • Disclosure of E&S instruments prepared for the project in coordination with the EA department of the Ministry of Environment/ NPCU
<p>Environmental and Social Assessment Officers – PIU (Environmental Officer, Social Officer, GBV Officer)</p>	<ul style="list-style-type: none"> • Reviews TOR and ESMPs prepared for the sub-project sites • Ensure that the project design and specifications adequately reflect the recommendations and mitigation in the ESMPs • Co-ordinate application, follow up processing and obtain requisite clearances required for the project, if required • Prepare compliance reports with statutory requirements • Develop, organize and deliver training program for the SPIU staff, the contractors and others involved in the project implementation, in line with training plan in the ESMF, RPF, SEP, LMP, ESMPs • Ensures that ES commitment clauses including labour and GBV management components are contained in the contractors bidding documents and contracts • Ensure sensitization of contractors and project communities on Code of Conduct, prevention of STDs/STIs, GBV/SEA • Establish and implement a Grievance Redress Mechanism • Ensure contractors prepare their C-ESMPs and implement it • Monitor contractor’s compliance to the ESMP, Code of Conduct, Labour Management Plan (LMP) and other site-specific plans prepared including Occupational Health & Safety (OHS), Waste Mgt. Plan (WMP) etc.
<p>Ministry of Women Affairs, Ministries of Education</p>	<ul style="list-style-type: none"> • Collaborate on sensitization and advocacy on girl’s child education • Ensure effective GRM and GBV reporting mechanism at the state level • Implement sex education campaigns in schools and risks associated with under-age marriage/pregnancy
<p>Local Government Authority (LGA)</p> <p>School Based Management Committee (SBMC), Parents Teachers Association (PTA)</p>	<ul style="list-style-type: none"> • Serve as a liaison between the community members and the project institutions • Assist in the implementation of the proper community mechanism • Awareness campaign for the proposed project, amongst the various relevant grass roots interest groups • Monitor and report on project activities to the PIU • Channel for Grievance Redress Mechanism • Liaise with AGILE and school management to monitor the implementation of the project during the construction and operation phase • Provide comments, advice and/or complaints to AGILE or SUBEB/Ministry of Education on issues relating to the project • Attend public meetings organized by the SPIU to disseminate information and receive feedback • Provide reports on the progress of the project activities
<p>CBOs, NGOs, Associations, Groups, School Management</p>	<ul style="list-style-type: none"> • Monitor and evaluate project activities • Partner with the project on sensitization and delivery of project objectives • Independent observation of project compliance to E&S Requirements
<p>World Bank</p>	<ul style="list-style-type: none"> • Review and clearance of TORs, ESMF/ESMPs • Recommend additional measures for strengthening environmental management

Institution	Roles
	<ul style="list-style-type: none"> • Provide oversight guidance on E&S

Chapter Three: Project Description

3.1 THE AGILE PROJECT

The Adolescent Girls Initiative for Learning and Empowerment (AGILE) Project will lay the foundation for long-term engagement in adolescent girls’ education and empowerment. The approach will consist of interventions (rehabilitation and construction of school facilities) 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. By working with the Federal Government of Nigeria. The AGILE Project will support education programs in about 182 Local Government Authorities in all public JSS and SSS across seven participating states viz: Borno, Ekiti, Kaduna, Katsina, Kebbi, Plateau and Kano, of which this report speaks to Kano AGILE.

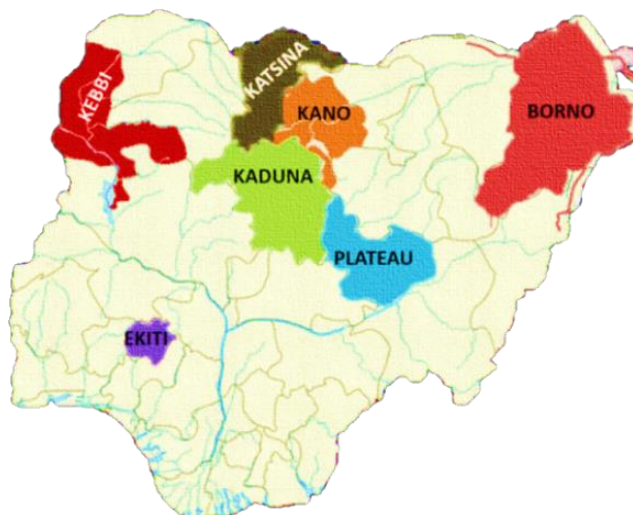


FIGURE 1: AGILE PARTICIPATING STATES IN NIGERIA

The project consists of three components with about nine (9) sub-components:

Component 1: Safe and Accessible Learning Spaces

- Subcomponent 1.1. Creating new safe learning spaces in Secondary Schools (Expansion of JSS + SSS + teacher package)
The component will address access gaps by constructing new schools and renovating or expanding existing schools through Ministry of Education. To improve quality, the component will provide continuous professional development for teachers through colleges of education.
- Subcomponent 1.2. Improving existing infrastructure in Secondary Schools i.e., Large School Improvement Grant (SIG) and Small SIG
(School improvement grants: Rehabilitation of JSS/SSS and school materials)
School grants will be provided to improve learning environment as well as address the school’s needs

Component 2: Fostering an enabling environment for Girls

- Subcomponent 2.1: Promoting social and behavioral change through communications campaigns, engagement with traditional rulers, and advocacy;
This component aims to provide financial support package to families to incentivize girls transition to and attendance of secondary school. This will be implemented by state ministries of education in partnership with private sector.
- Subcomponent 2.2a: Empowering girls with critical life skills and knowledge for navigating adulthood
- Subcomponent 2.2b. Digital Literacy Skills and Remote Learning Platforms
This component will support behavior and social norms change on the value of girls' education and empowerment through media and by engaging traditional and religious leaders to serve as advocates. Traditional and religious leaders will be engaged via the Network of Traditional and Religious Leaders on Keeping Girls in School (KGIS Network). The component will support the formation of Mothers association and boys' clubs to support and monitor school attendance of teachers and students and feed into the School Based Management Committee (SBMC) accountability framework.
- Subcomponent 2.3: Providing financial incentives to the poorest households.
This component aims to empower and prepare adolescent girls to successfully navigate the different stages of life by equipping them with life skills (negotiation skills, conflict resolution, self-esteem leadership skills, financial literacy and adolescent health and nutrition) etc. It will also provide market-relevant skills training and a graduation grant upon senior secondary school completion. It will be implemented through collaborations with NGOs and private sector.

Component 3: Project Management and System Strengthening

- Sub-component 3.1: System strengthening for sustainability and technical Assistance.
This component is aimed at project implementation and coordination arrangements, monitoring and evaluation at the Federal and State levels.
- Sub-component 3.2: Project Management, Monitoring and Evaluation (M&E)
This component aims to provide technical support to Federal and state governments in institutional strengthening, policy review and improve their capacity at the federal, state and local government levels Support will be provided to ensure effective project implementation and coordination, monitoring and evaluation and efficiency in service delivery.
- Subcomponent 3.3 Learning
Impact evaluations, studies, pilot programs will be supported to facilitate learning that will enable scale up to other phases of the MPA. Learning will be facilitated from multi-dimensional approaches and allow lessons to be more easily applied to other operations.

3.2 Description of the Proposed Project

Generally, the activities are rehabilitation works under Component 1.2 across the 1228 schools for both JSS and SSS within the 44 LGAs, Kano State. These rehabilitation works would be done in two phases with each phase covering an equal number of 614 schools under the School Improvement Plan (SIP). School distribution in phases is as follows:

Phase 1:

- Number of Boy only Schools - 273; Number of Girl only Schools - 341
- Number of JSS -192; Number of SSS – 309; Number of Mixed Schools – 113 (boys & girls)
- Number of Schools in Urban – 120; Number of Schools in Rural - 494

Phase 2:

- *Number of Boy only Schools – 196; Number of Girl only Schools – 418*
- *Number of JSS – 306; Number of SSS – 195; Number of Mixed Schools – 113 (boys & girls)*

➤ *Number of Schools in Urban 107; Number of Schools in Rural - 507*

The intervention works would be implemented through the provision of grants: Large School Improvement Grants (SIG); Small School Improvement Grant (SIG). The general works are grouped and summarized under the two channels as seen in Table 5 below. The proposed duration for completion of the works is 4 months from the contract signing.

TABLE 5: REHABILITATION WORKS UNDER THE TWO SIGs

Large SIG (Rehabilitation of Classrooms)	Small SIG (Improve WASH Facilities; Provision of School Furniture; TLM)
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 to soft of ceiling/stab (white emission)	
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)	

Climate Change Considerations

Energy and lighting	Use of solar panels as power source for the school, and the use of eco-friendly and energy saving appliances such as lightbulbs, etc. to reduce the energy demand of the buildings, and reduce greenhouse gas (GHG) emissions.
Construction Materials	Only non-toxic building materials will be used for construction. Chemical exposures such as lead, mercury and polychlorinated biphenyls (PCBs), asbestos from building materials is strictly prohibited
Others	Tree planting activities to serve as carbon traps and wind breaks.

3.2.1 Specific Project Intervention

The intervention works will be done in two phases: Phase 1: 614 Schools; Phase 2: 614 Schools equating to 1228 schools as outlined in the SIP. Some of the specific intervention works in twenty selected schools are outlined in table 6 below. Other specific school intervention works can be viewed in Annex 6.

TABLE 6: SITE-SPECIFIC INTERVENTION WORKS IN SCHOOLS (20)

S/No	Name of School /LGA	Proposed Site-specific Intervention	S/No	Name of School/LGA	Proposed Site-specific Intervention
1	Government Secondary College, Garko	<ul style="list-style-type: none"> Rehabilitation of 21 classrooms 	2	Government Girls Junior Secondary School, Lamire	<ul style="list-style-type: none"> Rehabilitation of 4 classrooms

S/No	Name of School /LGA	Proposed Site-specific Intervention	S/No	Name of School/LGA	Proposed Site-specific Intervention
	LGA: Garko	<ul style="list-style-type: none"> Rehabilitation of 24 pit toilets 		LGA: Garko	<ul style="list-style-type: none"> Rehabilitation of 6 pit toilets
3	Government Secondary School, KafinMallamai LGA: Garko	<ul style="list-style-type: none"> Rehabilitation of 6 classrooms 	4	Government Secondary School KafinChiri LGA: Garko	<ul style="list-style-type: none"> Rehabilitation of 4 classrooms Rehabilitation of 6 pit toilets
5	Government Secondary Islamic Senior School, Dakare LGA: Garko	<ul style="list-style-type: none"> Rehabilitation of 8 classroom Rehabilitation of 6 toilets 	6	Government Girls Junior Secondary School, Garun Ali LGA: Garko	<ul style="list-style-type: none"> Rehabilitation of 2 classrooms Rehabilitation of 6 pit toilets
7	Government Girls Arabic Secondary School, Garko LGA: Garko	<ul style="list-style-type: none"> Rehabilitation of 16 classrooms Rehabilitation of 17 pit toilets 	8	Government Girls Arabic Secondary School, Sarina LGA: Garko	<ul style="list-style-type: none"> Rehabilitation of 6 classrooms Rehabilitation of 4 pit toilets
9	Government Secondary School, Garko LGA: Garko	<ul style="list-style-type: none"> Rehabilitation of 18 classrooms Rehabilitation of 21 pit toilets 	10	Government Secondary School, Sarina LGA: Garko	<ul style="list-style-type: none"> Rehabilitation of 3 classrooms Rehabilitation of 5 pit toilets
11	Government Girls Secondary School, Garko LGA: Garko	<ul style="list-style-type: none"> Rehabilitation of 23 classrooms Rehabilitation of 12 pit toilets 	12	Government Secondary School, Dal LGA: Garko	<ul style="list-style-type: none"> Rehabilitation of 2 classrooms Rehabilitation of 4 pit toilets
13	Government Junior Secondary School, Buda LGA: Garko	<ul style="list-style-type: none"> Rehabilitation of 6 classrooms Rehabilitation of 8 pit toilets 	14	Government Girls Arabic Secondary School, Dal LGA: Garko	<ul style="list-style-type: none"> Rehabilitation of 5 classrooms Rehabilitation of 6 pit toilets
15	Government Junior Secondary School, Garwaji LGA: Garko	<ul style="list-style-type: none"> Rehabilitation of 3 classrooms 	16	Government Girls Secondary School, Kutama LGA: Gwarzo	<ul style="list-style-type: none"> Rehabilitation of 1 Block 3 Classrooms. Rehabilitation of store Rehabilitation of principal office
17	Government Junior Secondary School, Karfau LGA: Garko	<ul style="list-style-type: none"> Rehabilitation of 4 classrooms Rehabilitation of 2 pit toilets 	18	Government Girls Secndary School, Riji LGA: Gwarzo	Rehabilitation of 1 block of 2 classrooms
19	Government Secondary School, Garko Dausai LGA: Garko	<ul style="list-style-type: none"> Rehabilitation of 7 classrooms Rehabilitation of 4 pit toilets 	20	Government Girls Junior Secondary School, Buda LGA: Garko	<ul style="list-style-type: none"> Rehabilitation of 6 classrooms Rehabilitation of 6 pit toilets

3.3 Associated Project Activities

Other associated activities include site clearing, staging areas and campsites, material sourcing. Table 7 below shows the various proposed project activities and staffing at the pre-rehabilitation, rehabilitation and operation phases of the project.

TABLE 7: PROJECT ACTIVITIES & FACILITIES

N o.	Project Phase	Activities	Labor / Staffing	Support Facilities	Timeframe
1.	Pre-Rehabilitation	<ul style="list-style-type: none"> Site marking and pegging, Site clearing 	<ul style="list-style-type: none"> Skilled labor (estimate) 	<ul style="list-style-type: none"> Staging Area for workers' equipment 	2 weeks

		<ul style="list-style-type: none"> • Mobilization of equipment and workers to site • Establishing of staging area and campsite 	<ul style="list-style-type: none"> • of 2x1228 sites = 2,456nos) • Unskilled Labor (estimate of 2x1228=2,456 nos) 	<ul style="list-style-type: none"> • Campsite (accommodation for workers) • Portable water and Sanitary Facilities including male and female toilets • Personal Protective Equipment (PPEs) • First Aid kits 	
2.	Rehabilitation	<ul style="list-style-type: none"> • Partial demolition • Installation of traffic signage and cautions on site • Repairs of facilities: classrooms, toilets, labs etc. • Demobilisation from site <ul style="list-style-type: none"> ✓ Removal of construction equipment; ✓ Disposal of construction waste in general ✓ Dismantling of staging area and exit from campsite 	<ul style="list-style-type: none"> • Skilled labor (estimate of 2x1228 = 2,456nos) • Unskilled labor (estimate of 3x1228=3,684nos) 	<ul style="list-style-type: none"> • Staging area • Campsite • First aid kits (1 kit would serve 10 staff) • Construction water and materials • Sanitary Facilities (male and female toilets) • PPEs • Portable water for workers, food and security 	3 ¹ / ₂ months
3.	Operation and Maintenance	<ul style="list-style-type: none"> • Academic and school activities • Building maintenance • Maintenance of WASH facilities and sewage management 	<ul style="list-style-type: none"> • Skilled labor (estimate 1 x 1228 = 1228 nos) • Unskilled labor (estimate 2 x1228 = 2,456 nos) 	<ul style="list-style-type: none"> • Water for WASH facilities • Maintenance Workshop • Maintenance equipment 	Routinely during operation phase

3.3.1 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 Kano State Water Board (KSWB), 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 as approved by the Kano State Ministry of Resource Development. The SPIU will ensure this is clearly included any agreement. The SBMCs will also not be permitted to source sand from un-reclaimed borrow pits.

3.3.2 Staging Area

The staging area for siting of the project office, storage of equipment and other machinery for the project works will be identified by the SBMCs in conjunction with the SPIU and the school/community. The potential impacts that may be associated with the siting and operation of the staging area have been identified alongside mitigation measures and included in the ESMP Matrix in chapter 6 of this ESMP. The following criteria will be adopted in identifying and managing the staging area:

- Not to be located along or near major student pathway
- Be located within an acceptable distance from existing residential areas
- Not located in areas with intact vegetation

- The site must be cordoned off and access restricted to prevent accidents and unsupervised visitors
- The SBMCs must first obtain the necessary licenses and consents from the local authorities or from the owner of the needed area, including agreement on how the site should be handed over after use
- The SBMCs shall take all measures and precautions to avoid any disturbance such as Noise, Vehicular Traffic and Reliance on community resources to the local communities
- The SBMCs will ensure that all necessary sanitary facilities shall be provided for workers expected on site:
 - ✓ Conducive office space with tables, chairs, drinking water, good aeration, food etc.
 - ✓ Separate toilets for male and female with concrete and covered septic tanks
 - ✓ Portable water with well-placed overhead tanks
 - ✓ Wash basins and First aid kits

3.3.3 Campsite

Most workers will reside in the towns/urban areas and will mostly not require establishment of workers camps. However, some project sites are quite a distance (3-4hrs) from town, hence there may be need to establish base camps for workers at least 500 meters from the community (In conjunction with security intelligence and the project security adviser). The potential impacts that may be associated with the siting and management of a campsite have been identified alongside mitigation measures and included in the ESMP Matrix in chapter 6 of this ESMP. The following criteria will be adopted in identifying and managing the campsite:

- Not located in or around a school premises
- Not located in areas with intact vegetation
- Located within an acceptable distance from existing residential areas
- The SBMCs must first obtain the necessary licenses and consents from the local authorities or from the owner of the needed area;
- The SBMCs shall take all necessary measures and precautions to ensure that the execution of the works is carried out in accordance with environmental, legal and regulatory requirements, including those set out in this document; The SBMC shall take all measures and precautions to avoid any disturbance in the local communities and among the users of the road, such as noise, vehicular traffic, reliance on community resources etc. as a result of the project execution;
- All -workers (resident and non-resident) must be trained and sign code of conducts (sample in annex 11) against GBV/SEA/SH and other illicit behaviours;
- The areas occupied by the camps and sites must be recovered at the end of the project, when the SBMC is demobilized, through the replacement of previously existing conditions, unless other uses are intended;
- The SBMCs must ensure that Separate rooms will be provided for male and female workers and that all necessary sanitary facilities complying with World Health Organisation (WHO) regulations will be provided for workers to include but not limited to separate toilets for male and female, portable water with well-placed overhead tanks, wash basins and concrete and covered septic tanks.

As part of measures for the management of labour camps, Annex 12 presents a detailed Campsite Management Plan (CMP) detailing measure for avoiding, reducing and minimizing impacts related to labour camps. The CMP also provides the responsibilities for enforcing and monitoring measures are strictly adhered to.

3.3.4 Labour

The project will make use of different categories of workers including:

- Direct workers (NPCU, Kano AGILE SPIU, representatives of the various ministries including the project steering committee)
- Community workers: use of community persons as unskilled labour and also be encouraged to source skilled labour from the community, where the required expertise is available. This committee will consist of representatives from the community and the school management/staff.
- Primary suppliers are likely to include suppliers of construction materials including cement, sand, wood, stone, iron rods etc.

Labour Influx plan has been articulated in Annex 13 in line with the approved AGILE Labour Management Procedures to guide issues of wages, welfare, health & safety, grievances etc. Compliance requirements for Primary Suppliers have been included in the annex to be issued to SBMCs to ensure potential risks of child labour, forced labour and serious safety issues which may arise in relation to primary suppliers are avoided.

3.4 Project Beneficiaries

The project will be beneficial to the entire country in particular, the education sector and other development sectors such as Women, Youth and Health. The primary project beneficiaries are disadvantaged- at risk adolescent girls between 10–20 years old in participating states, indirect project beneficiaries will include boys and communities at large. 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
- Vulnerable and Persons with Disabilities

Chapter Four: Description of Project Environment

4.1 Description of the Project Area

The proposed project is in Kano State with a total population of 16,321,000 (NPC,2021) and a population density of 458 persons per square meter. The state has three senatorial districts: Kano Central; Kano South and Kano North and 44 Local Government Areas (LGAs), see figure 2 below. Kano is the capital of Kano State which is located in the Northwest geopolitical region of Nigeria. It is known as the biggest commercial hub in northern Nigeria which was created from the former Northern region of Nigeria in 1967. Bordering the state by the northwest is Katsina State, Jigawa State by the northeast, Bauchi State by the southeast and Kaduna State by the southwest. Hausa and Fulani are the major ethnic groups with Islam being the predominant religion. The most spoken language is Hausa, but English language is commonly spoken as the country's official language. Communities employ traditional leadership system of governance from the village head (*Dagata*), district head (*Hakimi*), and Emir.

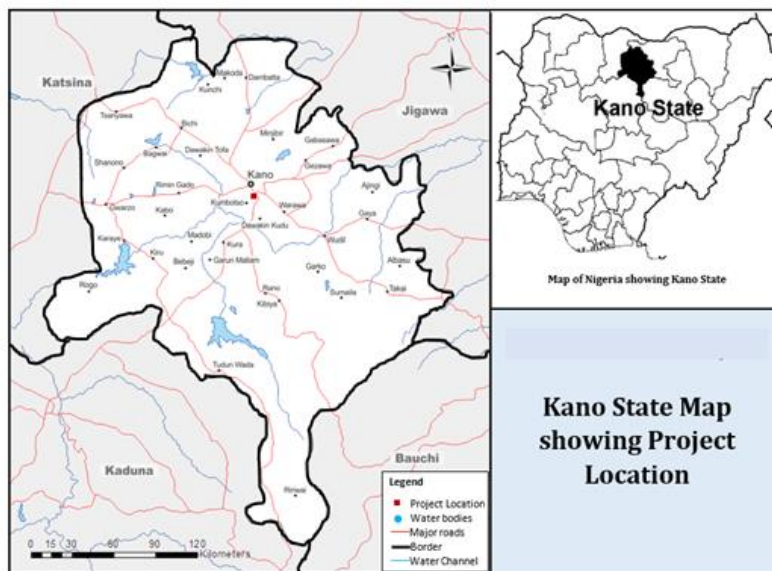


FIGURE 2: MAP OF KANO STATE SHOWING THE 44 LGAs

The 1228 selected schools cut across all the 44 LGAs as seen in figure 3 below with Kano Central having about 364 schools; Kano North about 449 schools and Kano South about 415 schools as seen in figure 4-6 below

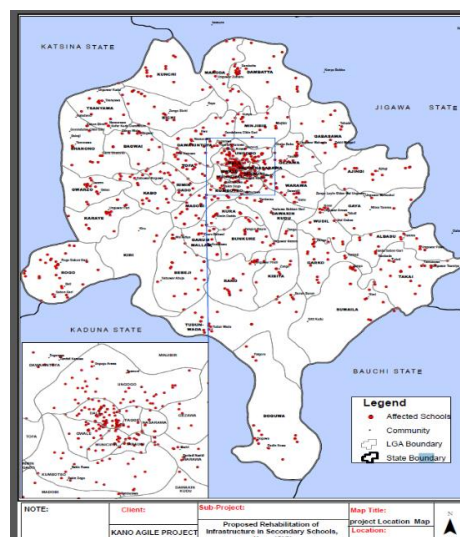


FIGURE 3: DISTRIBUTION OF 1228 SELECTED SCHOOLS ACROSS THE 44 LGAs, KANO

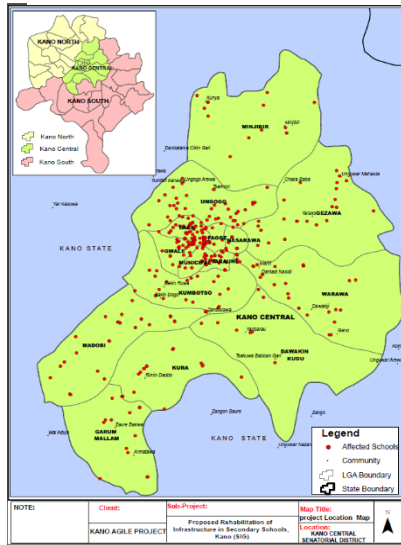


FIGURE 4: DISTRIBUTION OF SCHOOLS IN KANO CENTRAL SENATORIAL DISTRICT



FIGURE 5; DISTRIBUTION OF SCHOOLS, KANO NORTH SENATORIAL DISTRICT

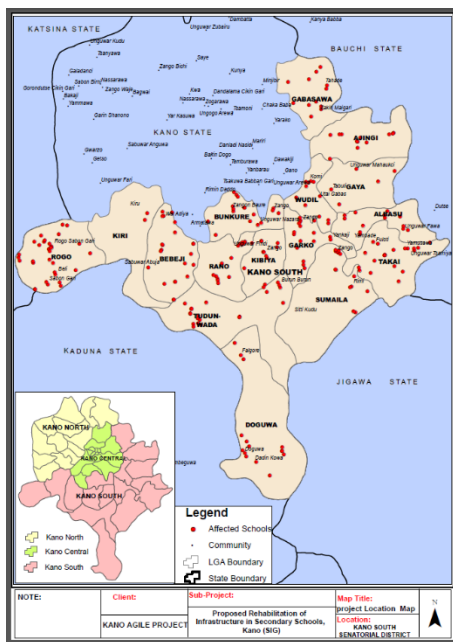


FIGURE 6; DISTRIBUTION OF SCHOOLS, KANO SOUTH SENATORIAL DISTRICT

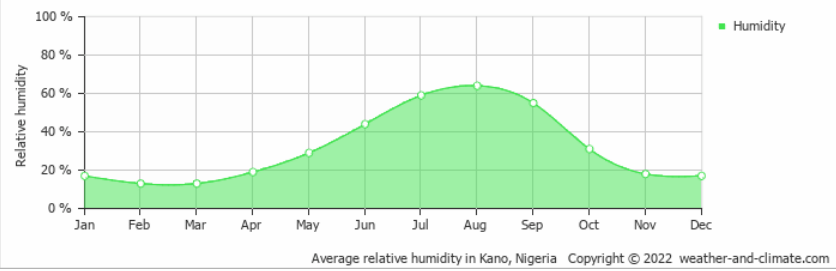
4.1.1 Baseline Description of Project Environment

Table 8 highlights summary description of the biophysical and socio-economic setting of the project area.

TABLE 8: BRIEF ENVIRONMENTAL BASELINE DESCRIPTION OF THE PROJECT AREA (KANO STATE)

Features	Description
Soil	Generally, the matured soils occupy the plains and the immature ones are found on hill slopes, foot slopes and valley-bottoms. The influence of topography and wind-drift materials from the desert is what shapes the aggregate of the soil structure in Kano Region, although, the matured soils

Features	Description
	are latosols of ferruginous type. The lower course contains more of loamy sand than heavy or light loamy soils.
Surface Water & Hydrology	<p>The Northern Region of the country in which Kano falls under is divided into two hydrological zones, demarcated by the hydro-geological divide. To the west of the divide is the zone of high surface water discharge and retention which coincides with the zone of Basement Complex structure. To the east and north east of the divide is the zone of large accumulation of ground water which is part of upper aquifer of Chad Basin. Retention and flow of water on the surface are very limited in this zone. The climate of the region controls the amount of water that is available both on the surface and at sub-surface at any given time within a water year.</p> <p>The hydrogeology of the region is to a large extent controlled by geologic settings, climatic condition and human activities. The surface situation, which is directly governed by the underlying geology, has its infiltration, evaporation, runoff and other flow components as the major factors responsible for the groundwater recharge and development in the region's hydrologic environment. Groundwater occurrence within the basement complex areas is limited to fissures and weathered overburden.</p>
Agriculture	Kano Region is one of Nigeria's most important agricultural regions and currently produces food and cash crops such as sorghum, rice, millet, groundnut, wheat, cowpeas, and vegetables under both rain-fed and irrigated farming. There has been rise in agricultural intensity, with expanded area of irrigated land and input-demanding row crops. Irrigation practices along the watersheds may increase run-off and drainage patterns which can result in surface water variation. Moreover, irrigated areas are often associated with increased agricultural inputs, such as fertilizer and pesticides which can affect water quality in receiving bodies due to excess nutrients and pesticides.
Vegetation	Vegetation of the region was originally defined as undisturbed Sudan savanna and guinea savanna. The normal vegetation has always been the dry Guinea in the southern fringe and the Sudan in the larger part of the region. The vegetation has now been subjected to destruction through fuel wood extraction, urban encroachment and population pressure (Dakata and Yelwa, 2012) hence eventuated the formation of four vegetation zones in the region namely: Sudano Sahelian Savanna, Sudan Savanna, Open Guinea Savanna and Protected Guinea Savanna (Dakata, 2012).
Rainfall	The mean annual rainfall is about 800 mm around metropolitan Kano. Great temporal variation occurs in the amount of rainfall received and no two consecutive years record the same amount. The amount receives vary between Kano metropolis and its southern and northern extremes based on the latitudinal and continentally factors.
Temperature	Temperature in the Kano is generally high throughout the year. In Kano there are seasonal changes, indicating a gradual increase from January to April where maximum value reaches as high as 43 ⁰ C. There are three main seasons based on temperature element. A cool and dry season: It lasts from November to February. During which the mean monthly temperature is between 21 and 23 ⁰ C with diurnal range of 12-14 ⁰ C. The Hamattan winds prevail at this period. The period is followed by a hot and dry season which lasts from March to mid-May. The mean monthly temperature during this period is in excess of 30 ⁰ C and the daily range is up to 20 ⁰ C. This is followed by the wet season which is warm, with mean monthly temperatures about 26 ⁰ C and a diurnal range of about 10 ⁰ C, rising to 13 ⁰ C in September.
Humidity	The mean monthly relative humidity over the year in Kano.

Features	Description
	 <p>Average relative humidity in Kano, Nigeria Copyright © 2022 weather-and-climate.com</p> <ul style="list-style-type: none"> • On average, August is with 64.0% the most humid. • On average, February is with 13.0% the least humid month. • The average annual percentage of humidity is: 32%
Temperature	<p>Temperature in the region is generally high throughout the year. In Kano there are seasonal changes, indicating a gradual increase from January to April where maximum value reaches as high as 43⁰ C. There are three main seasons based on temperature element. The first is the cool and dry season which lasts from November to February. During which the mean monthly temperature is between 21 and 23⁰ C with diurnal range of 12-14⁰ C. The Hamattan winds prevail at this period. This period is followed by a hot and dry season which lasts from March to mid-May. The mean monthly temperature during this period is in excess of 30⁰C and the daily range is up to 20⁰ C. This is followed by the wet season which is warm, with mean monthly temperatures about 26⁰ C and a diurnal range of about 10⁰ C, rising to 13⁰ C in September.</p>
Topography & geology	<p>Jakara River is underlain by crystalline Basement complex of pre-cambrian origin which loses its identity by disappearing into the Chad Formation. The Basement complex consists of granite rocks extending up to Yadai towards the North and Gabasawa towards the East. The Granites are generally Gneissic and commonly developed in a mixture of Pegmatite of schist granite, Gneiss and irregular mass of pegmatite. The geological structure influences the relief as well as landforms which are relatively flat, with some undulation especially around upstream. The relief of the Region can be categorized into four types: South and south eastern highlands, the middle and western high plain, the central lowland and the Chad plain. The highlands occupy more than 50% of the surface area of the Kano Region and lie on the elevation ranging between 450 m to 650 m</p>

4.2 General Description of School Environment

About 1040 of 1228 Schools (85% of 1228) consisting of JSS and SSS were screened for possible environmental and social impacts and subsequent development of an Environmental and Social Management Plan (ESMP) for Rehabilitation and Renovation works. This selection of 1040 schools visited during the assessment was based on factors such as: security; readiness of the SBMC and other stakeholders; poor areas with low transition rates for girl-child and accessibility. Generally, the proposed interventions will be constructed in existing secondary schools in Kano state. The selected schools (see Annex 1b: TOR) are majorly (75%) located in the rural area while 25% are within the urban and semi-urban (built-up areas) environment as illustrated in figure 7 below. In addition, the demography shows that 35% of the school are densely populated with a population of over 1,000 students. The schools have both permanent staffs and part-time staffs, although the permanent staffs are more in population in all the schools visited. Also, teachers from the N-Power and S-Power program of the federal and state governments respectively are engaged in most of these schools as support staffs.

⁴Link to ODK Collect platform: <https://ee.kobotoolbox.org/x/2hJ69bV4>

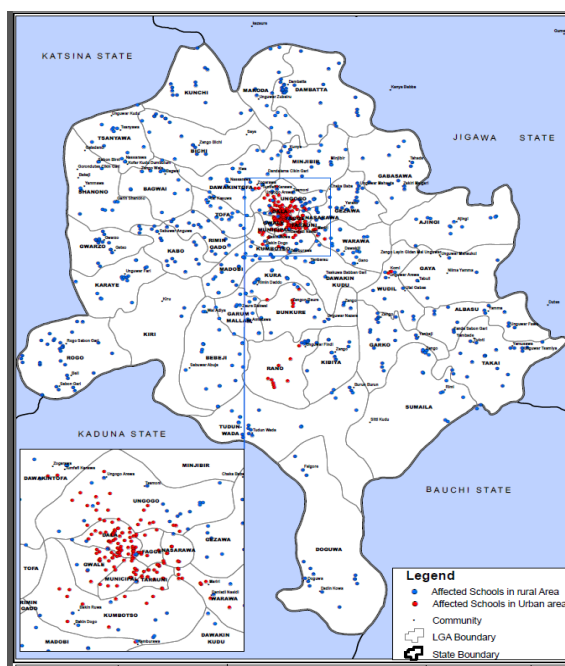


FIGURE 7; DISTRIBUTION OF SELECTED SCHOOLS IN URBAN AND RURAL AREAS, KANO STATE

General Baseline of School Environment: Key baseline information gathered from field visitations to schools are highlighted below. These characteristics are prevailing baseline assessment across the selected schools:

Nature of Facilities: Majority of the school facilities especially the classrooms are dilapidated with open roof and windows, insufficient classroom chairs and desks, unrestricted access to the premises dues to unavailability of perimeter fences. Abandoned buildings with absence of chairs and tables for students to receive lectures, hence they sit on the floor. Staff rooms and staff quarters are also grossly inadequate, quite a number of schools do not have perimeter fence thus exposing the school to unauthorized access, physical danger and encroachment with only few having perimeter fence. Electricity is almost not available in the school and even if available it is often sporadic. Other available infrastructures and facilities are overstretched, in poor condition and unable to meet the demands of students.

Access Road: The road networks leading to most of the communities and schools located in the rural areas are mostly untarred, rough with an uneven topography. During the rainy seasons, some of the access roads become meshy (see A - GGASS Rogo Sabon-Gari) below). Although the SBMCs may easily gain access to the sites, the earth roads may worsen from mobilization of heavy-duty equipment and construction materials to site. In some project sites, the access road is lined on one side with electric poles as in (C - GGSS Sharadda) Some access roads have culverts across (B- GGSS kutama) below.

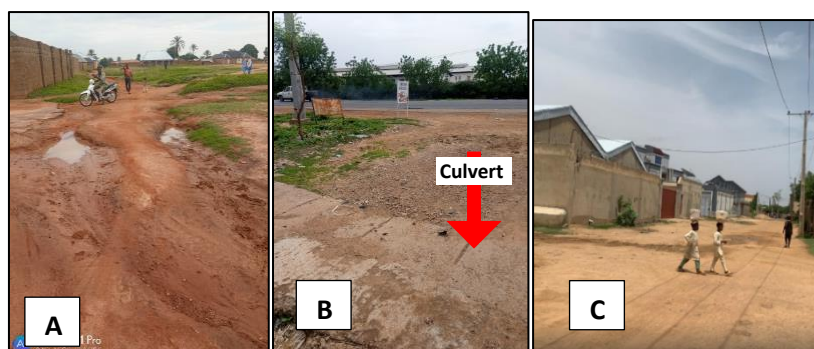


PLATE 1: DESCRIPTION OF ACCESS ROADS

However, in sub-urban areas, the access roads are tarred and motorable.

WASH facilities: two major toilets encountered were traditional pit latrines used in many schools with limited access to water supply and dilapidated VIP toilets. This has discouraged most adolescent girls from going to school, especially during their monthly menstrual cycle. The students resorted to practicing open defecation in nearby bushes. Absence of sick-bays/clinics in most schools denies these girls the opportunity for proper medical attention which also keeps them out of school.

Erosion Issues: typically, kano state constitutes of lateritic, clayey, and loamy closely-packed soil type, and comprises of flat and rolling terrains. The project sites are mostly lacking proper drainages which predispose some areas with slight uneven topography to minor to medium sized environmental issues such as erosion as shown in the plate 2 below. Since the state experiences a considerable amount of rainfall during the rainy season, areas with less compact (loose) soil formations may experience washing off topsoil along some sections. Although this is not prevalent in the proposed project area, issues of minor-medium erosion were identified



PLATE 2: EROSION SITES IN GSS, GARKO

Waste Management: Majority of the schools practice open dumping and burning of waste they generate. The assessment identified schools with refuse dump within and around the school as follows: open dumping of waste (A- GSS RiminGado); (B - GGSS Maryam Musa Kurmawa) and local incinerator (C – GSS Kofar Nasarawa) as shown in Plate 2 below.



PLATE 3: WASTE DUMP SITES IN SOME SCHOOLS

4.2.1 Site Specific Description of School Environment

In order to have adequate and precise information, the selected schools have been grouped according to LGAs. About 5 schools are grouped and described under each 5 LGA, equating to 25 schools described herein (Table 9 – 13). See Annex 6 for further details on the entire 44 LGAs and ODK Platform⁵. This selection was based on available and accurate information, the peculiarity (access road, scope of work, potential impacts, nearness to residential areas, availability of water) of the project sites.





⁵Link to ODK Collect platform: <https://ee.kobotoolbox.org/x/2hJ69bV4>





4.2.1.1 Site Description of Schools According to LGAs



A. Kano Municipal Council (KMC)

The school project sites in KMC consist of about 44 schools. Table 9 outlines site summary description of five (5) affected schools with specific information.

TABLE 9: SPECIFIC SITE DESCRIPTION OF SELECTED SCHOOLS IN KMC

S/No	Name of School	Site-specific Description	Google Map / Picture of Project site
1.	Ado Bayero College of Quarantic Studies (Boys only secondary school)	<p>The school is located in an urban area with good primary access road although the roads within the school are earth-based. Residential area is within 1km, presence of perimeter fence with no residential area bordering any sides. Entrance to the school is on the west side with the administrative block on the right side with about four blocks of classrooms, toilet, play field and a vast land of about at least 600sqm. The school is male only, overpopulated with about 999 students, 42 teachers including volunteers and permanent. A dusty environment with no waste management system.</p> <p>The communities are predominantly Muslims and are farmers who have their businesses outside the project sites.</p> <p>The scope of works is: <i>Renovation of 1 block of 8 classrooms storey building; Renovation of 2 blocks of 5 cubicle toilets</i></p>	  
2.	Government Girls Secondary School, GidanMakawa	<p>Also located in an urban area with good primary access road to project site. The school is fenced with the main gate leading to the school premises with an untarred road characterized by neem trees. A day school with a total population of over 800 Girls. Staff strength is 23 permanent staff, 4 volunteers and 3 N-power staff. Absence of waste management, open defecation exacerbated by poor sanitation, fair water supply by borehole although some structures are in deplorable states. The community consist of petty traders, civil servants and private business residents with a male dominated population. About 45% of community children attend the school. The proposed scope of work is rehabilitation of 1 block of 4 classrooms.</p>	


S/No	Name of School	Site-specific Description	Google Map / Picture of Project site
			
3.	Government Girls Secondary School, GidanRimi	<p>The school is located in an urban area with good primary access road to the project site although the roads within the school are earth-based. The school is enclosed on all sides by residential houses which are less than 500m from the project site. Over 6 blocks of classrooms are available for learning with about two in deplorable state. Entrance to the school is on the east side with the administrative block on the left side, toilet and minimal landmass for the proposed activities. The school is female only with over population of about 780 students, 35 teachers including volunteers and permanent. A dusty environment with no waste management system, open defecation, poor sanitation etc. The community consist majorly of semi-literate population with women predominantly involved in petty trading and farming. The scope of works is: <i>Renovation of 2 blocks of 4 classrooms; Renovation of 1 block of 4 cubicle toilets</i></p>	 
4.	Government Girls Secondary School Maryam Musa Kurmawa	<p>The school is fenced from the north-west, main access road is tarred though with presence of few pot-holes and located within the Kurmawa community with a distance of 250m from residential premises. Entrance to the school is three-way, consists of 4 blocks of two classrooms, one administrative block, laboratory and three toilets for female students. Students are day and consist of about 515 females with 25 permanent staff and 2 volunteers. The school has no present waste management, waste is either burnt or buried, soil is laterite, adequate tree covering, ambient air is good, water availability is hand-pumped borehole though water is not available in the toilets for hand washing, classrooms are dilapidated, and the walls are cracking. The community is semi-illiterate, primary healthcare available within the</p>	







S/No	Name of School	Site-specific Description	Google Map / Picture of Project site
		community, major occupation is farming. <i>The scope of works is: Renovation of 1 block of 4 classrooms; Renovation of Laboratory</i>	
5.	Government Girls Secondary School, Shekara	The school is fenced on all sides with a main gate. Main access road is tarred, availability of borehole with overhead tank, soil is laterite, boarding school type with adequate access road for movement within the school premises. About a minimum of 8 blocks of 2 classrooms, toilets facilities, one block storey building, administrative block, kitchen and laboratories. Female students are 1218 overseen by 51 permanent staff, 2 volunteers of which 10 are female. PHC is about 220m and. <i>The scope of work: Renovation of 3 blocks of classrooms; Renovation of 1 block of classroom</i>	 

B. Albasu Local Government

This LGA is located at the eastern region of the state with about 20 schools selected for rehabilitation. All schools screened, scoped and analysed were all located in rural areas of the state. The five selected schools outlined in the table 10 below provides overview description for other schools.

TABLE 10: SPECIFIC SITE DESCRIPTION OF SELECTED SCHOOLS IN ALBASU LGA

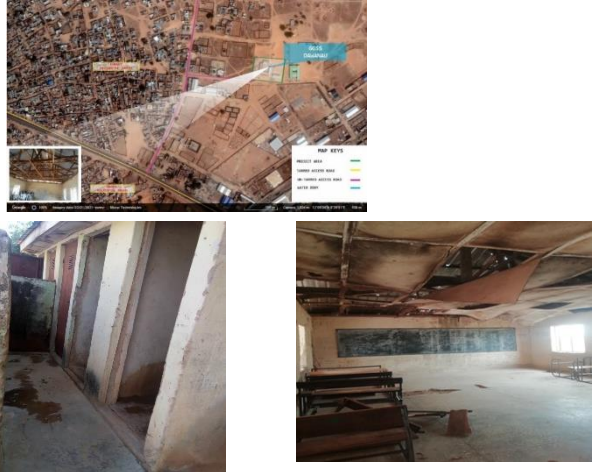



S/No	Name of School	Site-specific Description	Google Map/ Picture of Project Site
1.	Government Arabic Secondary School, Faragai	The school has a population of over 1,275 boys handled by 9 permanent staff and 5 volunteers. Main access road to the project site is earth-based including the access roads within the school. Characterized with about 6 structures, sheet erosion spots, neem trees, absence of waste management, open defecation exacerbated by poor sanitation, fair water supply(borehole) although some structures are in deplorable states. Surface waterbody is about 3km while residential area is about 1km from the project area. <i>The scope of work: rehabilitation of 8 classrooms.</i>	
2.	Government Secondary School, DangwaniTsangaya	Rural settlement with residential areas far apart. The area is moderately dusty mainly due to the earth-based roads leading to the project area and within the school premises. Poor drainage system at the school entrance which has impacted the land by causing sheets erosion and flash floods. A boys' only	

S/No	Name of School	Site-specific Description	Google Map/ Picture of Project Site
		school having a population of over 860, permanent staff of 10, volunteers-3. Characterized with adequate space for movement of vehicles, about 7 structures, sheet erosion spots, neem trees, absence of waste management, open defecation exacerbated by poor sanitation with classrooms in horrendous state (potholes, failing ceilings and infested classrooms). <i>The scope of work: rehabilitation of 2 classrooms.</i>	
3.	Government Arabic Secondary School	Though located in the rural area, primary access road is tarred while secondary access roads are earth-based. Residential areas are about 10km from the school. The school comprises of few structures of about 4 buildings, absence of perimeter fence, soil is loosed and can easily be eroded, students' population is 464 boys, permanent staff is 7, volunteers are 10. School toilets is located close to the classrooms which is environmentally and socially not friendly as the odour coming from the toilets is not favorable. The school waste is collated and burnt, poor sanitation with fair water supply. <i>The scope of work is rehabilitation of 3 classrooms</i>	 
4.	Government Girls Junior Islamic Secondary School, Saya Saya	Primary access road is earth-based and quite narrow. A day school with a population of about 156 girls, supervised by 3 permanent staff and 3 volunteers. Adequate presence of tree cover to reduce soil erosion as the soil is loosed. School is not totally fenced, absence of waste management, isolated and far from the nearest community. The scope of work: rehabilitation of 2 classrooms; rehabilitation of administrative blocks	 
5.	Government Secondary School, Bataiya	Road leading to the project site and within is earth-based with minimal dust generation. School is boys only with a population of 362, supervised by 3 permanent Staff and 4 volunteers. Few neem tree cover, sandy soil, absence of water availability and total land is about 1 hectare. <i>The scope of work: Rehabilitation of 2 classrooms.</i>	


C. Dawakin Tofa Local Government

Schools selected and screened within this LGA consist of 30 schools which cuts across both urban and rural areas. The schools presented in Table 11 below gives a general overview for these schools.

TABLE 11: SCHOOL SITE DESCRIPTION, DAWAKIN TOFA LGA

S/No	Name of School	Site-specific Description	Google Maps/Picture of Project Site
1.	Government Girls Secondary School, Dawanau	<p>The school is located along kano-Maiduguri Road with an un tarred road leading to the school. There are full grown trees along the school corridor. Located in an urban area, well fenced with security men at the gate. The school was initially a boarding school but it was later converted to Day school for the fear of insecurity. The GGSS Dawanau is well equipped with computer lab and other reading and learning materials. It has a vast land area for other constructions activities. They also have a designated area for waste collection and disposal. Students’ enrolment is 1485 with male teachers consisting of 14 while female 3. Volunteer teachers are six (6) consisting of male gender only. The conversion of the school to a day school has significantly affected the student’s enrolment into the school.</p> <p><i>The intervention activities in the school include renovation of one block of 4 classrooms and 4 cubicle toilets.</i></p>	
2.	Government Arabic Secondary School	<p>Located in rural area with earth-based primary access road and shares border with a primary school in addition to the presence of perimeter fencing. There are trees and other vegetation within the school on the way to the classrooms and the administrative block. The school has a population of 397 boys with five male teachers. Three blocks of classrooms are available for teaching though they are in deplorable state with only one water point. Open dumping and local incinerator are the methods for waste management. Adequate land area for movement of vehicles and staging area. <i>The scope of work is rehabilitation of 1 block of two classrooms with supply of furniture.</i></p>	
3.	Government Girls Arabic Secondary School	<p>Located in Dawakin town, a rural settlement about 2-3km away from residential area with occupation mainly farming and petty trading. The primary access road and within the school are both earth-based, ambient air is dusty during dry season, only one water point with about 3 VIP toilets for female students and teachers. The waste management practise is open-burning with adequate land area for staging and movement of vehicles. Student enrolment is 1492, handled by 9 male teachers, 5 female and 5 casual teachers. <i>The scope of work: renovation of two blocks of four classrooms</i></p>	
4.	Government Junior Arabic Secondary School DAWANAU	<p>The school is mixed one and co-exist with a primary school, located in a rural area and is fenced from the South-east. With about 4 blocks of 2 classrooms</p>	





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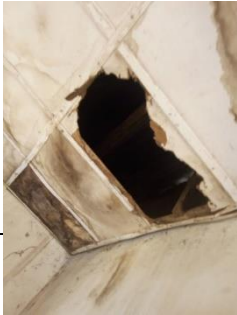
		been shared amongst the two categories of school, one block of two rooms for teachers and administrative staff. Water availability is inadequate as students have to walk about 1km to the residential area for water. The pupil enrolment is 8044 females; 214 males been supervised by 4 male teachers; 2 female and 15 casual staff. The community assessment within the project site is characterized by similar features within a rural settlement. <i>The scope of work: Rehabilitation of one block of two Classroom, Provision of Both staff and Students' Furniture</i>	
5.	Government Junior Secondary School, Dan Itace	A male only school, located in a rural area and about 200m from an earth-based primary access road. Absence of perimeter fencing, earth-based road within the school, few neem tree covering, inadequate water supply, 2 blocks of 2 classrooms with inadequate training materials and furniture for both staff and pupils. The population of the school is 166 overseen by 6 permanent and 1 casual staff. The scope of work: renovation of 1Block of two Classrooms.	

D. RiminGado LGA

About 45 selected schools are within this rural settlement, screened and analysed. Table 12 gives a synopsis of these schools, using five schools as an overview, see the ODK platform for more details on site description.

TABLE 12: SITE SPECIFIC DESCRIPTION OF SCHOOLS









S/No	Name of School	Site Description	Google Map/Pictures of Project Site
1.	Government Girls Arabic College, RiminGado	The school is located along the road to RiminGado in a rural area. It is a Girls Day school occupying Local Education Authority (LEA) building. The school is already over populated with more than 200 students per class. The classes are not in good shape, home economics lab roofing is leaking, the toilets are home to snakes and other reptiles and above all the school do not have any water source within the school. The students have to trek into the community to fetch water which makes the students vulnerable to risk of Gender Based Violence (GBV) to or from the community. <i>The scope of work: Rehabilitation of 3 Blocks of 8 classrooms.</i>	 
2	Government Day Secondary School, RiminGado	The school is located in a rural area with a vast land for agricultural activities though not fenced, about 50m from the primary access road, making it susceptible and vulnerable to security threat. Moreover, the undeveloped area of the school land is being used by the school teachers for farming activities. The area to be rehabilitated include a block of classrooms with admin block and the principal office. The school is in serious need of rehabilitations as most of the classes are dilapidated and not conducive for learning and teaching activities to take place.	 

S/No	Name of School	Site Description	Google Map/Pictures of Project Site
3	Government Girls Junior Arabic Secondary School, Dugurawa	The primary access road leading to the school is earth-based with the school sighted 100m from the right of way. Absence of both perimeter fence and gate with 3 blocks of 2 classrooms in L-shaped facing the primary access road. Adequate space for movement of vehicles, students and possible staging area. Though it is a female only school, toilets are not available, absence of water points, open defecation is practised in addition to open burning of waste. Nevertheless, the ambient air is good basically due to the presence of about 10 neem trees, absence of residential buildings and vast land. Student enrolment is 40 female students supervised by only 4 permanent staff. <i>The scope of work: Rehabilitation of 2 Block of 6 classrooms</i>	
4	Government Junior Secondary School, Zango	Located along Gwarzo road-a tarred road about 8m in width with patches of pot-hole. The school co-exist with the primary school and only accessed from the north wing due to the presence of perimeter fence. With only about 3 blocks of 2 classrooms, few furniture for students and teachers in addition to lack of water. The school enrolment consists of 85 female and 65 male students all supervised by 5 permanent staff and 2 volunteers. Community settlement is about 5km from the project site. <i>The scope of work: rehabilitation of classrooms</i>	
5	Government Girls Juniort Arabic Secondary School, Gulu	The school is sighted about 1km from Danguzuri road, students' enrolment is 234 females supervised by 5 permanent staff and 4 volunteers. Also located in a rural settlement with scattered Fulani settlements within 500m of the project site. These settlers are predominantly into farming and cattle husbandry. The school is accessed from all sides due to the absence of perimeter fence; source of water is hand-pumped borehole though presently broken with 2 blocks of 3 classrooms, one administrative block. The soil is heavily silted and topography is prone to flood. <i>The scope of work: rehabilitation of windows, ceiling and roofing section</i>	 

E. Bebeji LGA

Selected schools are 25 in total which cut across both JSS and SSS. All were screened, scoped and analysed using the developed ESMP methodology in Chapter 1. Majority of the schools here have similar structure with respect to site description, located in rural area, residential areas are about 2-3km away for most project sites. See table 13 below for more details.

TABLE 13: SITE-SPECIFIC DESCRIPTION OF SCHOOLS

S/No	Name of School	Site Description	Picture of Project Site
1	Government Technical College, Tiga	Mixed gender with student enrolment as: 367 females; 101 males, permanent staff are 10 while volunteers' range between 5-8 depending on availability. Adequate land area with presence of crops and tree covering; minimum of 6 structures including a technical laboratory with little or no equipment Primary access road is earth-based , presently in a poor state and about 5m away from project site. Water source is borehole (two water points), waste management is poorly managed through open burning and presence of male and female toilets. The scope of work: <i>renovation of one block consisting of six classrooms and three offices</i>	
2	Government Secondary School, Nasarawan Kuki	These two schools are within the same proximity and have similar features as described below: <ul style="list-style-type: none"> • The main access road is untarred and narrow. • At least 12 neem trees in each school • Water source is borehole • Sandy soil, topography is uneven, no drainage and prone to flood • No perimeter fencing • Primary Healthcare within 3km • Rural area. • Farmlands behind the school is used for seasonal farming. 	
3	Govnment Girls Secondary School Nasarawan Kuki	<p><i>The scope of work (2): Renovation of 1 block of 2 classrooms</i></p> <p><i>The Scope of work (3): Renovation of 1 block of 6 classrooms, with furniture, windows, ceiling and veranda</i></p>	 
4	Government Junior Secondary School, HayinGwarmai	Access road to the school is poor though tarred with no perimeter fence to secure the school from any side. About 25m from the highway, with 4 blocks of 3 classrooms, 4 deplorable toilets, one water point and waste is disposed through open burning. Soil porosity is good with about 13-17 neem trees. The community surrounds the school from the north and eastern side, residents are Muslims and predominantly Hausa with few Fulani ethnic group. <i>The scope of work: Renovation of 1 block of 3 classrooms</i>	 
5	Government Arabic Secondary School, Kofa	The school is about 5km from the primary access road and enclosed at the rear-end by residential houses and farming activities. Secondary access road is poor and earth-based, soil is laterite with adequate land area for movement of vehicles and possible staging area. The facility consists of 4 blocks of 2 classrooms, 3 toilets, laboratory room and administrative block with one water point. The community members are farmers (subsistence farming), Muslims and Hausa ethnic group.	 

4.3 Environmental Baseline Studies

Baseline data was acquired during field visits within the boundaries of the different school areas, in order to ensure project related activities do not have impacts on the environment and the people.

Sampling Methodology: An overall assessment of the study areas was done through reconnaissance survey. During this survey, familiarization, boundaries, key features and mapping of hotspots were established. Air quality parameters were measured through a direct mechanism while Soil and Water Samples were collected based on random sampling, maps of hotspot areas and availability of water. The Sample size was intentionally spread across accessible and LGAs and potential hotspot sites (see Annex 15 for Maps of Sampling locations).

A total number of thirty-four (34) samples were analyzed, ten (10) samples for topsoil and twenty-four (24) for groundwater (borehole water) were analyzed. These were subjected to composite analyses i.e.in-situ sampling and ex-situ (Samples analysed by Ministry of Environment, Kano State). Air quality analysis was carried out in 34 locations using a Testo 350 XL- an in-built suction, absorbing medium and flow meter. The method for determining the concentration of the specific pollutants is the direct reading method based on in-built gas sensors from the chosen equipment. The equipment was chosen based on simplicity, accuracy, specificity and stability. Soil, Water and Air Measurements were taken at pre-identified spots at different schools across 34 LGAs as seen in Table 14 below while map of sampling locations can be seen in annex 15.

TABLE 14: NAME OF SAMPLE LOCATION

Name of School	LGA	Name of School	LGA	Name of School	LGA
Ado Bayero College Of Quranic Studies	Kano municipal council (kmc)	Government Secondary School Dangwani	Albasu	Government Arabic Secondary School Aliyu saidubebeji	Tarauni
Government Girls Secondary School, Sharadda		Science College	DawakinKudu	Government Secondary School Sundu	Rogo
Government Secondary School	DawakinTofa	Government Girls Arabic Secondary School, Bechi	GurunGawa	Government Girls Arabic Secondary School	Wudil
Government Technical College	Bebeji	Government Girls Secondary School	Minjibir	Government Junior Secondary School, Gude	Kabo
Government Junior Secondary School, Dagora	Sumaila	Government Girls Secondary School, Kutama	Gwarzo	Government Junior Secondary School, Yandutse	Bichi
Government Girls Secondary School DAWAKI	Rano	Government Girls Arabic Secondary Schools		Government Girls Arabic Secondary Schools	Kabo
Government Girls Arabic Secondary School, Gundutse	Kura	Government Secondary School, Kutama		Maryam Abacha Government Girls Secondary school	Fagge

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Name of School	LGA	Name of School	LGA	Name of School	LGA
Government Secondary School Barnawa,	Bunkure	Government Girls Secondary School UnguwaUku	Tarauni	Government Girls Secondary School, Tsanyawa	Tsanyawa

Ground water samples were collected from Borehole using sterile dark coloured 100ml bijou bottles. Samples for heavy metals and physico-chemical studies were also collected in their respective coded plastic containers and stored in ice-packed coolers. Samples were preserved in refrigerators at 4°C prior to laboratory analyses. Fast changing physico-chemical parameters such as Temperature, pH, Dissolved Oxygen (DO), Conductivity, Total Dissolved Solids (TDS) etc. were measured in-situ using an in-situ water analyzer.

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4.3.1 Physio-chemical Analysis of Groundwater

Table 15 and 16 below highlights the results of the twenty-five samples collected from 23 LGAs

TABLE 15 PHYSIOCHEMICAL RESULTS OF GROUNDWATER ANALYSIS (A-12 SITES)

S/No	Parameters	Ado Bayero, KMC	GGSS ,KMC	GSS Tofa	GTC, Bebeji	GJSS	GGASS,K ura	GSS Bunkure	SC, Kudu	GSS Albasu	GGASS, Bechi	GJSS, Minijbir	GGSS, Gwarz o	FMEnv Limits
1	Temperature	32.1	30.4	34.1	33.1	31.5	34.2	33.1	31.5	34.6	34.1	34.2	36.1	<40
2	pH	6.40	6.31	6.56	6.31	6.35	6.25	6.31	6.35	6.31	6.56	7.12	6.8	6.5-8.5
3	Conductivity (us/cm)	132.1	123.4	131.1	125.4	123.6	129.4	125.4	123.6	126.4	131.1	121	108	1000
4	Turbidity (NTU)	8	12.0	9.5	12.0	8	10.0	12.0	8	9.2	9.5	15.1	13.8	5
5	TDS	12.0	23.6	13.5	15.6	12.0	20.6	15.6	12.0	21.6	13.5	22	26.1	1000
6	TSS (mg/l)	2	6	3	5	2	4	5	2	5	3	7	6	37.3
7	Salinity (%)	154	216	145	151	154	165	151	154	155	155	123	141	0
8	Hardness	1.76	2.31	1.56	1.31	1.76	2.51	1.31	1.76	2.01	1.56	2.1	2.9	-
9	CO ₃	143.0	105.5	108.0	140.5	143.0	115.5	140.5	141.0	125.5	108.0	124	125.1	-
10	Colour (TCU)	0.16	0.14	0.13	0.13	0.16	0.11	0.13	0.15	0.15	0.13	0.10	0.09	15
11	Chlorine (mg/l)	12	14.5	14	11.5	12	14.2	11.5	12	14.5	14	18.1	14.2	250
12	Nitrate (mg/l)	1.8	1.01	1.45	1.05	1.8	1.02	1.05	1.8	1.06	1.45	1.4	2.1	10
13	Sulphate (mg/l)	32.0	35.8	28.0	30.1	32.0	31.5	30.1	32.0	30.5	30.0	34.5	29.1	500
14	Phosphate(mg/l)	0.3	1.6	0.1	0.9	0.3	0.8	0.9	0.3	0.7	0.1	1.7	1.9	5
15	Calcium (mg/l)	13.1	18.3	12.5	14.1	13.1	14.6	14.1	13.1	13.8	12.5	15.2	10.3	150
16	Magnesium (mg/l)	1.5	2.4	1.8	2.0	1.5	2.2	2.0	1.8	2.1	1.8	10.1	11.5	50
17	Sodium	43.0	31.0	45.0	35.0	43.0	41.0	35.0	44.0	42.0	44.1	23.5	20.9	-
18	BOD (mg/l)	3	5.7	4	4.2	3	4.1	4.3	3	4.2	4	5.1	8.1	6
19	COD (mg/l)	0	0	0	0	0	0	0	0	0	0	0	0	30
20	DO (mg/l)	4.1	3.4	3.5	3.7	4.1	4.2	3.7	3.6	3.8	3.7	4.1	5.2	4
Heavy Metals														
21	Cu	0	0	0	0	0	0	0	0	0	0	0	0	0.01
22	Fe	0.01	0.10	0.02	0.10	0.01	0.10	0.01	0.10	0.01	0.01	0.10	0.01	0.5
Microbiology														
23	E. Coli	0	0	0	0	0	0	0	0	0	0	0	0	0
24	Coliform	3	1	4	2	1	6	0	2	4	1	4	3	0
	Date	4-7/July/2022												
	Time	2:15pm; 3:05pm; 11:30am; 1:40pm												

TABLE 16: PHYSIOCHEMICAL RESULTS OF GROUNDWATER(B-12 SITES)

S/No	Parameters	GGSS, Fagge	GGASS Wudil	GGSS Tsanyawa	GJSS, Bichi	GSS, Rogo	GGASS, Tarauni	GGASS, Bechi	GSS, Kutama	GJSS Albasu	GGASS, Garko	GJSS, Sumaila	GGSS, RiminGado	FME _{Env} Limits
1	Temperature	31.5	33.4	32.8	33.1	31.5	34.2	33.1	31.5	34.6	34.1	34.2	32.5	<40
2	pH	6.10	6.40	6.30	6.31	6.35	6.29	6.43	6.31	6.35	6.89	6.51	6.41	6.5-8.5
3	Conductivity (us/cm)	131.1	132.4	123.1	145.4	123.6	129.4	125.4	123.6	123.1	131.1	128.1	108	1000
4	Turbidity (NTU)	7	11	8	9.5	8.1	9.1	10.5	9	9.3	9.1	12.1	9.8	5
5	TDS	12.0	23.6	13.5	15.6	12.0	20.6	15.6	12.0	21.6	13.5	22	26.1	1000
6	TSS (mg/l)	3	5	3	6	3	4	5	2	5	2	6	5	37.3
7	Salinity (%)	153	185	138	145	151	161	150	154	153	151	132	124	0
8	Hardness	1.71	1.31	2.16	1.28	1.61	2.56	1.61	1.56	2.11	1.76	2.11	2.81	-
9	CO ₃	143.0	105.5	108.0	140.5	143.0	115.5	140.5	141.0	125.5	108.0	124	125.1	-
10	Colour (TCU)	0.16	0.14	0.13	0.13	0.16	0.11	0.13	0.15	0.15	0.13	0.10	0.09	15
11	Chlorine (mg/l)	12	14.5	14	11.5	12	14.2	11.5	12	14.5	14	18.1	14.2	250
12	Nitrate (mg/l)	1.8	1.01	1.45	1.05	1.8	1.02	1.05	1.8	1.06	1.45	1.4	2.1	10
13	Sulphate (mg/l)	32.0	35.8	28.0	30.1	32.0	31.5	30.1	32.0	30.5	30.0	34.5	29.1	500
14	Phosphate(mg/l)	0.3	1.6	0.1	0.9	0.3	0.8	0.9	0.3	0.7	0.1	1.7	1.9	5
15	Calcium (mg/l)	13.1	18.3	12.5	14.1	13.1	14.6	14.1	13.1	13.8	12.5	15.2	10.3	150
16	Magnesium (mg/l)	1.7	2.8	2.9	2.0	1.5	2.2	2.0	1.8	2.1	1.8	10.1	11.5	50
17	Sodium	41.0	43.5	45.0	35.0	41.5	43.8	35.0	44.0	42.0	44.1	23.5	35.1	-
18	BOD (mg/l)	4	5.1	3.5	4.1	3	4.1	4.3	3	4.2	4	5.1	8.1	6
19	COD (mg/l)	0	0	0	0	0	0	0	0	0	0	0	0	30
20	DO (mg/l)	4.1	3.4	3.5	3.7	4.1	4.2	3.7	3.6	3.8	3.7	4.1	5.2	4
Heavy Metals														
21	Cu	0	0	0	0	0	0	0	0	0	0	0	0	0.01
22	Fe	0.02	0.11	0.03	0.11	0.01	0.10	0.03	0.10	0.01	0.01	0.10	0.01	0.5
Microbiology														
23	E. Coli	0	0	0	0	0	0	0	0	0	0	0	0	0
24	Coliform	3	1	4	2	1	6	0	2	4	1	4	3	0

4.3.1.1 Discussion on Groundwater Sample Analysis

Temperature

The temperatures of all the samples ranged between 30.6 -36.1 °C all within the FMEnv limit.

Conductivity

The high level of conductivity values of waters is a reflection of the chemical richness of the water body of the study area. The conductivity values of the water samples were high however, they were not above the FMEnv limits. This may be attributed to the mineral richness of the substratum of the project area. The conductivity values of the water body ranged from 1233S/cm 3213S/cm

Dissolved Oxygen

DO is the oxygen molecule present in water. Very low levels ranging from 0-2mg/l does not support life (aquatic flora and fauna). However, studies show that aquatic organisms survive in a DO range of 2-4mg. The samples collected had a range from 0.18 – 1.6mg/l. This simply confirms the water sample was collected from a tap water point, potable for consumption where flora and fauna is not meant to exist.

Turbidity

Turbidity is a measure of water clarity and an indicator of the quantity of suspended solids in the water. Turbidity is the scattering and adsorption of light within water, caused mainly by suspended sediment, dissolved organic matter and plankton. Anthropogenic activities and natural occurrences (such as rainfall) can lead to the suspension of sediments, which increases turbidity levels. The measured turbidity value for water ranged from 0.2 to 0.3 NTU which is below the WHO permissible limit of 5 NTU for drinking water.

Total Dissolved Solids

TDS content is a measure of turbidity and general polluting potentials in water. It is an index of the amounts of dissolved substances in water. The TDS concentration of were way below the FMEnv. limit of 1,000mg/l, ranging from 2.26-3.00mg/l. A TDS concentration over the recommended limit of 1,000mg/l may cause gastrointestinal problems in humans and animals. Dissolved solids in water may include organic matter and inorganic salts, calcium and magnesium carbonates, bicarbonates, chlorides, sulphates, with traces of iron, manganese and other substances. If TDS concentrations are high, it is wise to have further tests to determine specific contaminants.

Salinity: the salinity values were low and within range in all the sampling points.

Colour: the values were less than the 100TCU limits prescribed by FMEnv.

Chloride, Nitrate, Sulphate, Phosphate and Carbonate

These parameters were found within limits prescribed by the FMEnv for all water samples except Phosphate.

Chloride: concentration of Chlorine is within the acceptable limit for all samples collected ranging from 15.9 – 19.5 mg/l.

Nitrate: concentration of Nitrate is within the acceptable limit (20mg/l) for all samples collected which ranged between 7.70 – 9.1 mg/l. Nitrates can encourage the growth of algal blooms and aquatic weeds.

The levels for Sulphate (2.85-3.10mg/l) were below the WHO and FMEnv limits (500mg/l) while the levels for Phosphate were mostly above the FMEnv limits (5mg/l) which ranged from 11.2 - 12.39mg/l. The elevated levels of Phosphate may be attributed to the cumulative residual application of water runoff from farms using fertilizers over numerous years. Phosphorous can encourage the growth of algal blooms and aquatic weeds. This has to be monitored closely to avoid eutrophication.

Calcium and Magnesium Ca²⁺ and Mg²⁺ ions: when present in high concentrations can cause water hardness. Their levels were all within limit for all water samples. The most common source of calcium and magnesium in groundwater is through the erosion of rocks, such as limestone and dolomite, and minerals, such as calcite and magnetite.

Bicarbonates and Carbonates: the bicarbonate and carbonates levels were within limits. High bicarbonates and carbonates in water can cause calcium to precipitate.

Sodium: The values for sodium levels were within FMEnv limits.

Biochemical Oxygen Demand: BOD is a measure of the amount of oxygen utilized during a specific incubation (usually for 5 days) for the biochemical degradation of organic materials and also the oxygen utilized to oxidize inorganic material such as sulphate and ferrous ion. The BOD values for the water samples were all within the FMEnv range of 6 mg/l except for GGSS, Gwarzo, and GGSS, Rimin Gado with values 8.1 mg/l in both locations (less than 30 km apart). This might be traceable to the presence of highly weathered basement in the geology of these locations. The samples ranged from 3.0 – 8.1 mg/l.

4.3.2 Physio-chemical Properties of Soil

Ten topsoil samples were collected from 10 LGAs using soil auger into air-tight polythene bags and were taken to the laboratory for analysis. Chain of custody was maintained in transporting and delivering the samples to the laboratory to maintain sample integrity. Table 17 and 18 highlight the results of samples taken from A and B Sites respectively.

TABLE 17: PHYSIOCHEMICAL & MICROBIAL ANALYSIS OF SOIL SAMPLES(A-SITES)

S/No	Parameters	Ado Bayero KMC	GSS Albasu	GGASS Dawaki Kudu	GSS Bunkure	GGSS Nasarawa	FMEnv
1	Temperature	31.0	31.0	32.1	33.5	30.3	
2	pH	8.1	8.9	8.4	8.7	8.2	6.9
3	Conductivity	2110	2301.2	2108	1860	2510	N/A
4	Sulphate	32	61	65	28	34	N/A
5	Aluminium	0.12	0.19	0.21	0.11	0.28	N/A
6	Chloride	0	0	1	0	0	N/A
7.	Phosphate	42	31	30	28.1	28	N/A
8.	Nitrate	10.6	15.0	12.1	10.4	11.0	N/A
Heavy Metals							
9.	Chromium	0	0	1	1	0	1.0
10	Iron	3	2.10	1.67	1.01	1.07	N/A
11	Nickel	1.32	1.12	0	121	1.01	N/A
12	Copper	0.42	0.13	0.14	0.21	1.0	36.00
13	Manganese	0	0	0	0	0	N/A
14	Cadmium	0	0	0	0	1	N/A
Hydrocarbons							
15	THC	0	0	0	0	0	N/A
Microbiology							
16	Bacillus	0	0	0	0	0	N/A
17	E.Coli	0	0	0	0	0	N/A
18	Salmonella	0	0	0	0	0	N/A
19	Trichoderma	0	0	0	0	0	N/A
20	Pseudomonas	0	0	0	0	0	N/A

TABLE 18; PHYSIOCHEMICAL & MICOROBIAL RESULTS OF SOIL SAMPLES (B-SITES)

S/No	Parameters	GGSS, Fagge	GGASS Wudil	GGSS Tsanyawa	GJSS, Bichi	GSS, Rogo	FMEnv.
1	Temperature	32..0	33.0	31	32.5	30.5	
2	pH	7.8	8.5	8.4	9.1	6.8	6.9
3	Conductivity	2105	1901.2	2008	1810	2409	N/A
4	Sulphate	34	53	61	35	41	N/A
5	Aluminum	0.15	0.16	0.20	0.16	0.25	N/A
6	Chloride	1	0	1	1	0	N/A
7.	Phosphate	39	35	38	29.1	28	N/A
8.	Nitrate	11.6	14.6	11.5	10.4	10.5	N/A
Heavy Metals							
9.	Chromium	1	0	0	1	1	1.0
10	Iron	4	2.09	1.56	1.04	1.01	N/A
11	Nickel	1.12	1.22	1	1.27	1.04	N/A
12	Copper	0.43	0.12	0.17	0.22	1.1	36.00
13	Manganese	0	0	0	0	0	N/A
14	Cadmium	0	0	1	0	0	N/A
Hydrocarbons							
15	THC	0	0	0	0	0	N/A
Microbial							
16	Bacillus	0	0	0	0	0	N/A
17	E.Coli	0	0	0	0	0	N/A
18	Salmonella	0	0	0	0	0	N/A
19	Trichoderma	0	0	0	0	0	N/A
20	Pseudomonas	0	0	0	0	0	N/A

4.3.2.1 Discussion on Soil Analysis

Physio-chemical Properties

The physio-chemical properties of soils from the sample locations shown in table 14-15 above indicate that the pH of the soil, which depends on soil water ratio, ranged between 8.1-8.9. Colour of the soil sample range from brown to reddish orange, majority of the soils observed were of different shades of brown. The temperature measures were also within the FMEnv limits which correlates to the pH values of acidity

Microbial Analysis


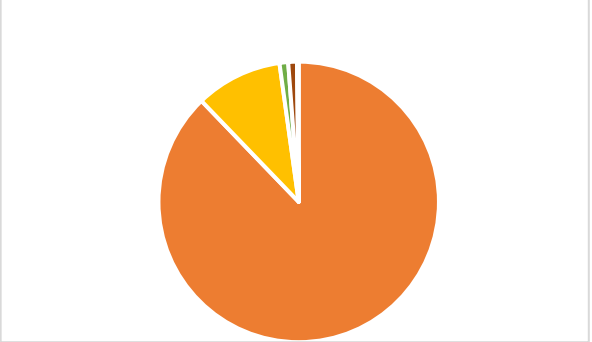
There is a uniform pattern of bacteria distribution in the soils. The distribution is however, closely linked with the occurrence of organic matter. At 0-15 cm depth, soil is rich in organic matter and this layer accordingly harbours the maximum bacterial population. The bacterial counts were higher than the fungal counts. Depending on soil structure and the various physicochemical parameters, the types of bacteria vary in different soils.

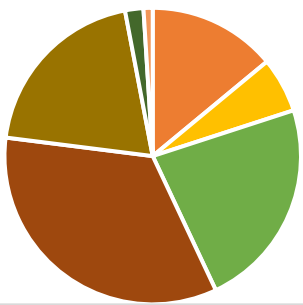
4.3.3 Baseline of Socio-economic

The methodology for collecting socioeconomic data was through primary source via questionnaires, interviews, discussions with community leaders, members, school staff and other PAPs. The sample size was between 5-10 respondents per community, while the methodology was direct and random sampling. A total of 1,304 respondents were sampled across 163 communities across 44 LGAs. The summary of socioeconomic condition of the project area is presented in Table 19 below.

TABLE 19: SOCIO-ECONOMIC BASELINE

No.	Item	%	Remark
1.	Gender Distribution		
	Male	79%	This is indicative of the lean availability of women capacity or labour force within the

No.	Item	%	Remark
	Female	21%	communities, as demonstrated in the lean female teachers' presence across most of the schools in rural areas.
2.	Age Distribution 18 - 30 31 - 45 46 - 60 Above 60	17% 46% 32% 5%	The age distribution indicates the presence of local workforce for unskilled labour, and a small percentage of age vulnerability. 
3.	Marital Status Married Single Widowed Divorced Separated	87.8% 10% 1% 1% 0.2%	This indicates that the communities are mainly family-based communities, with few percentages of singles. Children from these homes will be beneficiaries of the proposed interventions. 
4.	Household size Small (1 - 3) Medium (4 - 6) Large (More than 6)	30% 27% 43%	This shows that the communities are primarily characterized by large family sizes (dependents), mostly school age children. The intervention will help improve school participation and reduce the number of out of school children by increasing proximity to school, thereby reducing the cost or burden of daily transportation to/fro school by parents or guardians.
5.	Awareness of the AGILE Project Aware Not aware	82% 18%	This shows good information dissemination and stakeholder engagement for the AGILE project in Kano State. The project can strengthen the established channels throughout the project.
6.	Literacy level Islamiya (Islamic School) Primary School Secondary School OND/NCE HND/Degree Postgraduate None	14% 6% 23% 34% 20% 2% 1%	This shows the presence of significant number of literates within the community. This will help drive the objective of improving school participation for the girl child through the AGILE intervention. Furthermore, it indicates that some level of skilled labour may be sourced from the communities.

No.	Item	%	Remark
			
7.	Ethnicity (Languages) Hausa only Adidima (C/River) Lakawa (Adamawa) Fulfide (Fulani) Hausa/Fulani Madobi Yoruba Ebira Igbo Kanuri Isha (Edo)	87.79% 0.03% 0.03% 1.79% 9.84% 0.24% 0.10% 0.07% 0.03% 0.03% 0.03%	The lingua franca of the communities is Hausa language, and constitute the major group in the state, followed by the Fulani group. However, other groups exist within the communities, and should be given considerations in order to take advantage of project benefits at the construction and operation stages.
8.	Healthcare facilities within the communities Yes None	94% 6%	Most of the communities have healthcare facilities within the communities. Although the SBMC will equip campsites with first aid kits and not strain existing community facilities, the healthcare facilities will provide medical responses to students/teachers.
9.	Occupation Civil Servant Farmer Trader Handwork/Artisan	52% 21% 12% 15%	Respondents are involved in civil service, although most have farming and trading as a secondary source of income or livelihood. This implies that any major impact on farmlands or elongated disturbances to and/or restriction of access to points of trade during the implementation works may significantly distort the livelihood balance within the communities. A population size of 15% are involved in artisanal activities and can provide local labour in the communities where they exist.
10.	Income Earners Father Mother	38% 23%	Although most of the families are large, the number of income earners are not commensurate in the families. This is indicative

No.	Item	%	Remark
	Other Relatives None	20% 19%	of financial strain, which may lead to increase in out-of-school children if the cost of accessing education is high, including transportation to schools.
11.	Average Monthly Income More than N30,000 N0 - N10,000 N10,000 - N20,000 N20,000 - N30,000	51% 16% 15% 18%	Most of the respondents earn above the minimum wage (N30,000). However, 16% of the population earn below N10,000 monthly.
12.	Sanitation Facilities Water Closet Water Closet & Pit Latrine Pit Latrine Open Defecation Pit Latrine & open defecation	20% 4% 74% 1% 1%	This is a general trend and the project would ensure to provide sanitary facilities during implementation phase, so as not to exacerbate any existing sanitary conditions within the communities.
13.	Waste Management Collective Dumpsite Composting Open Burning Open Dumping	32% 11% 21% 36%	Waste generated are generally used as raw materials by waste pickers while others are burnt or disposed in open pits.
14.	Source of electricity National Grid (KEDCO) Kerosene only Kerosene & Solar/torchlight Solar/Torchlight only	78% 2% 6% 14%	The national grid (KEDCO) remains the main source of electricity within the communities. The project, through collaboration with KEDCO, may tap into existing structures of the national grid for electricity supply in the schools. This also reduces the project cost for providing electricity to the schools.
15.	Source of Water Borehole Public pipeline Stream/River Well At least 2 of the above	36% 4% 1% 22% 37%	Boreholes (mostly community borehole drilled by private individuals). The project, for sustainability, should necessarily include drilling of boreholes as an activity to be carried out.
16.	Access Road Condition Bad Fair Good Very Good	6% 34% 43% 17%	Quite a number of the roads especially within the Urban area are motorable. However, project activities should adopt necessary measures to ensure that the nature of the road is not worsen by its activities.
17.	Road Condition within the visited communities Bad Fair Good Very Good	10% 47% 34% 9%	Most of the roads within the communities are averagely in fair condition. If SBMCs rely on these routes for mobilization of equipment and materials to the project site, it may adversely impact on the existing road condition.
18.	Women Involvement in decision making a) At home Yes No b) Within the communities Yes No	23% 77% 56% 44%	Women are more involved in making home decisions than in community matters. However, a good indices for women involvement across the communities shows women involvement and participation. The project should create more opportunities for women to take part in the project.

4.4 Methods and techniques.

The general methodology is outlined in figure 8 below:



FIGURE 8: OUTLINE OF THE METHODOLOGY

A. Strategic Planning, Initial Consultations, and Logistics Arrangement

Sequel to contract signing, the consultant undertook a kick-off meeting with Kano AGILE (The Client). The kick-off meeting was primarily to seek and finalize the methodology and workplan for the assignment. The kick-off meeting with the Kano AGILE SPIU was initiated and held between 28-30th June, 2022 to introduce the Consultant team to the larger SPIU team and chart the path for a clear workflow towards undertaking the assignment satisfactorily. The key technical discussions focused on the following:

- Overview of Consultant's general approach in achieving the assignment and expected outcomes
- Clarification of the specific scope of the assignment including the schools/proposed site for the renovation works, the specific works per school, profiling of safe sites and contacts of SBMC and Principal.
- Project documents were requested from the SPIU for desktop review and to develop site-specific check lists in terms of i) different sub-project activities and ii) socio-economies data.
- Three member teams were constituted consisting of key and non-key experts for field/site assessment, impact identification, impact analysis, and consultations.

The minutes of the kick-off meeting can be viewed in Section 8.4 and Pictures can be seen in Annex 5.

B. Desktop Review/ Stakeholder Identification

The consultant requested for relevant literatures and instruments previously prepared for the project including Environmental and Social Management Framework (ESMF), Resettlement Policy Framework (RPF), Kano SBMC Manual, Project Implementation Manual and Project Appraisal Document (PAD). Additionally, the desktop review provided insight into the relevant stakeholders for the assignment. In line with the project Stakeholder Engagement Plan, the Consultant shall carry out a detailed analysis of the stakeholders to gain an understanding of the

orientation of each stakeholder to the project based on their influence-impact-benefit orientation to the project.

C. Stakeholders Analysis and Mapping

After stakeholders were identified through desktop reviews and during kick-off meeting with the Client. The following stakeholders were analysed and mapped based on their power and interest/influence as seen in figure 9 below.

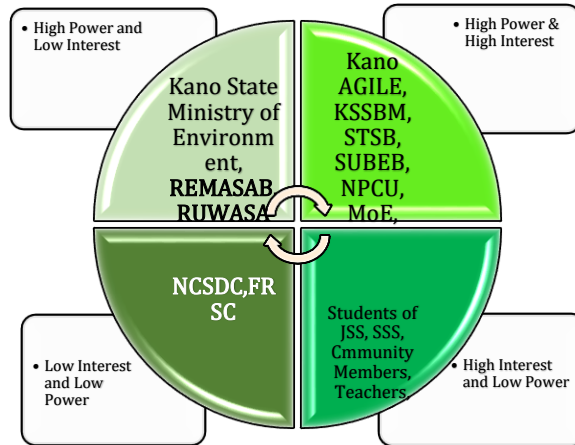


FIGURE 9: STAKEHOLDERS ANALYSIS & MAPPING

D. Mobilization & Field Visits/Assessment

Site assessments were conducted by the 3 teams using developed and pre-test assessment tools (see Annex 2 &3). Information and data gathering was conducted during site assessment to establish the environmental and social baseline conditions of the proposed rehabilitation sites. The environmental and social baseline conditions were investigated during the site assessment and data gathering phase of this assignment as stated in the section below.

Chapter Five: Potential Environmental & Social Risks Impacts and Mitigation

5.1 Introduction

The assessment process was conducted through the use of an environmental and social risk assessment checklist. (Annex 2 &3). The checklist was administered per site through observation and consultations. This was used to identify site-specific issues and potential impact of the proposed intervention works. To gain an understanding of the potential risks and impacts of the proposed works, rating of identified risks was conducted into high, substantial, medium and low risks as shown below. The project generally, is a medium to low-risk project, involving rehabilitation of existing learning structures in existing schools, as well as procurement of learning materials and furniture. Broadly, the methodology adopted for the identification and rating of the potential impacts of the proposed works is presented in figure 10 below and discussed in detail.

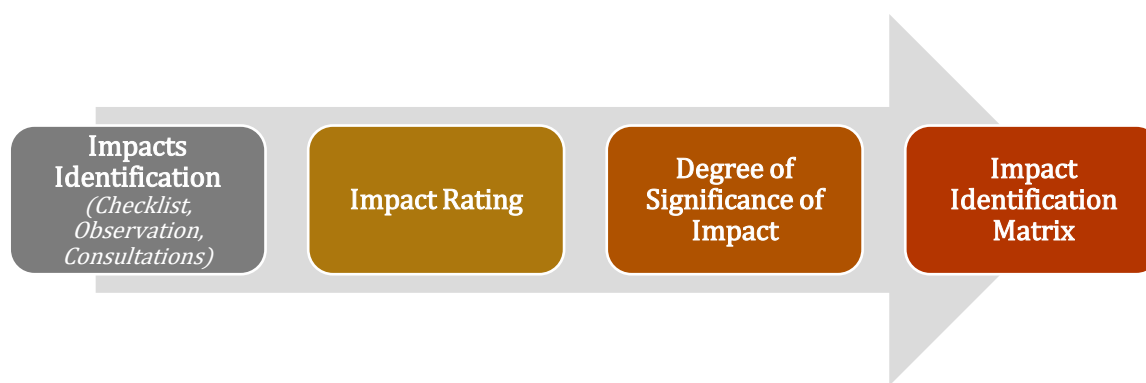


FIGURE 10: IMPACT ASSESSMENT METHODOLOGY

5.2 Impacts Identification

The process involved the administration of developed checklist (electronic using *Kobotoolbox*/ODK Collect open-source platform), site visits, observations, and consultations with stakeholders. The environmental and social sensitivities that may be impacted during the project works are presented below in Table 20.

TABLE 20: ENVIRONMENTAL AND SOCIAL SENSITIVITIES

Environmental Sensitivities	Social Sensitivities
<ul style="list-style-type: none"> • Air • Noise (Vibrations and sound waves) • Surface water • Soil • Topography and Landscape • Erosion Sites 	<ul style="list-style-type: none"> • Air (Odor) • 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

5.2.1 Impacts Rating

In order to understand the magnitude or severity of the potential impacts of the proposed works, rating of identified potential impacts was conducted. Table 21 below 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. The rating was done using a Leopold Matrix.

TABLE 21: POTENTIAL CONSEQUENCE CLASSIFICATION MATRIX

	Magnitude of Effect		
Receptor Sensitivity	Low change	Medium change	High change
Low receptor sensitivity	Low	Medium	Substantial
Medium receptor sensitivity	Low	Medium	Substantial
High receptor sensitivity	Medium	Substantial	High

Degree of Significance

Table 22 below shows the impact significance with associated impact ratings.

TABLE 22: DEGREE OF IMPACT SIGNIFICANCE

Impact Significance	Impact Ratings
High significance	High Impact
Medium Significance	Medium Impact
Low Significance	Low Impact
Negligible Significance	Negligible Impact

Impact Table

The impact assessment matrix (Table 23) shows the magnitude or severity of the potential consequences. Only low - high impacts were considered for impact mitigation. Continuous improvement practices are expected address low impacts. Furthermore, the positive impacts shall be monitored and enhanced when expedient.

TABLE 23: IMPACT ASSESSMENT MATRIX

		Potential consequences				
Likelihood	Positive	Negative				
		Hardly any	Little	Considerable	Great	Extreme
High		Moderate	Moderate	Major	Major	Major
Medium		Minor	Moderate	Moderate	Major	Major
Medium		Minor	Minor	Moderate	Moderate	Major
Medium		Negligible	Minor	Minor	Moderate	Moderate
Low		Negligible	Negligible	Minor	Minor	Moderate

5.2.2 Impact Identification Matrix

The proposed project is expected to be largely beneficial to the communities and the state at large. The rehabilitation activities will largely take place within existing schools, however, the nature of civil work activities entailing the use of heavy equipment, vehicles and labour influx will inevitably predispose the bio-physical and social components of the environment to varying degrees of negative impacts which range between minor and moderate.

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 Kano education system

Potential Negative Impacts of the proposed project

The rehabilitation works for the 1228 JSS and SSS schools in Kano State will inevitably predispose the bio-physical and social components of the environment to varying degrees of negative impacts such as: temporary noise, air pollution and disturbance of activities, increase solid waste burden, occupational health & safety risks, community health & safety risks, potential sexual exploitation and abuse/sexual harassment (SEA/SH) risks, child labour etc. Summary of these potential negative impacts are outlined in Table 24 below:

TABLE 24: SUMMARY OF POTENTIAL POSITIVE AND NEGATIVE IMPACTS

Environmental Impacts		
Impacts	Significance of Risk	Mitigation
1. Temporary air pollution from particulate matter and gases due to the movement of vehicles and equipment on untarred access roads to school sites	Low	1.Sprinkle earth roads with water to reduce dust during movement of vehicles especially in built up areas
2.Temporary noise pollution from movement of vehicles and machineries/equipment operations	Low	2. Install noise mufflers on heavy duty equipment
3. Waste generated from rehabilitation works such as wood, electrical equipment, cement, wood, iron rods etc. could lead to environmental nuisance and public health concerns if poorly managed.	Medium	3. Ensure proper sorting; storage and final disposal of waste, liaise with registered KSEPA waste disposal
4. Materials sourcing such as sand, clay, gravels may lead to impacts related to sand mining and extraction of gravel from unlicensed quarries	Medium	4. SBMC should ensure all materials are sourced from registered vendors or quarries
5. Poor maintenance of toilet and WASH facilities could lead to damage of facilities and environmental pollution especially from poor sewage management.	Medium	5. VIP toilets are recommended as opposed to water closets especially in schools with less water availability. Maintenance schedule on sewage disposal should be included in the SIP
Social Impacts	Significance of Risk	Mitigation
1.Labour influx especially from skilled workers may induce conflicts and SEA/SH risks, risk of STIs/STDs for community members, students, and staff. Influx of Camp	Medium	1. SBMC must ensure all engaged workers should be sensitized and sign Code of Conduct (CoC); zero tolerance for sexual relation with students, staff and community; as much as possible

<p>Followers⁶ could also increase the presence of sex workers in the communities</p> <p>2. Disturbance to academic activities and communities from movement of vehicles/materials/equipment to site and operation of machinery on-site</p> <p>3. Material and equipment stacking could restrict access for students and school staff</p> <p>4. Community health and safety at risk due to movement of equipment and vehicle to project sites which could lead to accidents due to bad access roads, disturbance of market and religious activities</p> <p>5. Sourcing for unskilled labour may lead to risks of child labour and increase dropout during rehabilitation activities. This could further predispose children to health & safety risks, Violence Against Children (VAC) etc.</p> <p>Poor labour and working conditions especially wages for community workers could lead to grievances</p> <p>6. Insecurity can worsen due to presence of strange workers including NPCU, SPIU, Consultants etc and they can become victims of kidnapping, banditry, insurgency, social conflicts etc.</p>	<p>Medium</p> <p>Low</p> <p>Low</p> <p>Medium</p> <p>Medium</p>	<p>workforce should be from the community; provide basic amenities for workers like water, health, toilets</p> <p>2. All civil works should be done during off peak periods/ weekends/holiday. All vehicles and machines should undergo service before usage</p> <p>3. Designate and mark out staging area; restrict zone for equipment and materials</p> <p>4. The SBMC must ensure all drivers are trained on substance abuse and transport schedule plans. Vehicles should not be overloaded with materials, use of flagmen and safety cautions, in built up areas, avoid movement in market areas on market days, limit movement during religious activities, restrict access to be placed at work sites</p> <p>5. SBMC must comply with this ESMP especially the LMP in the Annex by implementing fair wages, provision of PPEs and safe work conditions as approved by the SPIU vis-à-vis the SIP</p> <p>6. Security Risk Assessment & Mitigation Measures can be seen in Annex 16. In addition, the SPIU should work with the project security adviser to develop a robust security management plan for the project in conjunction with the state Government and the state security agencies including the police, Army, Nigerian Security and Civil Defence Corps (NSCDC)</p>
<p>Occupational Health & Safety (OHS)</p>	<p>Significance of Risk</p>	<p>Mitigation</p>
<p>1. OHS Risks from operation of equipment and civil works could lead to injuries, incidents and accidents for workers</p>	<p>Medium</p>	<p>1. SBMC should implement the site specific Occupational Health and Safety Management Plan (see Annex 9) in this ESMP vis-à-vis the SIP</p>

⁶who follow the incoming workforce with the aim of selling them goods and services, or in pursuit of job or business opportunities

<p>2. Workers could be exposed to disease outbreaks such as COVID, monkeypox and other communicable diseases</p>	<p>Low</p>	<p>2. Provision of First Aid and PPEs such as nose masks, hand washing facilities, hand sanitizers and implement IPC Protocols</p>
<p>3. Exposure of workers to security risks such as banditry, kidnapping etc.</p>	<p>Medium</p>	<p>3. Appropriate security measures as detailed in Annex 16 should be put in place</p>
<p>4. Poor labour and working conditions could lead to ill-health and grievances</p>	<p>Low</p>	<p>4. SBMC should provide a safe and conducive work environment including basic amenities like portable drinking water, food, WASH facilities, rest area for workers</p>
<p>5. Unfair recruitment procedures could cause grievances, discrimination etc. poor or discriminatory wages could also lead to grievances and legal action</p>	<p>Low</p>	<p>5. Recruitment processes should be fair, non-discriminatory and the terms and conditions of employment including wages, work hours, rest hours, benefits, sanctions should be clearly indicated in the conditions and understood by all parties</p>

5.3 Labour Influx, GBV Risks and Management Mechanisms

Labour Influx Risks

The project will involve at least 9,589 skilled and unskilled workers for the civil works as it may be difficult to source especially skilled workers from the communities due to lack of technical skills and capacity. The influx of workers and followers can lead to adverse social and environmental impacts which may include increased demand and competition for local social and health services, as well as for goods and services, which can lead to price hikes and crowding out of local consumers, increased volume of traffic and higher risk of accidents, increased demands on the ecosystem and natural resources, social conflicts within and between communities, increased risk of spread of communicable diseases such as HIV/AIDS, COVID-19, increased rates of illicit behaviour and crime and risks of GBV/SEA/SH. See Annex 13 for Labour Influx Plan.

Actions to be taken:

- Harness local labour, such as through the SMBC
- Create awareness in communities on GBV/SEA
- Train project workers on Code of Conduct, and ensure workers understand and sign the code of conduct as part of engagement process for the workers.
- Establish structures such as work leave and holidays for workers to be with the family at intervals during the implementation duration of the proposed works.
- Install signage around the project areas to discourage such illicit practices.

Gender Based Violence (GBV) Risks

Gender-Based Violence (GBV) is an expression of unequal gender relations in any society. It is first a violation of human rights, then, a global issue that cuts across boundaries of economic wealth, culture, religion, age, and sexual orientation. While GBV disproportionately affects women and girls, it also affects men and boys. In social and infrastructural projects such as the Kano State AGILE Project, GBV can easily result from, or existing GBV issues within the communities can further be exacerbated as a result of labour influx into the project corridor (communities) during civil works. This can predispose female students and staff of the schools selected for the interventions to various

forms of GBV including Sexual Exploitation and Abuse (SEA), rape, sexual assaults, among others. To address these issues, the following measures can be followed.

Existing Structures and Measures to Mitigate GBV/SEA/SH Risks by the AGILE Project

The Kano State Ministry of Women Affairs and Social Development is the body responsible for the overall coordination of welfare and support for women and children in the state. It also champions/oversees from the state level, the interventions and efforts to address GBV related issues. Furthermore, Kano State have laws and policies in place to address GBV issues. These are presented in Table 25⁷ below.

TABLE 25: KANO STATE LAWS & POLICIES FOR GBV RESPONSE

No.	Laws/Policies	Provisions
1	Kano State Fostering Edict of 1983 (as review in 2000 and 2013)	The Edict was established in 1983 and reviewed in the years 2000 and 2013, the edict bothers on the welfare of children and the process and procedures towards the adoption and fostering of children in Kano State.
2	Kano State Children and Young Persons Law	The law defines who a child is and who a young person is. It also states the welfare and care of a child, and also bothers on treatment and custody of a child when he commits a criminal offence.
3	Kano State Penal Code Law	The Penal Code of Kano State has considerable sections that bothers on a child in Kano State with provisions on offences committed against a child. The law criminalizes miscarriage of an unborn child, exposure of infants, cruelty to children, assault, force labour, unnatural offence, rape, and indecent assault.
4	Kano State Petty Trading Prohibitions of Females and Juvenile Law, 1984	The law prohibits street hawking, setting up of stalls, tables, and kiosk by female juveniles below the age of 16. Where a female juvenile is subjected to street hawking, setting up of stalls, tables and kiosk by a parent or guardian such juvenile shall be committed to the care of any other person fit to care for the juvenile whether a relative or not.
5	Quranic Schools Movement Law	The law focuses on tsangaya schools (Quranic Schools); it stipulates how the schools should be governed and how the Malams (teachers) are to cater and care for their pupils.
6	Kano State Shariah Penal Code Law	The law has considerable sections bothering on offences against a child in Kano State such as the offence of rape.
7	Kano State Prohibition of Child Labour and Street Begging Law	The law prohibits subjecting a child to child labour and street begging either by parents, guardians, relatives, or Quranic School teachers.

Measures/Actions to be taken

- Domestication of the Violence Against Persons Prohibition (VAPP) Act in Kano State by the state government.
- Kano state AGILE project should conduct a robust GBV risk assessment and mapping of implementing partners/service providers across the 44 LGAs who will provide both training, sensitization, and community engagement supports, and act as first responders throughout the project duration.
- Implement activities provided in the GBV action plan.
- Prioritize community engagements and integrate outcomes into the GBV Action Plan.

⁷ Source: **Laws Protecting Children against Gender-Based Violence (GBV) in Kano State** published by: Rule of Law & Empowerment Initiative –Partners West Africa-Nigeria

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- Conduct community training on sexual exploitation and abuse (SEA) and sexual harassment, reporting and accountability mechanisms
- Include information on SEA/SH prevention and mitigation considerations in all relevant documents such as ESMPs, ToRs, SIP
- Ensure the inclusion of qualified GBV Officer on the supervision consultant team and SBMC's team respectively
- Production and provision of GBV Code of Conducts for all teachers and conduct training, GBV referral manuals will also be produced and distributed to all GBV focal persons in the schools/communities.
- Liaise with the NPCU/World Bank on providing Third Party Monitors (TPM) for the project with experienced GBV staff to monitor implementation of the SEA/SH Prevention and Response Action Plan and ensure all parties are meeting their responsibilities.

Chapter Six: Environmental and Social Management and Monitoring Plan

6.1 Introduction

The overarching objective of the Environmental and Social Management Plan (ESMP) is to ensure that all impacts of the project are contained and brought to an acceptable level to guarantee economic, environmental and social sustainability of the project. The ESMP Matrix has been developed to meet international and national standards on E&S performance. It details the mitigation measures the SPIU and its SBMCs will be committed to implement throughout project implementation including timing for actions, monitoring and responsibilities.

The negative impacts identified in the previous chapter will be outlined in this section with adequate details on mitigation measures and its respective plans. These impacts consist of environmental, social and occupational health and safety issues associated with the rehabilitation works and are described in the matrix table below. The matrix table 26 is the E&S Management and Monitoring Plan which outlines action plans with well-defined desired outcomes, mitigation measures to address all potential impacts identified with parameters to be measured, methods of measurement, location of measurement, performance indicators (targets or acceptance criteria) that can be tracked over defined time periods, and with estimates of the resources. The table also includes a column for Monitoring Indicators and Monitoring Frequencies with the different phases of the project (Pre-rehabilitation, Rehabilitation and Operation Phases). Based on assessment, most of the potential adverse impacts are likely to arise during the construction phase of the project.

6.2 ESMP Matrix

TABLE 26: ENVIRONMENTAL & SOCIAL MITIGATION AND MONITORING PLAN
PRE-REHABILITATION PHASE

S/No	Activities	Potential Impact	Mitigation Measures	Responsibility for Mitigation	Mitigation Cost (N)	Parameters to be Measured	Method of Measurement	Performance Indicator	Sampling Location	Monitoring Frequency	Institutional Responsibility (Monitoring)	Cost (N)
ENVIRONMENTAL & OHS IMPACTS												
1A	Movement of materials, vehicles and equipment to site	Dust generation from untarred road; exhaust fumes of vehicles, equipment Worsen road condition	Ensure that all vehicles are serviced; undergo vehicle emission testing (VET) and vehicle exhaust screening (VES). Limit number of vehicles and equipment to one or two Mark out access route within the school premises	HSE Personnel of SBMC	450,000	SO ₂ , NO _x , CO, VOC, PM _{2.5} , PM ₁₀ Number of vehicles/sites Access route marked out	In-situ measurement Site inspection	Air Quality Parameters are within permissible limits Evidence of VET and VES Evidence of compliance	Project area and within 1km Project area	Bi-monthly Weekly Before movement of vehicles	SPIU E&S, Kano State Environmental & Protection Agency (KSEPA)	80,000
2A	Site clearing, staging area and workers camp	Removal of vegetation and shrubs Restriction of access road within school Waste Generation	Limit land clearing to specific zone. Protect all vegetation not required to be removed against damage. Replant or revegetate trees/shrubs through tree planting Liaise with REMASAB or licenced private waste collectors	HSE Personnel of SBMC	250,000	Amounts of vegetation cleared Area of Land Presence of seedlings Waste generation Sites	Site inspection No of complaints	SBMC compliance Presence of seedlings Evidence of waste manifest	Project site and area	Before and during land clearing	SPIU E&S, KSEPA, Refuse Management and Sanitation Board (REMASAB)	120,000
		Predisposition to soil erosion	Avoid eroded area Backfill eroded spots with construction waste and cover with rip-	HSE Personnel of SBMC	184,000	No of eroded spots	Site inspection	Backfilled spots	Project site	Before and after project completions	SPIU E&S, KSEPA	

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S/No	Activities	Potential Impact	Mitigation Measures	Responsibility for Mitigation	Mitigation Cost (N)	Parameters to be Measured	Method of Measurement	Performance Indicator	Sampling Location	Monitoring Frequency	Institutional Responsibility (Monitoring)	Cost (N)
			rap materials and available soil type									
3A	Mobilization of workers and equipment	Temporary removal of topsoil, Oil leakages from stacked equipment and discoloration of topsoil	Segment a safe and specific area for equipment Service equipment and install a temporary container for collection	HSE Personnel of SBMC	385,000	Soil Quality	Visual observation	Soil Quality parameters are within permissible limits	Equipment Storage Area	Bi-monthly	SPIU E&S, KSEPA	90,000
		Minimal noise impacts	Retrofit vehicle exhausts with sound-control or sound -proofing devices Carry out activities during school out or off-peak periods Provide PPEs for workers	HSE Personnel of SBMC	310,000	No of Complaints from affected communities No of retrofitted vehicles; Vehicle movement frequency Usage of ear plugs/ muffs	Noise measurement	Evidence of Compliance	Project Area	Weekly	SPIU E&S, KSEPA	30,000
4A	Same as 1-3A	Risk of accidents and injuries Respiratory diseases to Workers due to inhalation of exhaust fumes and dusts Noise Pollution Community Health and Safety both to pupils and residents	Implement site specific Occupational Health and Safety Management Plan (OHSMP) The OHSMP will entail: - Provision of Hazard Communication Procedures (HAZCOM); Job Hazard Analysis (JHA); OHS Training program; Accident Provision of adequate first aid, first aiders, use of PPE, signage	HSE Personnel of SBMC	750,000	Compliance with OHSMP No of workers Trained No of accidents, incidents or injuries Noise level	Site inspection Consultation	Numbers and Minutes of OHS training /tool box meeting Evidence of Compliance through minutes of meetings	Project area	Weekly	SPIU E&S Team& Component Lead 1.2	100,000

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S/No	Activities	Potential Impact	Mitigation Measures	Responsibility for Mitigation	Mitigation Cost (N)	Parameters to be Measured	Method of Measurement	Performance Indicator	Sampling Location	Monitoring Frequency	Institutional Responsibility (Monitoring)	Cost (N)
			(Hausa and English languages). Cordon off unauthorized areas such as staging area, work area etc Provision of specific personnel training on worksite OHS management Workers should get a daily induction/toolbox before work commences Use reflective tapes and signage integrated in all worksites for safety at night Appropriate security measures in place to prevent harassment or kidnapping of workers									
	Sub-total				2,329,000							420,000
SOCIAL IMPACTS												
1B	Movement of materials and equipment to staging area	Obstruction to access route for students and teachers Grievances from locals over movement of equipment and vehicles Conflicts between locals and workers	Movement of equipment and materials should be done when schools have closed for the day Find alternative access route and cordon it off	HSE Personnel of SBMC	135,200 303,220	Evidence of cordoned area off access route	Site inspection Recruitment records	No. of complaints SBMC's compliance	Project site	Weekly Monthly	SPIU E&S Team	120,500

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S/No	Activities	Potential Impact	Mitigation Measures	Responsibility for Mitigation	Mitigation Cost (N)	Parameters to be Measured	Method of Measurement	Performance Indicator	Sampling Location	Monitoring Frequency	Institutional Responsibility (Monitoring)	Cost (N)
			<p>Ensure SBMCs employ locals</p> <p>Provide adequate sensitization</p>			No of locals recruited						
		Increase in noise level above permissible noise level, (90dB) during vehicular movement may create nuisance for locals & students	<p>Ensure all vehicles and machines are serviced before being brought to site</p> <p>Select and use vehicles/ equipment with lower sound power levels.</p> <p>Ensure vehicles/ equipment not in use are turned off</p>	HSE Personnel of SBMC	See 3A	<p>Noise level</p> <p>Number and frequency of complaints in project area</p>	In-situ measurement of noise level	Noise level (Not to exceed 90dB(A) for 8 hours working period)	School area	Daily	E&S Team SPIU	50,000
2B	Site clearing, staging area and workers camp	<p>Grievances from residents, students/ staff over movement of equipment, flying materials from moving vehicles and if equipment is not parked at designated location.</p> <p>Grievance from non-payment, unpaid or overdue land lease for setting up of workers camp.</p>	<p>Mobilization of equipment and machinery should be done at off-peak period</p> <p>Ensure caution signs at strategic locations in both English and Hausa languages to warn PAPs.</p> <p>Ensure vehicles and equipment are parked at Camp site and designated areas ONLY.</p> <p>Any incident/ accidents should be reported immediately to the SBMC & SPIU</p> <p>Cover truck conveying materials to site to prevent materials falling and causing</p>	HSE Personnel of SBMC	200,000	<p>Appropriate signages in local languages</p> <p>Incident/ Accident Report</p>	<p>Visual observation</p> <p>Interview</p>	<p>No. of complaints received within the project area.</p> <p>Zero incident/accident report</p>	Project Area	Weekly	SPIU E&S Team	60,000

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S/No	Activities	Potential Impact	Mitigation Measures	Responsibility for Mitigation	Mitigation Cost (N)	Parameters to be Measured	Method of Measurement	Performance Indicator	Sampling Location	Monitoring Frequency	Institutional Responsibility (Monitoring)	Cost (N)
			injuries to pedestrians & motorists Ensure payment of land lease for workers camp in due time.									
3B	Presence of foreign workers	Anxiety from locals in terms of insecurity, competing for scarce resources may induce threats to life and safety	Provide sensitization training to improve awareness and sensitivity of workers Engage competent security personnel and train them regularly Implement GRM.	SBMC with support from TA SPIU	218,102	Number of trained Personnel	Attendance list / training report	Compliance to SEA/SH Accountability and Response Plan	Project Area	Prior to project implementation	SPIU Gender/GBV Officer	150,000
		Labour Influx which could lead to Increase in sexual activities and potential spread of STDs/STIs within the project area May induce SEA/SH and other GBV Issues	Limit the number of migrant workers by engaging local workers. Awareness campaign on sexual diseases, and distribution of male and female condoms. Develop an induction program including a code of conduct for all workers. Code of conduct to address the following: Respect for local residents. Zero tolerance of illegal activities such as child sexual exploitation and underage sex, prostitution,	HSE Personnel of SBMC	741,000 2,000,000 for the operationalization of GRM.	No of reported. cases Stakeholders concerns on risk of GBV. Workers manual, employment codes etc Level of awareness of local culture by migrant workers. Grievance Redress System Ratio of migrant to local workers Presence of security personnel	Visual observation and interviews Rapid health survey Consultations GBV Incident Report	Community perception and level of satisfaction. Level of awareness and knowledge of preventive measures. Signed CoCs with the PCU Conduct of sensitization campaigns	Project area	Once during pre-rehabilitation Once during rehabilitation	SSO, Gender & GBV Officers of the SPIU	175,000

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S/No	Activities	Potential Impact	Mitigation Measures	Responsibility for Mitigation	Mitigation Cost (N)	Parameters to be Measured	Method of Measurement	Performance Indicator	Sampling Location	Monitoring Frequency	Institutional Responsibility (Monitoring)	Cost (N)
			harassment of women, GBV, purchase or use of illegal drugs, Disciplinary measures and sanctions (e.g. dismissal) for infringement of the code of conduct and/or company rules; Commitment / policy to cooperate with law enforcement agencies investigating perpetrators of gender-based violence.			Level of Awareness and Education						
	Sub-total				3,597,522							555,500

REHABILITATION PHASE

S/No	Activities	Potential Impact	Mitigation Measures	Responsibility for Mitigation	Mitigation Cost (N)	Parameters to be Measured	Method of Measurement	Performance Indicator	Sampling Location	Monitoring Frequency	Institutional Responsibility (Monitoring)	Cost (N)
ENVIRONMENTAL & OHS IMPACTS												
1A	Civil works at the classrooms, Labs, administrative block, hostels etc.	Increase in cement and fugitive dusts from untarred routes	Implement activities after school out Use PPEs Ensure watering where applicable prior to and during civil works in order to reduce the release of dusts Implement Waste Management Plan (See Annex 9)	HSE Personnel of SBMC	234,610	Period of implementation	Site inspection	Reduction in onsite/work area dust levels	Project facilities; specifically work areas	Weekly	SPIU E&S Team, KSEPA	165,100
		Indiscriminate defecation or open defecation by construction workers	Provision of mobile toilets Staff Toilets in the school should be rehabilitated	HSE Personnel of SBMC	630,650	Evidence of useable toilets	Site Inspection	SBMC's compliance	Project Area	Weekly	SPIU E&S Team	178,127

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S/No	Activities	Potential Impact	Mitigation Measures	Responsibility for Mitigation	Mitigation Cost (N)	Parameters to be Measured	Method of Measurement	Performance Indicator	Sampling Location	Monitoring Frequency	Institutional Responsibility (Monitoring)	Cost (N)
	Civil works, movement of vehicles, materials and equipment	Noise disturbance in a serene environment Dust due to movement of vehicles on untarred roads Flying objects/materials may get into eyes, lungs of locals or residents	Hire and use only good vehicles; retrofit with sound proofing devices Implement activities during schools out or close out Cover vehicles with tarpaulin	HSE Personnel of SBMC	310,400	Noise level and air quality No of complaints as regard school disruptions Vehicle Movement Manifest Number of vehicles using tarpaulin	Site inspection Vehicle inspection	Number of complaints SBMC's compliance and document verification	Project Area	Weekly	SPIU E&S Team, KSEPA	212,120
		Land degradation and increased susceptibility to erosion due to excavation of earth materials around and in burrow pits	Reuse excess stockpile to back fill pits during grading Revegetate with appropriate plant species Ensure sourcing of earth materials from registered quarries and licensed construction vendors with appropriate quarry lease to prevent illegal sand mining.	HSE Personnel of SBMC	768,500	Quarry Lease of quarry sites List of licensed vendors Developed site Reclamation Plan	Site inspection Pictures	Compliance Evidence of spoil management/stockpiling for reclamation	Project site	Monthly	SPIU E&S Team KSEPA	220,500
2A	Civil works, Roofing, fixing of doors, windows, Wall finishing and painting	Accidental spillage of lubricants and paints chemical	Buy and use only required quantity Collect slurry into labelled container	HSE Personnel of SBMC	185,071	Number of waste collection containers	Site inspection	SBMC's Compliance	Project Site	Weekly	SPIU E&S Team	80,000
		Accumulation of solid wastes including construction waste and debris	Ensure proper sorting; storage and final disposal especially waste from dilapidated roofs and ceilings by a licensed waste disposal agency	HSE Personnel of SBMC	325,500	Waste Manifest Manifest for waste reuse	Site inspection Verification of documents	Reduction in visible waste site or debris	Project Area	Weekly	SPIU E&S Team, REMASAB	80,000

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S/No	Activities	Potential Impact	Mitigation Measures	Responsibility for Mitigation	Mitigation Cost (N)	Parameters to be Measured	Method of Measurement	Performance Indicator	Sampling Location	Monitoring Frequency	Institutional Responsibility (Monitoring)	Cost (N)
			<p>Implement Waste Management Plan (see annex?)</p> <p>Ensure recycling of removed materials through approved recycling facilities to conserve resources.</p> <p>Ensure no waste is left behind at project site after construction</p>									
3A	Operation of equipment used during the construction phase	GHG Emission	<p>Turn off engine when not in use</p> <p>Use or hire vehicles or equipment that are in good condition generally less than 5 years old.</p>	HSE Personnel of SBMC	125,350	GHG Emissions	Air quality assessment	Compliance Card Report	Project Area	Weekly	SPIU E&S Team,	50,000
4A	Electrical works at the various classrooms, administrative blocks, Laboratories, etc	Generation of hazardous waste, e-wastes from removal and replacement of electric wires, switches, sockets etc.	<p>Collection, segregation and sorting; Implement WMP;</p> <p>Sign agreement with a licensed waste</p>	HSE Personnel of SBMC	61,920	Waste Manifest	Site inspection	Absence of e-waste on site	Project Area	Bi-monthly	SPIU E&S, REMASAB	100,000
5A	Same as 1-4A	Accidents such as Injuries, explosions, electrical fires, leakages, falls, slips, release of hazardous energy, deaths etc	<p>OHS training and education i.e Conduct routine JHA</p> <p>Use of PPE;</p>	HSE Personnel of SBMC	395,850	<p>No of workers trained</p> <p>OHS Plan</p> <p>Compliance</p>	<p>Consultation with workers</p> <p>Site Observation</p>	<p>Number of accidents/incidents</p> <p>Minutes of Training /tool box talk</p>	Project Area	Weekly	SPIU E&S Team	50,000
		Community health and safety	<p>Implement the OHS within this report &: Develop SOP for all tasks</p>	HSE Personnel of SBMC	450,830	Evidence of SIP	Documentation	No of Complaints from Community/Students/School Staffs	Project Area	Bi-monthly	SPIU E&S Team	80,000
		Soil contamination from spillages of oil and other petroleum products from leakages and/or improper handling during maintenance of vehicles and equipment	<p>Ensure fuel storage tanks are installed in a bunded area and checked daily.</p> <p>Ensure all vehicles and machines are serviced before being brought to site to avoid leaks of oil.</p> <p>Prevent unregulated dumping of fuel waste.</p>	HSE Personnel of SBMC	410,000	Installation of impermeable platform at limit zone.	Visual observation	Soil quality	Project camp sites and equipment packing zones	Monthly	SPIU E&S Team, KSEPA	150,500

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S/No	Activities	Potential Impact	Mitigation Measures	Responsibility for Mitigation	Mitigation Cost (N)	Parameters to be Measured	Method of Measurement	Performance Indicator	Sampling Location	Monitoring Frequency	Institutional Responsibility (Monitoring)	Cost (N)
			Install impermeable surface at fuel storage areas, vehicle servicing & limit zone to contain potential leakages.									
		Generation of spoils and other excavated materials	Ensure stockpile and disposal areas are stable and protected against erosion and not interfere with run off or subsequent Construction activities. Stockpile to be covered and stored in a sealed and bonded area in order to divert storm water away. Reuse stockpile as fill materials	HSE Personnel of SBMC		Evidence of stockpile protection Evidence of spoil reuse	Visual observation	Compliance with Mitigation	Bridge location, along realigned section of the approach road	Monthly		
	Sub-total				3,898,681							1,365,347
SOCIAL IMPACTS												
1B	Civil works at the classrooms, Labs, administrative block, installation of furniture, fittings, roofs, walls, hostels, Roofing, fixing of doors, Wall finishing and painting	Risk of Child Labour which can lead to Violence Against Children	Ensure that children and minors are not employed directly or indirectly on the project Implement sensitization campaign against child labour Good work enforcement procedures Regular stakeholders' meetings All employees and SBMC must sign code of conduct that stipulate zero tolerance to child labour either directly or indirectly Implement the SIP & LMP which addresses Child labour	SBMC; SPIU Gender/GBV Officer, NGO	378,300	Categories of employees Number and reports of campaigns and meetings Signed Code of Conduct Compliance to LMP & SIP	Documentation Consultations	SBMC Compliance Absence of underaged children Number of complaints	Project Corridor	Bi-monthly	State Ministry of Women Affairs and Social development SPIU E&S Team	267,300

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S/No	Activities	Potential Impact	Mitigation Measures	Responsibility for Mitigation	Mitigation Cost (N)	Parameters to be Measured	Method of Measurement	Performance Indicator	Sampling Location	Monitoring Frequency	Institutional Responsibility (Monitoring)	Cost (N)
2B	Staging Area	Obstruction to movement of students, residents and teachers	Select and cordon-off areas off access route	HSE Personnel of SBMC E&S Team SPIU	103,500	Area selected In-school access route	Site inspection	SBMC Compliance No of complaints	Project site	Bi-monthly	SPIU E&S Team Community actors	251,850
3B	Movement of vehicles, materials and equipment Same as 1-2B	Fugitive Dust may likely affect the community health & safety especially areas with earth-based roads Noise: disturbance in a serene environment may affect their daily work schedule, psychology and peace of mind of both residents and workers	Rehabilitation should be done during school closure or end of term Vehicles conveying materials should be covered with tarpaulin Wet earth roads and civil works areas daily Minimize speed of movement of vehicles on earth roads to reduce the amount of dust released Ensure all vehicles and machines undergo service before being brought to site with continuous regular maintenance. Select and use vehicles/equipment with lower sound power levels. Ensure vehicles/equipment not in use are turned off Fit vehicles with sound proof devices and use good vehicles Provide PPEs for workers	HSE Personnel of SBMC	259,850	Air quality Vehicles with tarpaulin Water is sprinkled daily Speed limit Noise level	In-situ measurement Vehicle inspection Inspection Inspection Consultation with residents	Air quality is within permissible limits SBMC's Compliance Compliance Compliance Number of complaints	Project Area and its corridor	Weekly Daily Daily Daily	SPIU E&S Team, KSEPA	
4B	Civil works	Labour Influx; which may lead to conflicts amongst locals and employees; competition for limited resources such as water, light, materials etc.	Engage local workforce in the appropriate skills Incorporate social environmental measures into the civil works contract	HSE Personnel of SBMC	418,400	Number of local workforce Evidence of social and environmental measures in	Contract Verification Site inspection Document verification	SBMC compliance to SIP, E&S Measures Number of local employees	Project Corridor	One-off Monthly	Component Lead 1.2, SPIU NPCU E&S Team SPIU E&S Team	220,500

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S/No	Activities	Potential Impact	Mitigation Measures	Responsibility for Mitigation	Mitigation Cost (N)	Parameters to be Measured	Method of Measurement	Performance Indicator	Sampling Location	Monitoring Frequency	Institutional Responsibility (Monitoring)	Cost (N)
			Implement the SIP & LMP within this report			civil works contract Compliance toSIP						
5B	Ongoing civil works	<p>Occurrence of onsite/off-site, social vices (Fights, rape, harassments, theft, vandalism, drug use etc.)</p> <p>Threat to health and safety of locals</p> <p>Increase in SH/SEA due to presence of foreign workers near local residents</p> <p>Abuse of cultural norms</p>	<p>Mandatory and regular training for workers on required lawful conduct in host community and legal consequences for failure to comply with laws.</p> <p>Sensitization on the working GRM to receive complaints Engage local residents as part of employees and train them on code of conduct, GBV (SEA/SH)</p> <p>Training program for project personnel to include GBV(SEA/SH) issues.</p> <p>Project workers should enjoy the privilege of retreating to visit their families before returning to site.</p> <p>Provision of gender-based awareness campaign within the communities.</p> <p>Partnering with NGOs/CBOs in the project area who are actively involved in gender-based issues.</p> <p>Develop an induction program including a code of conduct for all workers. Code of conduct to address the following:</p>	HSE Personnel of SBMC	870,500	No of Training Conducted and attendance list	<p>Consultation</p> <p>Records</p> <p>Site inspection and observation</p>	<p>SBMC Compliance</p> <p>Level of awareness</p>	Project Area	Monthly	SPIU E&S Team	210,250

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S/No	Activities	Potential Impact	Mitigation Measures	Responsibility for Mitigation	Mitigation Cost (N)	Parameters to be Measured	Method of Measurement	Performance Indicator	Sampling Location	Monitoring Frequency	Institutional Responsibility (Monitoring)	Cost (N)
			Respect for local residents; No hunting or unauthorized taking of products or livestock. Provide cultural sensitization training to improve awareness of and sensitivity of workers to local cultures, traditions, and lifestyles.									
6B	Movement of vehicles, materials and equipment	Temporary disruption of school learning activities	Construction should be done during schools out or end of term	HSE Personnel of SBMC	103,650	Construction period Staff time-in and time out	Site inspection	No of complaint	Project Area	Weekly	SPIU E&S Team	200,000
	On-going civil works	Risk of communicable diseases such as sexually transmitted diseases (STDs) including HIV/AIDS from interaction among construction workers Increase risk of transmission of COVID-19	Provide opportunities for workers to regularly return to their families. Institute HIV prevention programs (peer education etc.) Liaise with appropriate health focused NGOs to undertake health awareness and education initiatives on STDs amongst workers and in nearby communities. Sensitization and awareness for employees on COVID-19 and the use of non-pharmaceutical preventive measures Ensure compliance to guidelines prepared by the NCDC and WHO	HSE Personnel of SBMC	475,650	Number of trainings, awareness and attendance list Sensitization record sheets COVID-19 Sensitization reporting	Consultations Interviews	Number of complaints/incidents	Project Area	Monthly		
7B	Ongoing civil works	Grievances from non-payment of staff which can lead to delay in job completion, social	Engage only personnel you can adequately pay	HSE Personnel of SBMC	Nil	Record of payment schedule	Document Inspection	No of complaints	Project Site	Monthly	SPIU E&S Team, SBMC	250,100

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S/No	Activities	Potential Impact	Mitigation Measures	Responsibility for Mitigation	Mitigation Cost (N)	Parameters to be Measured	Method of Measurement	Performance Indicator	Sampling Location	Monitoring Frequency	Institutional Responsibility (Monitoring)	Cost (N)
		<p>Conflicts and other</p> <p>Engage more casual workers to reduce financial cost</p> <p>Prepare payment schedule alongside materials BOQ</p>				Number of permanent/casual workers						
		Use of illicit drugs	Prohibition of drug and alcohol use by workers while on the job through awareness & sensitization on side effects of drug abuse	HSE Personnel of SBMC	Nil	Records of awareness	Visual and random observation Discussions	Number of workers fully educated on the side effects	Project Area	Bi-monthly	SPIU E&S Team	
8B	<p>Conveying and lifting heavy equipment</p> <p>Same as 1-3B</p>	<p>Collapse, injuries, falls, cuts, abrasions, deaths which can lead to delay in completion of daily tasks and project timeline</p>	<p>Develop and implement site specific Occupational Health and Safety Plan which will include JHA/PHA, Safe work Practice, Use of PPE</p> <p>Provision of adequate first aid, first aiders, PPE, signages (English and Hausa languages), engineering barriers</p> <p>Restrict unauthorized access to all areas of high-risk activities.</p> <p>Implementation of specific personnel training on worksite OHS management.</p> <p>Ensure that staging areas for equipment are adequately delineated and cordoned off with reflective tapes and barriers.</p> <p>Any uncovered work pits should have appropriate signage and protection around them.</p>	HSE Personnel of SBMC	731,670	<p>No of trained workers, first Aiders</p> <p>Usage of appropriate PPE</p> <p>Usage of signages and demarcations</p> <p>Accident/ Incident Report</p>	<p>Visual observation</p> <p>Records</p>	Zero incident/accident report	Project Site	Weekly	SPIU E&S Team	

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S/No	Activities	Potential Impact	Mitigation Measures	Responsibility for Mitigation	Mitigation Cost (N)	Parameters to be Measured	Method of Measurement	Performance Indicator	Sampling Location	Monitoring Frequency	Institutional Responsibility (Monitoring)	Cost (N)
			<p>Workers should get a daily induction/toolbox before going on the site and a refresher of what happened on site a day before.</p> <p>Adequate safety signage within construction sites should be installed to alert community/ drivers/pedestrians.</p> <p>Lighting and reflective tapes and signages should be worn by all workers.</p>									
		Security risks to workers. kidnapping, hostage taking and armed attacks in view of the prevailing insecurity in the country	<p>Appropriate security measures in place to prevent harassment or kidnapping.</p> <p>Consult the local residents on present security measures</p> <p>Employ local vigilantes as security personnel and inform Police and Civil Defence about the project work.</p> <p>Reduce working hours, road travel and exposure to security threats.</p> <p>Engage local workers to reduce the number of migrant workers.</p> <p>Implement project security risk management plan</p>	SBMC	421,750	<p>Security personnel engaged.</p> <p>Level of SRMP implementation</p>	Records of consultation and Interviews	No of security incidents	Project Area	Bi-monthly	Supervision Consultant SPIU E&S Team SBMC Police	450,150
	Sub-total				4,050,240							1,850,150

OPERATION PHASE

S/No	Activities	Potential Impact	Mitigation Measures	Responsibility for Mitigation	Mitigation Cost (N)	Parameters to be Measured	Method of Measurement	Performance Indicator	Sampling Location	Monitoring Frequency	Institutional Responsibility (Monitoring)	Cost (N)
ENVIRONMENTAL & OHS IMPACTS												
1A	Usage of classrooms, furniture, WASH and other facilities	Generation of different types of wastes	Provide waste bins that are immovable but can be easily tipped off from down or up Sign an agreement with a KSEPA licensed waste collector for regular disposal at some dumpsites (Maimalari, Hajj Camp, Eastern Bypass, Court Road etc)	Head of School/ Principal/School Director	N/A	Waste Manifest Number of waste collection	Document inspection	Good housekeeping	Project Area	Bi-monthly	SPIU E&S Team, REMASAB	60,000
		Persons Living with Disabilities may further be disenfranchised if RAMPs not provided in the project design for classes / WASH facilities	RAMP should be included in the project design	Component Lead 1.2 SPIU	670,550	Design	Visual inspection	Presence of RAMP	Project site	One-off	SPIU E&S Team I	
		Poor maintenance of WASH Facilities	Prepare a maintenance schedule Avoid using water closet for the VIP toilets Attach water points to WASH Facilities	Principal/Sanitation Teacher	N/A	Provision of water	Physical inspection	No of complaints Good housekeeping	WASH Facilities	Bi-monthly	SPIU E&S Team	80,000
		Termite infestation of furniture/ equipment	All furniture supplied must be coated with termite proof paint Provide seedlings for tree planting	Supplier/SBMC SPIU E&S Team	741,500	Furniture coated with the appropriate proof paint	Document Inspection	No of Complaints	All Project sites	Quarterly	SMBC, SPIU E&S Team	
	Sub-total				1,412,050							

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SOCIAL IMPACTS												
1B	Closure of civil works	Loss of employment	Inform employees that employment is short term at the beginning of the contract	SBMC	Nil	Information process	Survey	Proper termination of employment	Project Area	One-off	SPIU Team	60,200
	Sub-total											200,200
	GRAND TOTAL				15,282,493							4,391,197

6.2.1 Contractual Measures

As seen in Table 26 above (ESMP Matrix) majority of the mitigation measures are the obligation of the SBMC during the pre-rehabilitation and rehabilitation phases of the project. Consequently, the potential SBMC will have to prepare their proposals taking into account the measures in Table 27 and the detailed general environmental management conditions for rehabilitation contracts (see Annex 8)

TABLE 27: WORK AGREEMENT MEASURES

S/No	Actions	Response
1.	All measures as described in the ESMP Matrix shall be included in the work agreement & SIP documents with appropriate flexibility to adjust these measures to site circumstances, and that the potential SBMC will have to prepare their proposals taking into account these measures.	The non-inclusion of these measures in the proposal will lead to a disqualification of the proponent. The SIP should contain these environmental and social management measures as work agreement conditions to be complied with.
2.	Specifically, the measures should be translated into a suite of environmental specification that are written in the same language style and format as the rest of the contract document	This approach will ensure that the environmental and social controls integrate seamlessly into the SIP and are presented in a familiar form to the accountable member of the SBMC
3	The cost for mitigation measures should only be added into the cost of the contractual document as provisional sum	The SBMC must consider and put the cost for the environmental and social mitigation requirements specified in the ESMP.
4	The SBMC expected to prepare a School Improvement Plan (SIP) which should emphasize specifically, the SBMC's approach to minimizing environmental and social impacts during implementation of activities. The SIP should have a section titled School Mitigation Plan by taking guidance from this ESMP mitigation responsibilities as presented herein. It is important to note that the SIP must be submitted by the SBMC and approved by the E&S Team of the SPIU before civil works commence	The SPIU must verify and ensure consistency of the ESMP and the implementation of the SIP while the Bank's task team will confirm such verification. If issues emerge during implementation, of which the SIP does not contain appropriate mitigation measures, the PIU will need to have the SBMC update the SIP
5	SBMC's Code of Conduct – Preventing GBV and Violence Against Child (VAC): A SBMC's Code of Conduct should be prepared by the SBMC, and signed; and forms part of the bids/contract agreement. To a minimum, the Code of Conduct should address: Standards of Conduct such as (i) Conflicts of interest (ii) quality of products and services, (iii) health and safety- reporting injuries and unsafe conditions (iv) workplace violence, labour and human rights, ethics, customer relations, reporting violations, (v) sex with anu person under 18 is prohibited etc	The SBMCs Code of Conduct indicates the SBMCs' commitment to be of best behaviour and comply professionally with the requirements of its contract and World Bank's safeguards standards
6	Individual Code of Conduct Preventing SH/SEA and Violence Against Child (VAC): To a minimum, the individual code of conduct should spell out acceptable behaviour, consequence of violation, the routes for resolution of conflicts in any instance where personal interests conflict general interests regarding to the project work, outside work conduct, due diligence in providing required services, individual commitment to sustainable environmental practice during project implementation activities.	The Individual Code of Conduct indicates the employee's commitment to be of best behaviour and comply professionally with the requirements of his/her contract with the SBMC

7	<p>Manager’s Code of Conduct Preventing SH/SEA and Violence Against Child (VAC): The Manager’s Code of Conduct should to a minimum, will address: Manager’s obligations to workers which include a) worker’s compensation plan, b) resolution of conflict among workers (c) obligations to payment of workers’ salaries (d) workers’ health care (e) general communication protocol (f) disciplinary procedures (g) procurement recruitment and termination procedures, etc.</p>	<p>The Manager’s Code of Conduct indicates the Manager’s commitment to employee welfare and work procedures and ethics</p>
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6.3 ESMP Implementation Schedule

It is expected that the activities related to the ESMP Matrix as seen above should be integrated into the overall rehabilitation schedule (SIP). The project implementation phase is estimated to be completed in 4 months. The ESMP implementation schedule is presented in Table 28 below.

TABLE 28: ESMP IMPLEMENTATION SCHEDULE

S/No	Activity	Responsibility	Pre-rehabilitation (Weeks)				Rehabilitation Phase (Weeks)								Operation			
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	Clearance and Formal Disclosure of ESMP	SPIU E&S Team																
2	Inclusion of Environmental & Social Requirements in the SIP	TA SPIU &E&S Team																
3	Review & Approval of SBMC’s E & S Plans, Waste & Safety Plan	E&S SPIU Team, Technical Assistants E&S NPCU																
4	Finalization of Bills of Materials & Designs	Component Lead 1.2/Consultant																
5	Environmental and Social Training	TA SPIU, Technical Assistants E&S NPCU																
6	Mobilization to site	SBMC																
7	Site Clearing	SBMC																
8	Rehabilitation Activities	SBMC																
9	Implementation of E & Mitigation	SBMC																
10	Supervising ESMP Implementation	E&S Team SPIU																
11	Monitoring & Reporting on ESMP Implementation Post Rehabilitation	SPIU/SBMC/Rel evant MDAs																
12.	Environmental & Social Auditing	SPIU/E&S Consultant																

6.4 Monitoring and Evaluation Plan

The monitoring and evaluation plan will be the responsibility of the SPIU for all measures outlined in the ESMP matrix but will delegate certain responsibilities to the SBMC (in this case is responsible for the civil works) and Component Lead. Such delegation of responsibility shall be documented as part of the SIP to guarantee compliance and commitment on the part of the SBMC to supervise the works and implement the mitigation part of the ESMP and others. As most of the mitigation measures are the obligations of the SBMC during project implementation, the SPIU (in specific the TA of the SPIU) would train the SBMC on the implementation of the SIP which would have a section for School Mitigation Plan (i.e., an abridged version of the ESMP Matrix within this report including the detailed general environmental management conditions during civil works included in the Annex 7)

The monitoring plan (Internal and External Monitoring) for the ESMP is presented in Table 29 below. Monitoring results shall be documented with preventive/corrective actions to be implemented.

TABLE 29: MONITORING PLAN

Monitoring	Action	Responsibility	Period	Performance Indicator
Internal Monitoring	Regular site visit to ensure that the mitigation measures and actions specified in the ESMP Matrix are implemented and as bound by the contract is satisfactorily implemented.	SBMC, E&S Officers from the SPIU	During Pre-rehabilitation, Rehabilitation and Operation Phases	Monitoring Reports and documentation as described below
	Site visit for monitoring and inspection to ensure SBMC adhere strictly to the engineering designs and specifications for the project		During Rehabilitation Phase	Observations and Monitoring Reports presented to the SPIU.
External Monitoring	Regular site visit to ensure project is implemented in an environmentally & socially sustainable manner using the monitoring indicators specified in the ESMP Matrix and other national and international environmental & social requirements	KSEPA, FMEnv and other relevant MDAs.	During Pre-rehabilitation, Rehabilitation and Operation Phases	Inspect monitoring reports from Safeguard units Provide feedback on observations. Enforce corrective actions where necessary.

6.4.1 Reporting Plan

The reporting procedures presented in Table 30 below have been developed in order to ensure that the SPIU is able to receive feedback from the implementation of the ESMP on an on-going basis and to take rapid corrective actions if there are issues of non-conformance.

TABLE 30: REPORTING PLAN

Phase	Responsibility	Deliverables	Frequency	Accountability
Pre-rehabilitation	E&S Unit	Report of monitoring activities including any specific events	Once	PC of the SPIU, NPCU, KSEPA on request
Rehabilitation	E&S Unit	Two (2) monitoring Reports. First to be prepared mid-way into the civil works and the other upon completion of all construction activities.	Twice	PC of the SPIU, NPCU, KSEPA on request
	E&S Unit	Additional Reports according to specific conditions e.g. Accidents, serious environmental/social impacts	Once	PC of the SPIU, NPCU, KSEPA on request

Operation	E&S Unit	Final Monitoring Report including all monitoring activities throughout project implementation	Once	PC SPIU. Report to be archived and made available to the NPCU, World Bank, KSEPA & FMEnv on request
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Record Keeping

The SBMC is required to keep records providing evidence of ongoing mitigation activities. Such records may include site monitoring plan, HSE Policy, Site Specific HSE Plan, Waste Management Plan, Traffic Control Plan, Emergency response and preparedness procedures, site instructions, training records, complaints records, incident report, Inspection, maintenance and equipment calibration records. These documents should be made available to the E&S Team of the SPIU upon request.

The Safeguard Team, SPIU is also required to keep records to provide evidence of monitoring activities and effectiveness of the monitoring plan. The site monitoring plan identified problems/corrective actions and monitoring reports highlighted above are to be kept by the Safeguard unit and be made available to the Safeguard Unit of the NPCU, World Bank and other relevant regulators upon request. In addition, all significant communications with FMEnv, KSEPA and other relevant authorities should be documented and kept. These documents are required to track performance in order to achieve and demonstrate compliance with the monitoring plan and applicable regulatory requirements.

6.5 Institutional Responsibilities and Accountabilities

The successful implementation of the monitoring program will depend on the commitment and capacity of the E&S safeguards unit, TA of the SPIU and other third parties/institutions to implement the program effectively. The roles and responsibilities of those that will be involved in the implementation and monitoring of this ESMP are discussed in Table 31 below.

TABLE 31: INSTITUTIONAL RESPONSIBILITIES & ACCOUNTABILITY

S/No	Category	Responsibilities
1	E&S Team SPIU	<ul style="list-style-type: none"> Assists the SPIU to comply with and fully implement World Bank Safeguards Standards and other relevant laws in Nigeria. Take lead in ensuring adequate screening and scoping of project for the appropriate safeguard instrument Ensure adequate review of all safeguard reports before sending to the NPCU. Supervision of the SBMC (SBMCs), supervisors, training of SBMCs and workers, monitoring of the implementation of the ESMP, SIP and other safeguard instruments.
2	Safeguard Unit NPCU	Implementing authority, has the mandate to ensure: <ul style="list-style-type: none"> Compliance with World Bank Safeguards Standards and other relevant laws in Nigeria in line with this ESMF Smooth and efficient implementation of the project Oversight functions of reviewing reports and document policies before sending it to the Bank Faithful implementation of the ESMP and other safeguard instruments developed for each subproject.
3	Federal Ministry of Environment	Review of Draft ESMP report (in liaison with State Ministry of Environment), receiving comments from stakeholders, public hearing of the project proposals and social liability investigations, monitoring and evaluation process and criteria. Public disclosure of instrument (ESMP)

S/No	Category	Responsibilities
4	Kano State Ministry of Environment/ REMASAB	Collaborate with the FMEnv and participate in the EA processes and in project decision-making that helps prevent or minimize impacts and to mitigate them and ensures conformity with applicable standards, environmental and social liability investigations, monitoring and evaluation process etc. Oversee the signed MoU with Kano State AGILE on Waste Management
5	Kano State Ministry of Education	Coordinates state-wide awareness on the operation of the new constructed facilities. Support the Project in the operation and maintenance of the new facilities.
6	Kano State Ministry of Women Affairs & Social Development	<ul style="list-style-type: none"> Oversee GBV issues through identified GBV Service providers Provide personnel or services to the SPIU E&S Team
7	SBMC	This unit is specifically responsible for implementation of mitigation measures as contained in this ESMP. The Chairman and the secretary will take full responsibility for the implementation of this ESMP vis-à-vis the SIP but will delegate two members for daily implementation of such measures. In general, the SBMC will monitor and supervise the rehabilitation alongside the SPIU. Other tasks include: <ul style="list-style-type: none"> Provide gaps, concerns, advice and/or complaints on issues of nonconformity to the SPIU Attend specific trainings/public meetings organized by the SPIU to disseminate information and receive feedback Provide reports on the day-to-day operation of their workers and its associates to the SPIU
8	Component Lead 1.2	<ul style="list-style-type: none"> Preparation of Bills of Materials for the project. Provides an independent oversight ensuring SBMC adhere strictly to the SIP specifications Monitoring of SIP, CoC and other safeguard instruments
9	State Government MDAs	<ul style="list-style-type: none"> Other MDAs come in as and when relevant areas or resources under their jurisdiction are likely to be affected by projects. Participate in the EA processes and project decision-making that helps prevent or minimize impacts and to mitigate them. MDAs may also be required to issue a consent/approval for an aspect of a project; allow an area to be included; or allow impact to a certain extent or impose restrictions/conditions, monitoring responsibility or supervisory oversight.
10	LGAs	<ul style="list-style-type: none"> Provision of oversight function across project within its jurisdiction for ESMP compliance. Monitoring of activities related to public health, sanitation, waste management amongst others.
11	NGOs/CSOs	Assisting in their respective ways to ensure effective response actions, conducting scientific researches alongside government groups to evolve and devise sustainable environmental strategies/techniques.

6.6 Capacity Building

Based on the assessment capacity of the SPIU, the key actors possess just the basic capacity to implement and supervise its project. Nevertheless, for effective implementation of the ESMP, it is recommended that the SPIU undergoes training in order to enhance its capacity in Environmental Assessment (EA), Implementation and Monitoring. Training is essential for ensuring that the ESMP provisions are implemented efficiently and effectively. The PIU shall therefore ensure that all persons that have roles to play in the implementation of the ESMP are competent with appropriate education, skills, training or experience.

It is critical to point out that the SBMC shall be required to undertake general E&S with OHS awareness training for their project workforce including specific training for those whose work may significantly have adverse impact on the environment. This is to ensure that they are fully aware of the relevant aspects of the ESMP and are able to fulfil their roles and functions. As a minimum, the SBMCs shall ensure they provide the following training to their personnel:

- General Awareness in Occupational Health and Safety (OHS) Training; OHS/HSE Induction/Orientation Course for all workers to include (site safety rules, PPE requirements, Emergency Preparedness and Response); Daily tool box talks for workers at the start of each day’s job; Refresher OHS Courses as at when required.
- Project Specific Occupational Health and Safety (OHS) Training: Material Handling Techniques; First Aid Training (for Site First Aiders); Safe Driving Techniques (for drivers)

Operationalize an internal OHS training and procedure between the SBMC and the E&S Team of the SPIU before commencement of civil works.

Based on the assessment of the institutional capacities of the different agencies that will be involved directly in the implementation of the ESMP in particular the SBMC, Project end-users, SPIU, two broad areas of capacity building have already been identified and recommended for effective implementation of the ESMP.

Based on the observed gaps, the proposed training program, course content and estimated costs for the proposed project are shown in Table 32. In Addition, the NPCU should organize refresher courses for the SPIU on general ESHS Guidelines, Code of Conduct and E&S Safeguard Standards.

TABLE 32: CAPACITY BUILDING WORK PLAN

S/No	Training Modules	Participants	Duration	When	Who to Conduct Training	Budget (₦)
1	ESHS Guidelines, Due Diligence and Specifics of ESS, Cost Management for ESMP Implementation, Sustainable Procurement and E&S Standards, Communication Management, GRM Implementation	Environmental, Social, Gender, GRM officers, Procurement, Component Lead 1.2	2 days	During project preparatory stage	Technical Consultant Safeguard, NPCU	910,000
2	Construction HSE Introduction to Construction HSE Overview of Health and Safety Hazards in Construction Incidents: Causation, Investigation & Reporting Excavation Safety Site Specific OHS	SBMC and their workers	1 day	During project preparatory, twice during rehabilitation stage	Certified OHS Consultant	410,000

S/No	Training Modules	Participants	Duration	When	Who to Conduct Training	Budget (₦)
	Construction Site Inspection Personal Protective Equipment					
3	Environment and Social Assessment: including E & S Process, E & S Considerations in project, E&S components affected during construction and operation stages; Stakeholder participation, GRM, E&S due diligence: ESMP/RAP Implementation, Monitoring, Evaluation and Reporting during construction.	SBMC and their workers	1 day	During project preparatory, twice during rehabilitation stage	Technical Consultant Safeguard, NPCU	530,500
4	Solid Waste Management including Composting, recycling and earth-based method of disposal	E&S Team SPIU, SBMC workers, Project End-users	1 day	During project preparatory, twice during rehabilitation stage	Technical Consultant Safeguard, NPCU	410,500
5	Gender Considerations (including GBV, Equity, Environmental, Social and other project specific issues of concern affecting Women, Children and other Vulnerable groups) and Codes of Conducts	E&S Team SPIU, SBMC Workers, Project end-users	2 days	During project preparatory, twice during rehabilitation stage	Technical Consultant Safeguard, NPCU	560,150
Total						₦2,821,150

6.7 Cost of Implementing the ESMP

The total estimated cost to effectively implement the mitigation and monitoring measures recommended in the ESMP Matrix above including Capacity Building and others is Twenty-four million, four hundred and ninety-four thousand, eight hundred and forty naira only. –

N24,494,840 as seen in Table 33 below. The cost of mitigation is **N15,282,493** and should be included in the contract as part of the implementation cost by the SBMC.

TABLE 33: HIGHLIGHT OF COST FOR THE IMPLEMENTATION OF THE ESMP

Item	Responsibility	Cost Estimate in Naira (N)	Cost Estimate in Dollars (\$)
Mitigation	SBMC	15,282,493	35,790
Monitoring	E&S Team SPIU,	4,391,197	10,284
Capacity Building	SPIU/ NPCU	2,821,150	6,607
GRM Operation	SPIU, SBMC	2,000,000	4,684
Total		24,494,840	57,365

CBN RATE 1\$US=N427 as at August 2022)

Chapter Seven: Grievance Redress Mechanism

7.1 Introduction

This section provides a mechanism for the receipt, processing and resolution of complaints under the Kano State AGILE project. A grievance is a concern or complaint raised by an individual or a group within communities affected by project operations. Both concerns and complaints can result from either real or perceived impacts of a project. Based on the impacts identified in chapter 5 of this ESMP, there are potentials for conflicts and grievances to arise as a result of project activities, thus it is important to have a pathway for addressing such conflicts when they arise.

The AGILE project has prepared a detailed GRM Manual which is being operationalized by the various states. Therefore, the following sections only provide a summary of key areas relevant to the rehabilitation subproject.

7.1.1 Objectives of the GRM

The Grievance Redress Mechanisms was designed to achieve the following Objectives:

- ✓ Provide clear procedures for resolving grievances and disputes in the communities where the sub-projects will be implemented
- ✓ Resolve grievances when they occur, and mitigate their consequences, as well as preventing them from escalating
- ✓ Allow communities to express views, on project activities (for example, civil work quality and malpractices)
- ✓ Improve stakeholder participation and decision making through dialogues and registration of grievances and conflicts

7.1.2 Approach to Development of the GRM

There are several steps which lead to the development of a concrete GRM, which includes the following:

- ✓ Appraising the nature of the rehabilitation/renovation component to consider areas of likely grievances or friction
- ✓ Field consultations to appraise the prevalent situation around the project areas of influence, as well as to get understanding of the operational environment of the project and the issues that may emerge.
- ✓ Reviewing the current situation of handling grievance in the project locations through consultations with stakeholders in the school and project communities
- ✓ Consulting already prepared policy documents for the Project, as well as laws, conventions and policies as they relate to development, especially World Bank projects.

7.1.3 Potential Areas for Grievances under the Rehabilitation Works

- ✓ Delay in execution of project leading to breakdown of trust
- ✓ Disturbance to communities and school activities due to noise, dust emission, movement of vehicles and equipment to site etc.
- ✓ Community health and safety issues such as accidents, parking vehicles in children play areas, pollution from poor waste management practices may lead to grievances
- ✓ Potential increase in STDs, sexual exploitation and abuse/sexual harassment (SEA/SH), unwanted behaviour due to labour influx
- ✓ Lack of employment of the community youths as unskilled labor may lead to lack of cooperation and also complaints from the communities
- ✓ Non-compliance of the SBMC to the agreement reached with AGILE or the community on project timelines, quality, and general expectations

- ✓ Competition for local resources such as water, health facilities, recreational facilities from SBMC workers may lead to grievances

7.2 Grievance Redress Process

The following are the steps in the GRM

- Channelling and receiving the grievance
- Recording the grievance
- Screening of the grievance
- Investigation of the grievance
- Resolving the conflict/ escalating the grievance to higher level
- Conclusion and feedback process
- Reporting, monitoring and evaluation

7.2.1 Channels for Receiving Complaints

As explained in the AGILE GRM there are several channels for stakeholders to report their grievances to the project which includes the following:

1. Compliant boxes – which will be mounted in all the project impact locations including within the school and in the community (near the house of the village head as decided by stakeholders during consultations). The GRM focal persons will retrieve the contents of the complaint boxes periodically (at least every 48hrs) and channel to the Grievance Redress Committee (GRC) for investigation and resolution.
2. Grievance Redress Committee (GRC)- GRCs will be set up in the project locations which will have members from the school management, community leadership, women representative amongst others as described in the GRM manual. Stakeholders can channel their grievances to/through any member of the committee
3. Oral reports/meetings/consultations – grievances can be reported at meetings, consultations or to any leader or representatives in the community/school. In all cases, this should be escalated to the GRM focal person or any member of the GRC for proper handling.
4. GRM Phone lines – stakeholders can utilize the toll-free phone lines that will be provided to the GRCs by the SPIU.

In all cases the grievance received will be channeled to the GRM focal person in the project location to be properly handled in line with the AGILE grievance redress procedures

7.2.2 Structure of Grievance Redress Committees

The grievance redress committee is planned in three-levels: community level, SPIU level and National level

First level GRC – Project Site/Community Level

This GRC is easily accessible to complainants in the project area (school/community people), without any costs.

Members of the 1st level GRC should include:

- ✓ A Representative of community leadership
- ✓ School Principal
- ✓ Guidance Counsellor of the school
- ✓ Gender Officer
- ✓ Community representative

With the support of the SPIU Social and GRM Officers, the GRC will sensitise student, staff, community members on how to channel complaints to the committee through any of its members or other available channels such as complaint boxes, phone lines etc.

Second level GRC – SPIU Level

This GRC is formed at the SPIU level and can receive complaints from the 1st level GRC or directly from complainants through phone calls or in-person during visit to the communities.

Members of the 2nd level GRC include:

- ✓ Kano State Project Coordinator
- ✓ GRM Officer at the SPIU
- ✓ Social Development Officer at the SPIU
- ✓ Environmental Officer at the SPIU
- ✓ Communication Officer at the SPIU
- ✓ GBV Officer at the SPIU

Third level GRC – NPCU Level

This GRC is formed at the National office level and can receive complaints from the 2nd level GRC or directly from complainants.

Members of the 3rd level GRC include:

- ✓ National Coordinator
- ✓ GRM Officer
- ✓ Social Development Officer
- ✓ Environmental Officer
- ✓ Communication Officer
- ✓ GBV Officer

7.3 Processing of Complaints

Complaints received will pass through major processes as follows:

1. Registration of complaints
2. Verification and investigation of complaints
3. Escalation/ resolution and closure
4. Feedback

7.3.1 Registration of Complaints

The secretary (GRM focal person) of the committee will register the compliant in the grievance logbook and acknowledge receipt of complaints grievance to the grievant within 1 day. The registration will capture the name of the complainant, date of the grievance, category of the grievance, persons involved, and impacts on complainant life, proofs, and witnesses. (Please note that for GBV related complaints it will follow a different process as stated in section 6.5, owing to the sensitive nature of the complaints)

7.3.2 Verification and investigation of complaints

This involves the verification of grievance to determine among other things whether the matter is related with AGILE project activities, and whether the matter can be handled/resolved at the level where it is presented. The compliant will be investigated: this involves options and approach taken to resolve the case. This may involve site visit for physical inspection and determination of the claim, negotiation with the aggrieved PAP and feed back to the parties involved. Part of the investigations may also be to assess the cost of lost or risk involved in the grievance. Where the compliant is not related to AGILE, it will be referred to the appropriate authorities and the complainant informed.

7.3.3 Escalation/ resolution and closure

Where the case is resolved and all parties are in agreement, the case will be closed and documented in the grievance logbook. However, where the case is unresolved it will be escalated to the next level GRC. All responses to the complainant in a grievance redress process that moves beyond a unit level must be communicated in writing and/or by verbal presentation to the complainant. This will include a follow up on the corresponding authority where cases are referred, to ascertain the status of reported cases.

7.3.4 Feedback

Feedback on outcome of each case should get to the complainant through the secretary of committee or GRM officer as the case may be. It is expected that reported complaints are treated within the timelines stipulated in table 34 below

7.4 Time Frame for Processing Grievances

Table 34 outlines the timeframe, process, task and responsibility for reporting grievances

TABLE 34: TIMEFRAME FOR GRIEVANCE PROCESS

PROCESS	DESCRIPTION	COMPLETION TIME FRAME	RESPONSIBLE AGENCY/PERSON
Receipt of complaint	Document date of receipt, name of complainant, location, nature of complaint etc.	1 day	Secretary to GRC at project level
Acknowledgement of grievance to the complainant	By letter, email, phone	1 day	Secretary to GRC at project level
Screen and Establish the Merit of the Grievance	Review the complaint/ Listen to the complainant and assess the merit	2 days	Project level GRC Secretary & the aggrieved PAP or his/her representative
Refer unrelated project grievances	Where complaint is not related to AGILE refer to appropriate authority and inform complainant	2 days	Project level GRC Secretary & the aggrieved PAP or his/her representative
Investigate the grievance	Visit the site, conduct investigations and interviews	1 – 3 days	Project level GRC members
Implement a redressal action	Discuss and agree on the grievance resolution	1 – 7 days	Project level GRC members & the aggrieved PAP or his/her representative
Escalate to SPIU for a dissatisfied scenario	Refer the complainant to the SPIU GRC	3 – 10 days	Project level GRC Chairman
Receipt and record of complaint at SPIU GRC	Document date of receipt, name of complainant, location, nature of complaint etc.	1 day	SPIU GRM Officer
Investigate/ Implement a redressal action	Review the previous action by the project level GRC/ conduct investigations and interviews. Recommend grievance resolution	2 – 7 days	SPIU GRC
Escalate to NPCU for a dissatisfied scenario	Refer the complainant to the NPCU GRC	3 – 10 days	State Project Coordinator
Receipt and record of complaint at NPCU GRC	Document date of receipt, name of complainant, location, nature of complaint etc.	1 day	NPCU GRM Officer

PROCESS	DESCRIPTION	COMPLETION TIME FRAME	RESPONSIBLE AGENCY/PERSON
Investigate/ Implement a redressal action	Review the previous action by the GRCs/ conduct investigations and interviews. Recommend grievance resolution	2 – 5 days	NPCU GRC
Last resort - Advice complainant of option to seek judicial redress	Where resolution is not reached, complainant is free to seek judicial redress.	7days	National Coordinator
	NPCU to document the case including all attempts at resolution and send a report to the TTL	5days	
Close the case	Follow up to obtain feedback and document resolution in logbook	As required	GRM officers

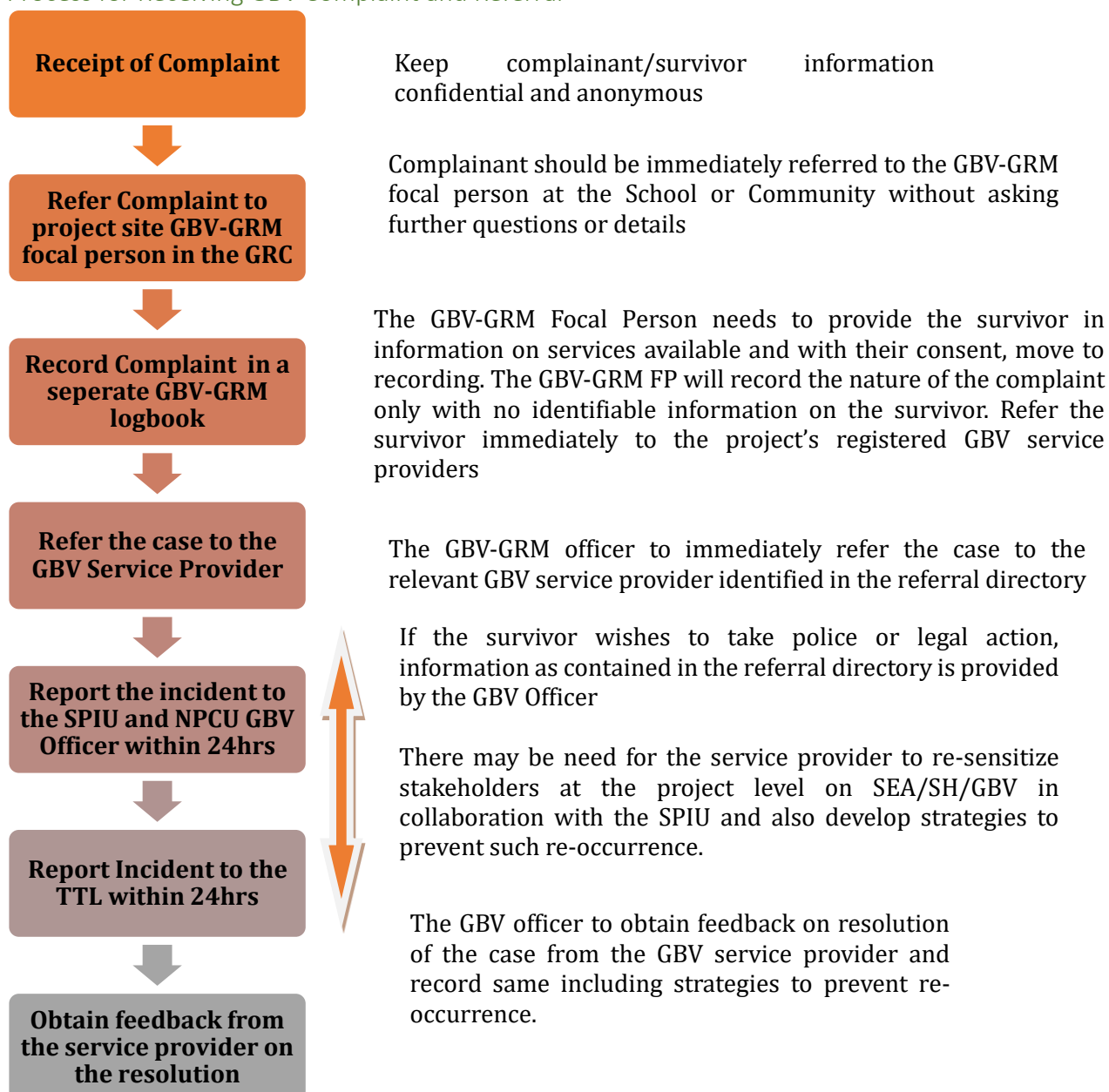
7.5 GBV-GRM

The GBV GRM will have special procedures for responding to allegations of sexual exploitation and abuse (SEA) and sexual harassment (SH) that are made against a project actor. However, for any complaint that is reported to the GRM (including complaints involving other forms of GBV that are not related to the project), the GRM will also have procedures in place to refer the individual to GBV service providers.

To fulfil the role of addressing GBV, all staff and volunteers at all levels of AGILE Project should be trained (and/or have previous knowledge and experience) on the GBV Guiding Principles and the specialized procedures for receiving and referring GBV-related complaints. This set of skills will help GRM staff and volunteers to support the quality of the complaint mechanism, while at the same time ensuring the adherence to these Guiding Principles and a survivor-centered approach, including right to safety, respect, and confidentiality, of the complaint intake and management. Hotline operators in particular should receive training on the handling of GBV-related complaints in line with the principles of confidentiality and the specialized procedures.

When receiving a grievance/during the intake process, the person receiving the complaint shall respect the wishes, choices, rights and dignity of the complainant. In order for the survivor/complainant to make informed decisions about whether to seek services and whether to file a complaint with the project (where the complaint involves SEA or SH), she/he needs to be provided with clear and simple information on the functioning of the system, on the possible outcomes, likely timelines, and the types of support that can be provided. The survivor/complainant must also give their consent for the sharing of basic, anonymous, non-identifiable monitoring data about the incident with the SPCU/NPCU and with the World Bank. If a complainant chooses not to be referred to GBV service providers or have the project take further action, then the case will be closed. The officer or volunteer must seek the survivor/complainant’s consent to share basic monitoring data, and if no consent is given, no data will be recorded. For GBV cases, it is important to ensure that access to the complaints processes is as easy and as safe as possible for the complainant/survivor and that they clearly understand the referral process.

7.5.1 Process for Receiving GBV Complaint and Referral



7.5.2 Documentation of GBV-GRM Cases

GBV-related complaints would provide information only on the nature of the complaint (what the complainant says in her/his own words), and operators would link the complaint to a GBV service provider for necessary attention and action.

The GBV-GRM focal persons will be trained by the NPCU/SPIU GBV Officers in liaison with GBV service providers on how to receive GBV/SEA/SH cases in a survivor centric approach, hinged on confidentiality and empathetically (with no judgement)

- ✓ In recording the incident, the identity of the survivor should be protected, keeping survivor information confidential and anonymous (no names in the record book). This information is limited to (a) the nature of the allegation or incident; (b) whether the incident is likely to be project related; (c) the age/sex of the survivor (if known); and (d) whether the survivor was referred for services.

- ✓ Ensure that no identifiable information on the survivor is stored in the GRM
- ✓ Document the exact complaint (no detailed information of the incident is expected), date, action taken and close the report
- ✓ As required, refer complaints to the GBV service provider

7.6 Awareness of the GRM

The GRM should be given a wide publicity among stakeholder groups such as school management/staff/student, affected parties, interested groups, project MDAs etc. Effective awareness of GRM process makes people have better understanding about their options, depending on the types of complaints. However, measures should also be taken to encourage stakeholders not to submit false claims. Criteria for eligibility need to be communicated and also awareness campaigns should be launched to give publicity to the roles and functions of the GRM.

Awareness should include the following components:

- Scope of the project, planned construction phases, etc.;
- The signed code of conducts to guide activities of skilled and unskilled workers
- Types of GRCs available; purposes for which the different GRMs can be accessed, e.g., construction-related grievances, grievances related to physical and economic displacement. Members of the GRCs in that location and contact details
- How to access the GRM
- How complaints can be reported to those GRC and to whom, e.g., phone, postal and email addresses, as well as information that should be included in a complaint
- Procedures and time frames for initiating and concluding the grievance redress process; boundaries and limits of GRM in handling grievances
- The need for them to take part in GRC meetings and the steps of resolving process and timeline adopted in this mechanism
- A variety of methods can be adopted for communicating information to the relevant stakeholders. These methods could include display of posters in school premises, project offices, community centers as stated by stakeholders during consultations.

7.7 Monitoring and Evaluation

The Project GRM focal persons/ GRM officer will be responsible for:

- Providing the grievance Committee with a weekly report detailing the number and status of complaints
- any outstanding issues to be addressed
- Monthly reports, including analysis of the type of complaints, levels of complaints, actions to reduce complaints and initiator of such action will be sent to the NPCU
- Quarterly grievances reports will be sent to the Bank
- Periodic feedback on the accessibility, fairness and efficiency will be obtained by the SPIU GRM officer through surveys/consultations in the project areas
- Areas that are identified for improvement will be addressed and improved upon

Chapter Eight: Stakeholders Engagement and Public Consultation

8.1 Introduction

AGILE project has developed a Stakeholders Engagement Plan which identified the needs and process for stakeholder engagement throughout the lifecycle of the project. It further identified the various categories of stakeholders critical to the project either as direct beneficiaries, influence groups or interest groups. As part of the ESMP, substantial consultations were held with the SPIU, project communities, LGA representatives, Women group and vulnerable persons from 28th June –5th July, 2022. 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. It also provides an avenue to intimate the PAPs of their choices and rights with regards to the project.

Parts of the consultation process are to ensure all identified stakeholders are consulted. The stakeholders were provided with basic information's about the project, and their significant contributions helped amplified the success of the project.

The public consultation strategy for the ESMP activities evolved around the provision of a full opportunity for involvement for all stakeholders, especially the beneficiaries. Concerns raised by the stakeholders are documented and incorporated in this report and used to develop mitigation and/or enhancement measures for the Grievance Redress Mechanism (GRM).

The following were taken into full account:

1. The project will have foreseeable environmental and social impacts, especially on the people and structures around the corridor of the drainage route.
2. The project aims at impacting more positively to the environment and social conditions, and will devise suitable, practicable mitigation measures through the ESMP to avoid, reduce or eliminate negative impacts.
3. That positive impact of sub-project activities will be enhanced.
4. The priority concerns raised by the beneficiaries and other relevant stakeholders will be put into account and incorporated in the project planning.

8.2 Stakeholder Identification

Table 35 highlights the two major categories of stakeholders for this project

TABLE 35: CATEGORIZATION OF STAKEHOLDERS

Stakeholder Identification and Categorization	
Primary (Beneficiaries/Impacts)	Secondary (Influence/Interest)
Students – male & female students (JSS & SSS)	Kano AGILE SPIU
Teachers – male & female (permanent, others)	Kano State Ministry of Education
Out-of-school children (especially adolescent girls) within the community	Kano State Ministry of Environment
School management	Federal Government of Nigeria through the Federal Ministry of Finance Kano State Government
SBMC and community members	School Management and SBMC
	44 Local Government Areas
	Kano State Ministry of Women Affairs & Social Development

8.2.1 Vulnerable Groups

The vulnerable groups specific to this project are: Students living with disabilities; Orphans; and Girls (see table 36 below).

8.3 Public Consultation Plan

TABLE 36: PUBLIC CONSULTATION PLAN

Project Phase	Project Activities	Target Group	Method
Pre-rehabilitation	<ul style="list-style-type: none"> ▪ Disclosure of relevant project information ▪ Identification of proposed project location and area of influence ▪ Scoping and screening 	<ul style="list-style-type: none"> ▪ School Management ▪ School Based Management Committee (SBMC) ▪ Affected/Benefitting communities ▪ Traditional and religious leaders ▪ Healthcare facilities 	<ul style="list-style-type: none"> ▪ Consultations with school management, communities, village heads, youth leaders, women groups and representatives of various associations ▪ Invitation through school Heads ▪ Disclosure of ESMP at School level, LGAs, SME, SPIU, National & Local Dailies
Rehabilitation	<ul style="list-style-type: none"> ▪ Construction – Civil Works ▪ ESMP Implementation ▪ ESMP Monitoring 	<ul style="list-style-type: none"> ▪ SBMC ▪ Traditional rulers ▪ School management ▪ Religious leaders ▪ Affected/Benefitting communities ▪ Healthcare facilities 	<ul style="list-style-type: none"> ▪ Consultation with school management, communities, village heads, youth leaders, women groups, vulnerable groups Information via school Heads ▪ Distribution of fliers to the locals printed in English and Hausa languages ▪ Arrangement of monitoring responsibilities to stakeholder Agencies
Operation	<ul style="list-style-type: none"> ▪ De-mobilization ▪ Audit/ Post construction evaluation ▪ School Maintenance 	<ul style="list-style-type: none"> ▪ Traditional rulers ▪ School management ▪ Religious leaders ▪ Affected/Benefitting communities ▪ Healthcare facilities 	<ul style="list-style-type: none"> ▪ Consultation with school management, communities, village heads, youth leaders, women groups, vulnerable persons. ▪ Information via school Heads ▪ Distribution of fliers to the locals printed in English and Hausa languages

Project Phase	Project Activities	Target Group	Method
			<ul style="list-style-type: none"> Arrangement of monitoring responsibilities to stakeholder Agencies

8.4 Summary of Stakeholders Consultations

Three phases of consultations were conducted separately with three groups namely: Benefitting Schools; Women Groups and People Living with Disabilities. These consultations were conducted in the various selected schools over a period of one week.

8.4.1 Consultation with Benefitting Schools (GSS KMC, GGSS Fagge, GJSS Garko, GSS Gwarzo)

Overview			
Date: 28 th June - 7 th July 2022			
Venue: Project Schools			
Participants: School management, Principal, staff (4) in GSS KMC, GGSS Fagge, GJSS Garko, GSS Gwarzo			
<p>Consultations were held with the various stakeholders at the project sites. In attendance were School Principals, Vice Principals, SBMC Chairman and members, PTA Chairman, Student Representatives (Male and Female), representative(s) of the AGILE SPIU and the E&S Consultants. Following introductions, the representative of the AGILE project and the E&S Consultants introduced the project and ESMP process and objectives to the stakeholders present. The Consultant further highlighted potential environmental and social risks and impacts that may be caused by the project activities and emphasized the role that each stakeholder had to play to ensure that the impacts are, in collaboration with the SPIU adequately mitigated.</p> <p>The participants appreciated the team and expressed their concerns/questions which were addressed by the consultant. The summary of the key concerns/questions/issues raised during the consultations at the project sites are presented below, including the consultant's responses/remarks.</p>			
No.	Agenda	Concerns/Questions	Consultant's Response/Remark
1.	Perception of the project	<ul style="list-style-type: none"> The school management, staff and student complained about deficient infrastructure especially schools in rural areas (about 75% of the rural schools) which are currently not suitable for learning, due to the dilapidated floors, walls and absence of furniture's, hence they were happy that AGILE will help in bridging these gaps. The management also appreciated AGILE for the extensive stakeholder consultations they have been holding with them. They also enquired if schools lacking furniture's will also be looked into 	The team responded that each school was given the opportunity to identify what they intend to achieve under the School Improvement Plan (SIP) and also the type of works they want within the available funds. Those schools that identified furniture's and the likes will be treated as priority, will be implemented

<p>2.</p>	<p>Potential Adverse impacts</p>	<ul style="list-style-type: none"> • The end-user inquired if there would be any risks such as OHS associated with the rehabilitation works? • They are also sceptical about having strangers/foreigners within the community. 	<ul style="list-style-type: none"> • The consultant alleviated their fears of possible risks, as the ESMP Matrix is well detailed with mitigation measures, responsibilities and monitoring principles to reduce such risks to the barest minimum. • Rehabilitation activities will be implemented during off school hours or weekends. • More so, the classrooms or project sites would likely be vacated during rehabilitation period, thus there will be less interference. • There will be adequate sensitization through the school management on ways to avoid been exposed to SEA/SH. <p>RESPONSE OF SPIU The SPIU also stated that the project will conduct such sensitization in the schools and project communities; in addition, SBMCs will sign Code of Conducts against GBV/SEA/SH.</p> <p>The management also promised to coordinate the activities of the SBMCs and will be supported by the SBMC.</p>
<p>3.</p>	<p>Concerns raised by other stakeholders</p>	<ul style="list-style-type: none"> • In most schools' availability of water is an issue for the students and staff. • Some other schools complained of how dilapidated the classrooms are, and how unfit it is for the female students as most of them sit on bare floor, due to insufficient furniture's. They are really hoping the project will commence soon and such issues would be priotized. 	<ul style="list-style-type: none"> • The school was advised to list their needs in terms of priority • The consultants assured them that all pressing issues will be efficiently documented and properly addressed through the appropriate channels

8.4.2 Consultation with Women Group (GSS KMC, GGSS Fagge, GJSS Garko)

Overview			
<p>Venue: Project Schools Participants: Community Women, Female Teachers in GSS KMC, GGSS Fagge, GJSS Garko</p>			
<p>Consultations were held with some women from the community in several locations and in attendance were some female teachers as well. The women were enlightened on the AGILE project and went on to explain ESMP process and objectives. The consultant further stated the importance of consulting with women in order to ensure inclusiveness. Their concerns, suggestions and recommendations will aid decision making especially as regards project design.</p> <p>The Consultant further highlighted potential environmental and social risks and impacts that may be caused by the 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.</p> <p>The group 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 are summarized below.</p> <p>Other participants present appreciated the team and expressed their concerns/questions which were addressed by the consultant.</p> <p>The summary of the key concerns/questions/issues raised during the consultations at the project sites are presented below, including the consultant's responses/remarks.</p>			
No.	Agenda	Concerns/Questions	Consultant's Response/Remark
1	Perception of the project	<ul style="list-style-type: none"> The women expressed their joy about the AGILE project as it will provide opportunity for their girls to further their education in a conducive learning environment. Especially when they have to sit on the floor or in a dilapidated building, which has discouraged the girls from going to school. 	<p>The E&S team explained to them the importance of women inclusion in the project, and their concerns will be addressed as much as possible</p>
2	Concerns raised by stakeholders	<ul style="list-style-type: none"> The women explained that they are involved in some major decision-making in the community, and that they were also given the freedom to make their own decisions. Some of their concerns are the shortage of female teachers in the rural area because everyone preferred working in the urban area as a result of this, there isn't a proper gender balance in most schools, given that the population of female students are usually higher than that of the male students in some of the schools. The women stated that female children are encouraged to go to 	<ul style="list-style-type: none"> The team explained to them that the Ministry of Education has presently initiated a plan to recruit 2,000 teachers to support the AGILE project with high emphasis on female teachers. Other strategies will also be recommended in the ESMP including providing incentives for female teachers willing to teach in the rural areas. The E&S team brought them up to speed with the plan of AGILE to provide financial aid to some girls whose parents can't afford to send them to school and to also provide

		school, but due to financial constraints, most of the parents, find it difficult sponsoring their children to school, instead the boys were sent to farms, while the girls were either married off or sent to hawk, as means of survival.	them with incentives to help encourage them to focus on their education.
3	Potential Adverse Impact	<ul style="list-style-type: none"> The E&S team explained that some of the risks associated with the proposed Rehabilitation works is the presence of foreign workers which can increase risk of SEA/SH/GBV, spread of STDs, unwanted pregnancy amongst others. These terminologies were also explained to them. The women will play a critical role in sensitizing their girls to stay away from any relations with the SBMC, avoid going to their camps or being alone with them. They were also told that the SPIU will organize training and sensitization on prevention of SEA/SH/GB. 	<ul style="list-style-type: none"> The women appreciated the honest explanation, and they are willing to participate actively in GBV/SEA/SH sensitization programs and also help in sensitizing their girls on prevention and safety measures.
4.	Conclusions	<ul style="list-style-type: none"> The E&S team explained that women will have the opportunity to be part of the project, some can work as unskilled labor (provided they are not exposed to hazardous situation), selling of food, water and petty trading 	<ul style="list-style-type: none"> The women were happy to hear this and urged that the project should commence as soon as possible.

8.4.3 Consultation with Persons with Disabilities

Overview			
Venue: Project Schools (GGIS Madobi, GGSS Magwan, GTQSS Kibiya, GJSS Kokai Co - Exist, GSS Romo, GGASS G/Mallam, and GSS Shagogo, GJSS Jibawa)			
Participants: Persons with Disabilities			
The Consultants carried out private consultations with some of the student living with disabilities in the schools, and enlightened them on the importance of ESMP, and why it is critical to have their inputs in the project. Their concerns and remarks were noted, and below is a summary of the consultations held.			
No.	Agenda	Concerns/Questions	Consultant's Response/Remark
1	Challenges Faced	<ul style="list-style-type: none"> The students stated that one of the challenges they face is stigma and social discrimination by fellow students which often make them feel uninterested in furthering their education. Another challenge most disabled students face is absence of ramps 	One of the objectives of this exercise it to ensure inclusiveness. The team reiterated that these concerns will assist the engineering designs and aid decision making.

		and uneasy access to other school facilities, which hinders their daily school activities.	
3	Potential Adverse Impact	<ul style="list-style-type: none"> The student were informed that the rehabilitation works may disturb academic activities from the civil works activities, however, the ESMP will recommend ways to mitigate this such as maximizing weekends, holidays etc. for major works. 	<ul style="list-style-type: none"> They were happy about the stated mitigation measures and stated that the summer holiday is usually long from July – September and can be maximized.

8.4.4 Consultations with Students

Overview			
Venue: Project Schools (Ado Bayero KMC; GSS Albasu; GGASS Kudu; GSS Bunkure)			
Date: 4-7/07/2022)			
Participants: Students (50)			
Consultations were held with some of the students; in attendance were the Head boy, the Head girl and few other students of the schools. They were briefed on the AGILE project and the significance of carrying out an ESMP, and as primary stakeholders in the project; their concerns were noted and documented for further actions.			
No.	Agenda	Concerns/Questions	Consultant's Response/Remark
1	Perception of the project	<ul style="list-style-type: none"> They were excited about the AGILE project and stated that it will help provide additional facilities for them because their classes were currently in a very poor state, while others stated the inadequacy of school furniture to use in the classes. For the girls they were excited about the WASH facilities to be rehabilitated because the conditions were un-fit for use. 	The E&S team informed the students of some of the activities such as rehabilitation of walls, ceilings, windows, provision of furniture, WASH amongst others were included in the AGILE project.
3	Potential Adverse Impact	<ul style="list-style-type: none"> The students were informed that the rehabilitation works may disturb academic activities from the civil works activities, however, the ESMP will recommend ways to mitigate this such as maximizing weekends, holidays etc. for major works. 	<ul style="list-style-type: none"> The students assured the team of the most appropriate behaviour In addition, adequate sensitization will be carried out prior to civil works and during. The team informed the students on the Child Act Right, which prohibits child labour. As such no students or underaged person will be allowed to work with SBMCs as this could lead to stoppage of the project.

Chapter Nine: Conclusion and Recommendation

9.1 Conclusion

The project is envisaged to have a largely positive impact on the benefitting schools, recipient communities, Kano state Ministry of Education and the state at large. The potential negative environmental and social impacts which were identified can be mitigated with strict compliance to the mitigation measures stated in the ESMP Matrix. The ESMP and the mitigation costs will need to be embedded in the SIP to ensure implementation costs are adequately budgeted for by the SBMC.

9.2 Recommendation

The following recommendations are provided for the effective implementation of this ESMP:

- ✓ The TA of the SPIU should develop a School Mitigation Plan (an abridged version of the ESMP) and be embedded within the SIP, provided to the SBMC as most of the mitigation measures and specific annexes are to be implemented by them.
- ✓ The SPIU/SBMC/MDAs involved in monitoring of the ESMP implementation will need to be adequately trained in line with the capacity building plan in the report
- ✓ The SPIU should endeavour to establish the GRM in all project locations timely to enable stakeholders channel enquiries to the project. This includes installing complaint boxes, setting up GRCs amongst others
- ✓ The SPIU should sensitize the project schools and communities on the available grievance redress channels
- ✓ Considering the security situation across locations in the Country, it is advised that the SBMC workers and any other team engaged by the project make adequate security arrangements for site work. The SPIU should also keep abreast of the security situation in the various project LGAs and inform all relevant parties accordingly.
- ✓ With respect to GBV, it is important for the SPIU to conduct sensitization program for the school staff, SBMC, and community members especially women and girls on prevention strategies and the available reporting and response mechanisms, as well as the grievance redress mechanism in place for the AGILE project in Kano state.
- ✓ In addition, the state should conduct mapping of GBV service providers and make the inventory available to the GBV focal persons in each project location
- ✓ As earlier stated, in the course of rehabilitation works, there would be moderate to severe likelihood of the occurrence of workplace hazards. Personnel will be predisposed to hazards. “Unsafe behaviours” and “unsafe conditions”. Occupational disasters happen more due to “unsafe behaviours” compared to “unsafe conditions”. Hence, project/site workers should be trained on unsafe behaviours and be provided with necessary equipment to practice safe behaviours. Further, the necessary facilities to facilitate safe conditions and discourage unsafe behaviours should be made available to workers
- ✓ For effective waste management on site, the SBMC should sign an agreement with KSEPA. This would ensure control of proper collection and disposal of construction wastes Furthermore, the SBMC should implement the waste management plan (see Annex 6) during the period of project implementation
- ✓ Construction Safety signs and boards should be installed to protect workers and the public around the construction sites
- ✓ Priority should be given to local workers especially in the category of unskilled and semi-skilled workforce during project implementation to stimulate local socioeconomic activities, improve livelihood and poverty reduction in the affected communities. Ensure affected communities are assisted and have a voice in appropriation of mitigation measures.

References

AGILE Environmental and Social Management Framework (2020)

AGILE Resettlement Policy Framework (2020)

COVID-19 Guidance for WBG/IMF SBMCs in Country Offices/Overseas Office (2020)

Training Manual for SBMC, SIP, CPMC Kano State Project Implementation Unit (2021)

World Bank Environmental and Social Framework (2017)

World Bank Group Environmental, Health, and Safety Guidelines (2007)

Annex

Annex 1: Terms of Reference

KANO STATE GOVERNMENT

MINISTRY OF EDUCATION

ADOLESCENT GIRLS INITIATIVE FOR LEARNING AND EMPOWERMENT (AGILE) PROJECT

TERMS OF REFERENCE

FOR THE ENGAGEMENT OF CONSULTANT TO PREPARE ENVIRONMENTAL AND SOCIAL MANAGEMENT PLAN (ESMP) for rehabilitation of 1228 Schools

1. Introduction and Background

The Federal Government of Nigeria has received a credit from International Development Association (IDA), acting as an administrator for the trust fund for the implementation of the Adolescent Girls Initiative for Learning and Empowerment (AGILE) Project, in selected seven (7) states of the Federation; namely: Borno, Kebbi, Kaduna, Kano, Katsina, and Plateau. The Project seeks to improve adolescent girls' access to secondary education opportunities. The Project, however, specifically deals with constructing new schools and expanding or renovating existing ones through the State Ministry of Education. Another significant component will tackle the change of the negative social norms on girls' education through advocacy, campaigns, and media engagements. The Project will also empower and prepare adolescent girls to successfully navigate the different stages of life by equipping them with critical digital and life skills (negotiation skills, conflict resolution, self-esteem, leadership skills, financial literacy, and adolescent health and nutrition), etc., while girls from the poorest households will benefit from scholarship grants to incentivize transition, retention, and completion of secondary education. The proposed Adolescent Girls Initiative for Learning and Empowerment (AGILE) Project aims to lay the foundation for a long-term engagement in adolescent girls' education and empowerment. AGILE-supported interventions will reach about 44 Local Government Authorities (LGAs) of the Kano state, and all public and Junior Secondary Schools (JSC) and Senior Secondary Schools (SSSs), while prioritizing targeted areas that are poor and have the lowest secondary transition rates among girls in participating states. The AGILE project

will benefit all adolescents (boys and girls) in public secondary schools.

2. PROJECT DEVELOPMENT OBJECTIVES

The project development objectives is to secondary education opportunities among girls in the targeted areas of participating state. This approach comprise of intervention aimed at keeping girls in the school and provide opportunities to acquire critical life skills and market relevant skills not currently offered in the school. Other objectives include:

- i. Increasing enrolment of girls in the school
- ii. Reduce illiteracy among the girls
- iii. To enhance competition in educational attendance among girls
- iv. To reduce maternal mortality rate.
- v. Financial incentives to the poorest households
- vi. Digital literacy and remote learning platform.

Life skills include self - determination, conflict resolution, confidence, negotiation, leadership, health and nutrition. Others include:

1. Gender based violence and sexual harassment (SEA/SH)
2. Waste management
3. Proper hygiene and nutrition
4. Remote learning platform and digital literacy

3. PROGRAM COMPONENTS

The programme comprise three components aimed at keeping girls in schools and provide opportunities for them to acquire education and life skills

Component1: Safe and Accessible Learning Spaces

- Subcomponent 1.1.Creating new safe learning spaces in Secondary Schools
- Subcomponent 1.2 rehabilitation of existing infrastructure in Secondary Schools
i.e., School Improvement Grant(SIG)

Component2: Fostering an enabling environment for Girls

- Subcomponent 2.1: Promoting social and behavioral change through communications campaigns, engagement with traditional rulers, and advocacy;
- Subcomponent 2.2a: Empowering girls with critical life skills and knowledge for navigating adulthood
- Subcomponent 2.2b.Digital Literacy Skills and Remote Learning Platforms
- Subcomponent 2.3: Provision of financial incentives to the poorest households

Component 3: System Strengthening and Management

- Sub component 3.1: System strengthening for sustainability and technical Assistance
- Sub-component 3.2: Project Management, Monitoring and Evaluation (M&E). Coordination, procurement and financial management.

4. RATIONALLE FOR THE ENVIRONMENTAL AND SOCIAL MANAGEMENT PLAN (ESMP)

The project expected to have moderate environmental and social risk which can be readily mitigated through appropriate measures.

The project need to assess environmental and social risk during rehabilitation and provide a technical guide for the management of the risk. The negative impact will be managed through appropriate mitigation measures. The ESMP prepared in line with international practices and World Bank environmental and social framework and national environmental legislation of Nigeria.

The ESMP established process of addressing environmental and social standard issues throughout the different subproject implementation and effectiveness. Also to ensure both substantive concern of the required World Bank environmental and social framework and national environmental laws are satisfied and addressed. The potential environmental and social risks and impacts associated with the AGILE project, the following Environmental and Social Standards that are applicable to the project include:

- ESS1: Assessment and Management of Environmental and Social Risks and Impacts;
- ESS2: Labour and Working Conditions: Potential environmental, social risks and impacts relevant to the project could emerge from SBMC workers brought in for the construction of 90 junior and 60 senior secondary schools;
- ESS3: Resource Efficiency and Pollution Prevention and Management;
- ESS 4: Community Health and Safety;
- ESS 6: Biodiversity and conservation of natural resources.
- ESS10: Stakeholder Engagement and Information Disclosure.

5. OBJECTIVES OF THE TERM OF REFERENCE (TOR)

The objectives of this assignment is preparation environmental and social management during rehabilitation which comprised documented risk and social impact or set for monitory action taken and mitigation measures before during and after sub project implementation to reduce and eliminate adverse effect.

6. BACKGROUND OF THE PROJECT AREA

The project area is Kano state occupying about 499m² with total population of 16,321,000 according to the NPC 2021. The Geo coordinate lat. 12.00000, long. 8.52100. The state comprise 44 local government areas.

The Education sector is headed by state ministry of education, the state Secondary Education Board Is headed by (KSSMB) and Science and Technical Board STSB which provide qualitative education. The challenge of girls' education include: Drop out, poor enrolment, poverty, early marriage, cultural norms and religious misconception.

7. DESCRIPTION OF SCHOOLS' FACILITIES FOR REHABILITATION

The table 1 Annex 1 listed the proposed secondary schools for rehabilitation in the 44 local government areas of Kano state. The rehabilitations comprised renovation of class rooms which include roofing and its membrane, doors, windows, floors and walls. Rehabilitation of toilets and provision of sanitary materials to maintain its cleanliness. The total number of the schools to rehabilitate are 1,228 schools.

8. SCOPE FOR THE CONSULTANCY WORK

The scope of the consultancy services is to develop environmental and social management plan and identify subproject. The consultant will take in the account of civil work and engineering design and other activities carried out in the project area with monitoring and supervision of state project implementation unit.

The ESMP will be used by SBMC to address all occupational health and safety issues and community health safety associated with rehabilitation, also the SBMC will prepare SBMCs' ESMP which will form the bases of the site specific management plan prior to the works commencing. The consultant will work together with Kano SPIU and environmental, social, GRM, GBV officers as well as engineering and other stakeholders.

In that respect the technical and feasibility studies of ESMP will be critical, the consultant will receive the draft of technical and feasibility studies in order to take in to account the technical variant of the proposed activities. The major obstacle that may rise due to social and environmental situation of the proposed project.

The consultant will visit the school to take design, land vegetation and other activities of the project and also apply management strategies to ensure environmental risk are appropriately mitigated.

The specific work of consultant includes the following:

- i. 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.
- ii. Review Environmental and Social Standards that are applicable to the AGILE Project.
- iii. Review of preliminary engineering designs and technical /feasibility studies for the proposed project.
- iv. To explain the existing status of the schools include schematic diagrams, maps, figures, tables and pictures.
- v. Identify 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.
- vi. Identify the policy, legal, administrative, institutional framework relevant to the subprojects.
- vii. To Describe 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, IDPs, survivors of sexual violence); etc.
- viii. To Identify and summarize all occupational health and safety/ public health and safety issues at the sites
- ix. To redefine 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.

- X.** To provide a method of monitoring and auditing environmental and social management practices during all phases of the activities inform the SBMC bidding documents for the implementation
- Xi.** Choose and measure appropriate baseline indicators
- Xii.** Establish a plan for mitigating environmental and social risks associated with construction and operation of the sub-projects in consultation with the relevant public and government agencies;
- Xiii.** Define details of feasible and cost-effective measures that may reduce potentially significant adverse environmental and social impacts to acceptable levels;
- Xiv.** 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;
- XV.** Identify monitoring objectives and specifies the type of monitoring, with linkages to the impacts assessed and the mitigation measures described above;
- Xvi.** 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;
- Xvii.** Explain technical assistance programs that could strengthen environmental management capacity in the agencies responsible for implementation;
- Xviii.** 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
- Xix.** 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.
- XX.** Some of socio-economic issues to be addressed in the ESMP include:
- 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 detail of the views of the principals, students, teachers and other population including 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 (note that an Abbreviated Resettlement Action Plan (ARAP) could be developed for the Site, and this is covered under separate TORs).
 - 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.
- XXi.** To proceed 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.
- XXii.** 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.
- XXiii.** Develop a Labor Influx, Sexual Exploitation and Abuse, and Occupational Health and Safety Response Plan.
- XXiv.** ESMPs to capture the socio-economic, cultural and risk context for women, they should consider:
- Existing gender country diagnostics/country action plans;
 - Data on partner/non-partner physical violence against women;
 - Data and/or information on cultural practices vis-à-vis women (early marriage, physical practices);
 - Existing services available from GBV Services Providers;
 - Where health centres are located and what types of services are offered (e.g., whether they treat sexually transmitted diseases, provide reproductive health services, have supplies of rape kits including post-exposure prophylactics and emergency contraception, etc.);
 - Whether women have easy access to these services, and if they have mobility and/or economic constraints that may impede access; and,
 - Information obtained from consultations carried out in the preparation of the project.
- XXV.** 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

9. CRITERIA FOR EXPERTISE QUALIFICATION

The consultant required for ESMP preparation will have at least seven years of working experience in environmental management and should have advanced degree in relevant field but not limited to environmental sciences. The consultants must have own his team and should be baseline data specialist, also should have World Bank knowledge and working experience. The consultant should have five years working experience with communities and working on stakeholder’s engagement, management and practical project experience working with similar project in Nigeria and West Africa. The consultant should be well organized with writing skills

10. DELIVERABLE AND TIMING

The consultant should work with SPIU project team and liaise with state ministry of education and other department during preparation of ESMP documents. The SPIU will provide the consultant all the available documents that will facilitate the completion of ESMP. The key output of services is an ESMP prepared based on 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 by the consultant work plan, the implementation schedule task and methodology should be submitted. This will comprise table of content of the final report and five hard copies one should be electronic copy.	N + 1 week
2	Draft Report Five hard copies with electronic copy	N + 4 weeks
3	Draft of final report	N + 6 weeks
4	Final ESMP report 10 hard copies with electronic copy	N + 8 weeks

PAYMENT SCHEDULE

- i.** 10% of contract submission of inception report
- ii.** 40% of contract submission of draft report
- iii.** 30% of contract submission of draft final report.
- iv.** 20% of contract sum of submission and acceptance of final report

12. ENVIRONMENTAL AND SOCIAL ETHICAL REQUIREMENT

The consultant before undertaking any activities will make sure that all ethical consideration related to GBV (sexual exploitation abuse in particular). The consultant should not collect any primary data and should not conduct interview or research using SEA/SH will only makes use of secondary data sources, the aim is to minimized harm to women and children.

The environmental and social management plan (ESMP) report shall be design in a comprehensive and systematic format containing all studies, process, analysis, test and recommendations for the purpose of 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.

13. 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:

- i.** Coverage
- ii.** Table of contents
- iii.** List of acronyms and their definitions
- iv.** Executive Summary

CHAPTERONE: INTRODUCTION

- Description of the proposed intervention
- Scope of the assignment

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- Rationale for ESMP
- Objectives of the ESMP

CHAPTER TWO: ADMINISTRATIVE & REGULATORY FRAMEWORK

- Discussion of the World Bank safe guard policies triggered by AGILE and the proposed activity
- 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: ATTENDANCE AT COMMUNITY CONSULTATIONS

ANNEX 4: GENERAL ENVIRONMENTAL MANAGEMENT CONDITIONS FOR CONSTRUCTION

CONTRACTS

ANNEX 5: WASTE MANAGEMENT PLAN

ANNEX 6: PROJECT OCCUPATIONAL HEALTH AND SAFETY (OHS) PLAN

ANNEX 7: TRAFFIC MANAGEMENT PLAN

ANNEX 8: SAMPLE CODES OF CONDUCT

ANNEX 10: OHS/CHSCMANAGEMENT PLAN

17. ELIGIBILITY AND HOW TO APPLY

- i. Firm/Service provider meeting the criteria set above are eligible to apply
- ii. The selection method of consultants for this assignment will be by Firm/Service Provider Qualification.
- iii. All qualified Firms/Service Providers are hereby invited to submit their intentions to undertake this assignment to: The State Project Coordinator, AGILE Project, Kano State, Ministry of Education Gidan Murtala 3rd Floor.
- iv. The consultant will be selected based on qualification (CQS) and based on procurement regulations for IPF borrowers dated July, 2016 available and revised

November, 2017 also revised August, 2018 on www.worldbank.org/procure

The State Project Coordinator,

AGILE Project, Kano State, State Project Implementation Unit, Ministry of Education, 3rd Floor Gidan Murtala, No; BUK Road.
Oragilekanostate@gmail.com Attention: E&S team.

Annex 1b: List of Selected & Screened Schools

S/No	NAME	GENDER	STATUS	ADDRESS	LOCATI ON	LGA
1.	GGASS CHULA	GIRLS	SSS	CHULA TOWN	RURAL	AJINGI
2.	GGSS AJINGI	GIRLS	SSS	AJINGI TOWN	RURAL	AJINGI
3.	GGJASS BALARE	GIRLS	JSS	BALARE BY CEN PRI SCH	RURAL	AJINGI
4.	GSS DAHO	BOYS	SSS	DAHO KOFAR YAMMA	RURAL	TAKAI
5.	GSS DANGWANI	BOYS	SSS	DANGWANI VILLAGE DAHO ROAD	RURAL	ALBASU
6.	GSS PANDA	BOYS	SSS	PANDA TOWN ALONG MAIBDURI ROAD	RURAL	ALBASU
7.	GGASS ALBASU	GIRLS	SSS	ALBASU TOWN	RURAL	ALBASU
8.	GGSS PANDA	GIRLS	SSS	PANDA BAUCHI ROAD	RURAL	ALBASU
9.	GSS GADANYA	BOYS	SSS	GADANYA TOWN	RURAL	BAGWAI
10.	GSS BADODO	BOYS	SSS	BADODO VILLAGE ALONG KIYAWA TOFA ROAD	RURAL	BAGWAI
11.	GGASS GOGORI	GIRLS	SSS	GOGORI	RURAL	BAGWAI
12.	GTC GAYA	BOYS	SSS	ALONG DUTSE ROAD	RURAL	GAYA
13.	GSIS BEBEJI	BOYS	SSS	OPP KASCO STORE BEBEJI TOWN	RURAL	BEBEJI
14.	GSS RANTAN	BOYS	SSS	ALONG JOS ROAD RANTAN TOWN	RURAL	BEBEJI
15.	GGSS TIGA	GIRLS	SSS	TIGA TOWN	RURAL	BEBEJI
16.	GGASS BEBEJI	GIRLS	SSS	BEHIND JUMMA'AT MOSQUE BEBEJI	RURAL	BEBEJI
17.	GGSS GWARMAI	GIRLS	SSS	GWARMAI	RURAL	BEBEJI
18.	GJASS M. WADA BICHI	BOYS	JSS	BICHI ROAD	RURAL	BICHI
19.	GGASS BICHI	GIRLS	SSS	NEAR BICHI OLICE STATION	RURAL	BICHI
20.	GGASS SAYE	GIRLS	SSS	SAYE TOWN	RURAL	BICHI

21	GJSS TINKI	BOYS	JSS	KWAMARAWA ROAD	RURAL	BICHI
22.	GSS DUNBULUN	BOYS	SSS	DUNBULUN	RURAL	TSANYAWA
23.	GGASS DANZABUWA	GIRLS	SSS	DANZABUWA KATSINA ROAD	RURAL	BICHI
24.	GSS BICHI	BOYS	SSS	LOCATED OPPOSITE FCE BICHI	RURAL	BICHI
25.	GGSS BUNKURE	GIRLS	SSS	ALONG RANO ROAD, BUNKURE TOWN	RURAL	BUNKURE
26.	GGSISS FAMMAR	GIRLS	SSS	FAMMAR TOWN	RURAL	BUNKURE
27.	GGSISS BUNKURE	GIRLS	SSS	YANTSABA BUNKURE	RURAL	BUNKURE
28.	GSIS KUMURYA	BOYS	SSS	ALONG RANO GARKO ROAD,	RURAL	BUNKURE
29.	GGASS GURJIYA	GIRLS	SSS	GURJIYA TOWN	RURAL	BUNKURE
30.	GGASS BARKUM	GIRLS	SSS	ALONG RANO GARKO ROAD	RURAL	BUNKURE
31.	GGSS DAWANAU	GIRLS	SSS	DAWANAU TOWN	URBAN	DAWAKIN TOFA
32.	GGSS UNGUWAR DABAI	GIRLS	SSS	BESIDE YUSIF MAITAMA SULE UNIVERSITY	URBAN	DALA
33.	GGC DALA	GIRLS	SSS	DALA ALONG KOFAR RUWA	URBAN	DALA
34.	GGSS DANDINSHE	GIRLS	SSS	DANDINSHE YAMMATA OPP KOFAR DAWANAU	URBAN	DALA
35.	GGSS GWAMMAJA	GIRLS	SSS	GWAMMAJA HOUSING ESTATE	URBAN	DALA
36.	GGSS YALWA MODEL	GIRLS	SSS	GWAURON DUTSE	URBAN	DALA

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37.	GGSS KURNA	GIRLS	SSS	SHINGE STREET KURNA ASABE	URBAN	DALA
38.	GGSS YAMMATA	GIRLS	SSS	RIJIYAR LEMO LAYIN BANKI	URBAN	DALA
39.	GSS ZAGO CO-EXIST	B&G	SSS	ZAGO, TOWN ALONG DAMBATTA GORON MAJE	RURAL	DAMBATTA
40.	GGASS AJUMAWA	GIRLS	SSS	DAMBATTA KAZAURE ROAD AJUMAWA	RURAL	DAMBATTA
41.	GGASS FAGWALAWA	GIRLS	SSS	FAGWALAWA DAMBATA	RURAL	DAMBATTA
42.	GTC DAMBATTA II	BOYS	SSS	DAMBATTA YAMMA	RURAL	DAMBATTA
43.	GGASS DAMBATTA	GIRLS	SSS	NEAR TASHAR MAKODA DAMBATTA	RURAL	DAMBATTA
44.	GSS DAMBATTA	BOYS	SSS	DAURA ROAD DAMBATTA TOWN	RURAL	DAMBATTA
45.	GGSS DAMBATTA MAIMUNATU	GIRLS	SSS	BEHIND UPPER SHARIA COURT ADMBATTA	RURAL	DAMBATTA
46.	GISS JIDO	BOYS	SSS	JIDO TOWN DAWAKIN KUDU	RURAL	DAWAKIN KUDU
47.	SCIENCE COLLEGE DAWAKIN KUDU	BOYS	SSS	DAWAKIN KUDU, TOWN	RURAL	DAWAKIN KUDU
48.	GGJASS GURJIYA	GIRLS	JSS	GURJIYA	RURAL	DAWAKIN KUDU
49.	GGSS YARGAYA	GIRLS	SSS	YARGAYA	RURAL	DAWAKIN KUDU
50.	GGSS YANKATSARI	GIRLS	SSS	YANKATSARI TOWN	RURAL	DAWAKIN KUDU
51.	GSS MADACHI	BOYS	SSS	D/TOFA	RURAL	DAWAKIN TOFA
52.	GSS MARKEN DAWAKIN TOFA	BOYS	SSS	ALONG DAWAKIN TOFA KIYAWA ROAD	RURAL	DAWAKIN TOFA
53.	GAJSS YARRUTU	BOYS	JSS	YARRUTU TOWN	RURAL	DAWAKIN TOFA
54.	GASS DAWAKIN TOFA	BOYS	SSS	DAWAKIN TOFA TOWN	RURAL	DAWAKIN TOFA
55.	GSS TUMFAFI	BOYS	SSS	TUMFAFI DAMBATA	RURAL	DAWAKIN TOFA
56.	GSS KWA	BOYS	SSS	KWA DAMBATA	RURAL	DAWAKIN TOFA
57.	GGASS DAWAKIN TOFA	GIRLS	SSS	DAWAKIN TOFA TOWN,	RURAL	DZWKIN TOFA
58.	SCIENCE COLLEGE DAWAKIN TOFA	BOYS	SSS	COLLEGE TOWN	RURAL	DAWAKIN TOFA
59.	GSS DAWANAU	BOYS	SSS	1 KLM DAWAKIN TOFA ROAD DAWANAU	RURAL	DAWAKIN TOFA
60.	GJASS DAWANAU	BOYS	JSS	DAWANAU TOWN	URBAN	DAWAKIN TOFA
61.	GGSS KWA	GIRLS	SSS	BICHI -KATSINA ROAD	RURAL	DAWAKIN TOFA
62.	GSS GANDUJE	BOYS	SSS	GANDUJE TOWN	RURAL	DAWAKIN TOFA
63.	GGASS TUMFAFI	GIRLS	SSS	TUMFAFI TOWN	RURAL	DAWAKIN TOFA
65.	GSS DAWAKIN TOFA	BOYS	SSS	DAWAKIN TOWN,	RURAL	DAWAKIN TOFA

66.	GGSS RIRUWAI	GIRLS	SSS	RIRUWAI UNGUWAR KANAWA	RURAL	DOGUWA
67.	GGSS DOGUWA	GIRLS	SSS	DOGUWA TOWN		DOGUWA
68.	GGSS DADIN KOWA	GIRLS	SSS	DADIN KOWA TOWN		DOGUWA
69.	GGTQSS RIRUWAI	GIRLS	SSS	RIRUWAI UNGUWAR MAHAUTA BEHIND TOWN IMAM HOUSE	RURAL	DOGUWA
70.	GSS MARAKU	BOYS	SSS	MARAKU TUDUN A	RURAL	DOGUWA
71.	GGASS TUDUN BOJUWA	GIRLS	SSS	TUDUN BOJUWA RIJIYAR LEMO	URBAN	FAGGE
78.	GGSS DANWAIRE	GIRLS	SSS	DANWAIRE, BICHI	RURAL	BICHI
79.	GGSS DANRIMI	GIRLS	SSS	DANRIMI	URBAN	FAGGE
80.	GASS KWACHIRI	BOYS	SSS	KWACHIRI	URBAN	FAGGE

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81.	GGSS AISHA SHEHU	GIRLS	SSS	AISHA TOWN	URBAN	FAGGE
82.	GGSS MARYAM ABACHA	GIRLS	SSS	MARYAM TOWN	URBAN	FAGGE
83.	GGSS GARUN DANGA	GIRLS	SSS	GARUN DANGA TOWN BY KAWO JUNCTION	RURAL	GABASAWA
84.	GSS ZAKIRAI	BOYS	SSS	ZAKIRAI	RURAL	GABASAWA
85.	GGSS JJITAR	GIRLS	JSS	JJITAR TOWN	RURAL	GABASAWA
86.	GGSS ZAKIRAI	GIRLS	SSS	ZAKIRAI ALONG RINGIM ROAD	RURAL	GABASAWA
87.	GJSS MEKIYA	BOYS	JSS	MEKIYA TOWN	RURAL	GABASAWA
88.	GGSS GABASAWA	GIRLS	SSS	GABASAWA TOWN	RURAL	GABASAWA
89.	GGASS GARKO	GIRLS	SSS	GARKO K/GABAS EIDEL KABIR GROUND	RURAL	GARKO
90.	GGASS DAL	GIRLS	SSS	DAL KOFAR AREWA ALONG RANO ROAD	RURAL	GARKO
91.	GSC GARKO	GIRLS	SSS	GARKO TOWN	RURAL	GARKO
92.	GJSS GARWAJI	BOYS	JSS	GARWAJI TOWN BAKIN GARI	RURAL	GARKO
93.	GSS KAFIN MALAMAI	BOYS	SSS	ALONG GARKO ROAD	RURAL	GARKO
94.	GGJASS DAKASOYE	GIRLS	JSS	DAKASOYE, TOWN	RURAL	GARUN MALAN
95.	GGSISS GARUN MALAN	GIRLS	SSS	GARUN MALAM TOWN	RURAL	GARUN MALAN
96.	GGJSS GARUN BABBA	GIRLS	JSS	GARUN BABBA WARD	RURAL	GARUN MALAN
97.	GSS MAKWARO AGALAWA	BOYS	SSS	MAKWARO AGALAWA	RURAL	GARUN MALAN
98.	GGASS CHIROMAWA	GIRLS	SSS	CHIROMAWA	RURAL	GARUN MALAN
99.	GTQSS GAYA	BOYS	SSS	GAYA TOWN OPP MAIDUGURI ROAD	RURAL	GAYA
100.	GGSS GAYA	GIRLS	SSS	GAYA ROUND ABOUT ALONG MAIDUGURI	RURAL	GAYA
101.	GJSS FAN'IDAU CO-EXIST	B&G	JSS	EXIST TOWN	RURAL	GAYA
102.	GSS SHAGOGO	BOYS	SSS	SHAGOGO TOWN	RURAL	GAYA
103.	GASS KADEMI	BOYS	SSS	KADEMI SOSAI	RURAL	GAYA
104.	GGJASS KWASANGWAMI	GIRLS	JSS	KWASANGWAMI, VILLIAGE	RURAL	GEZAWA
105.	GGSS JOGANA	GIRLS	SSS	JOGANA TOWN	RURAL	GEZAWA
106.	GJSS DANZAKI	BOYS	JSS	10 KM HADEJA ROAD DANZAKI TOWN	RURAL	GEZAWA
107.	GJSS SABON GARIN GEZAWA	BOYS	JSS	GEZAWA TOWN	RURAL	GEZAWA
108.	GGC GEZAWA	GIRLS	SSS	GEZAWA TOWN	RURAL	GEZAWA
109.	GGASS WANGARA	GIRLS	SSS	WANGARA	RURAL	GEZAWA
110.	GGSS GWALE	GIRLS	SSS	GWALE FILIN MUSHE	RURAL	GWALE
111.	GJSS MS/MADAKIN GINI CO-EXIST	B&G	JSS	GOBURAWA DUKAWA	URBAN	DALA
112.	GGAC GORON DUTSE	GIRLS	SSS	MOE,QUARTERS KABUGA ROAD	URBAN	DALA
113.	GGC KANO	GIRLS	SSS	KOFAR FAMFO DUKAWUYA	URBAN	DALA
114.	GSS AISAMI	BOYS	SSS	AISAMI QUARTERS,	RURAL	GWALE
115.	GJSS M/M/GADON KAYA	BOYS	JSS	BEHIND ALHAJI MAI TANGARAN HOUSE	RURAL	GWALE
116.	GSS DORAYI BABBA	BOYS	SSS	DORAYI BABBA UNGUWAR LIMAN OPP GWARZO ROAD	RURAL	GWALE
117.	GJSS TUDUN YOLA CO-	B&G	JSS	TUDUN YOLA	RURAL	GWALE

KANO STATE AGILE

	EXIST					
118.	GGSS DORAYI KARAMA	GIRLS	SSS	OPPOSITE GIDAN SARKI	RURAL	GWALE
119.	GGASS AMINA GETSO	GIRLS	SSS	GETSO TOWN	RURAL	GWARZO
120.	GGJSS MAINIKA	GIRLS	JSS	MAINIKA TASHAR GAJERE GWARZO DAYI ROAD	RURAL	GWARZO
121.	GSS RIJI	BOYS	SSS	RIJI ALONG SHANONO ROAD	RURAL	GWARZO
122.	GSTC SEN. BELLO HAYATU GWARZO	GIRLS	SSS	GWARZO KOFAR YAMMA	RURAL	GWARZO
123.	GSS GWARZO	BOYS	SSS	KOFAR YAMMA GWARZO	RURAL	GWARZO
124.	SIS GWARZO	BOYS	SSS	2.5 KM ALONG SHANONO GWARZO	RURAL	GWARZO
125.	GSS DUGABAU	BOYS	SSS	DUGABO TOWN	RURAL	KABO
126.	GSS MASANAWA	BOYS	SSS	MASANAWA TOWN	RURAL	KABO
127.	GSS DURUN	BOYS	SSS	ALONG KANO TO KARAYE NEW	RURAL	KABO
128.	GGSS GUDE	GIRLS	SSS	GUDE GWARZO	RURAL	KABO
129.	GGSS GARO	GIRLS	SSS	GARO TOWN	RURAL	KABO
130.	GSS GODIYA	BOYS	SSS	GODIYA TOWN	RURAL	KABO
131.	GSS GARO	BOYS	SSS	GARO SARI GIRIN ROAD	RURAL	KABO
132.	GGSS KABO	GIRLS	SSS	KABO TOWN	RURAL	KABO
133.	GSS YOLA	BOYS	SSS	YOLA TOWN	RURAL	KARAYE
134.	GSS CHEDE	BOYS	SSS	KOFAR YAMMA	RURAL	KARAYE
135.	GGJSS YAMMEDI	GIRLS	JSS	YAMMEDI TOWN	RURAL	KARAYE
136.	GGSS KARAYE	GIRLS	SSS	KARAYE KOFAR YAMMA	RURAL	KARAYE
137.	GSTC KARAYE	BOYS	SSS	ALONG KARAYE ROAD TOWN	RURAL	KARAYE
138.	GSS KARAYE UNITY	BOYS	SSS	KARAYE TOWN	RURAL	KARAYE
139.	GGSS BURUM BURUM	GIRLS	SSS	ALONG RANO SUMAILA ROAD	RURAL	RANO
140.	GGJASS BACHA	GIRLS	JSS	BACHA TOWN	RURAL	KIBIYA
141.	GSS DURBA	BOYS	SSS	FAMMAR ROAD DURBA TOWN	RURAL	KIBIYA
142.	GTQSS KIBIYA	BOYS	SSS	KOFAR GABAS KIBIYA TOWN	RURAL	KIBIYA
143.	GGASS KIBIYA	GIRLS	SSS	KIBIYA KOFAR FADA	RURAL	KIBIYA
144.	GSIS KAFIN MAIYAKI	BOYS	SSS	UNGUWAR CABE EXPRESS ZARIA ROAD	RURAL	KIRU
145.	GJSS KOGO CO-EXIST CO-EXIST	B&G	JSS	KOGO TOWN	RURAL	KIRU
146.	GSS GALADIMAWA	BOYS	SSS	ALONG ZUWO YAKO KIRU ROAD	RURAL	KIRU
147.	GTQSS KIRU	BOYS	SSS	NEAR ALINKA VILLAGE KIRU TOWN	RURAL	KIRU
148.	GDSS KAFIN MAIYAKI	BOYS	SSS	OLD KANO TO ZARIA ROAD KAFIN MAIYAKI	RURAL	KIRU
149.	GJSS KYARANA	BOYS	JSS	KYARANA ALONG KAFIN MAIYAKI ROAD	RURAL	KIRU
150.	GJSS ZUWO	BOYS	JSS	ZUWO KARAYEA	RURAL	KIRU
151.	GGSS DANGORA	GIRLS	SSS	DANGORA TOWN KIRU ROAD	RURAL	KIRU
152.	GGASS KAFIN MAIYAKI	GIRLS	SSS	ALONG KANO TO ZARIA ROAD K/DANGORA	RURAL	KIRU
153.	GGSS KIRU	GIRLS	SSS	HOSPITAL ROAD	RURAL	KIRU
154.	GSS SAKARMA	BOYS	SSS	U/DODO SAKARMA BAAWA WARD KIRU	RURAL	KIRU

KANO STATE AGILE

155.	GSS KIRU YAMMA	BOYS	SSS	KIRU KATSINAWA ADJECENT TO MOTOR PARK ALONG KARAYE ROAD	RURAL	KIRU
156.	GSS KAFIN MAIYAKI	BOYS	SSS	KAFIN MAIYAKI TOWN	RURAL	KIRU
157.	GGASS YAKO	GIRLS	SSS	ALONG MADOBI ROAD	RURAL	MADOBI

158.	GJSS TSAUDAWA CO-EXIST	B&G	JSS	TSAUDAWA ALONG YAKO MADOBI ROAD	RURAL	MADOBI
159.	GGSS KIRU	GIRLS	SSS	KIRU GABAS TOWN	RURAL	KIRU
160.	GJSS DASHI CO-EXIST	B&G	JSS	ALONG YAKO MADOBI ROAD	RURAL	KIRU
161.	GGSS CHIRANCI	GIRLS	SSS	SHIEKH JAFAR MAHMUD ROAD	URBAN	KUMBOTSO
162.	GGASS CHALAWA	GIRLS	SSS	CHALAWA TOWN	URBAN	KUMBOTSO
163.	GGSS ABDU MARIRI	GIRLS	SSS	14 KM MARIRI OPP MAIDUGURI ROAD	URBAN	KUMBOTSO
164.	SES TUDUN MALIKI	BOYS	SSS	TUDUN MALIKI QUARTERS	URBAN	KUMBOTSO
165.	GGASS PANSHEKARA	GIRLS	SSS	PANSHEKARA TOWN	URBAN	KUMBOTSO
166.	GGSS MEDILE	GIRLS	SSS	MEDILE ALONG SABUWAR GANDU D/MALIKI ROAD	URBAN	KUMBOTSO
167.	GGASS LIMAN IDI MAIKALWA	GIRLS	SSS	LAYIN CHAIRMAN MAIKALWA	URBAN	KUMBOTSO
168.	GSS DANLADI NASIDI	BOYS	SSS	MAIDUGURI ROAD	URBAN	KUMBOTSO
169.	GGAJSS GWAIMAI ZALLI	GIRLS	JSS	SAYE GWARMAI ZALLI	RURAL	KUNCHI
170.	GSS KUNCHI	BOYS	SSS	KUNCHI TOWN	RURAL	KUNCHI
171.	GGASS UNGUWAR GYARTAI	GIRLS	SSS	UNGUWAR GYARTAI	RURAL	KUNCHI
172.	GSS SHUWAKI	BOYS	SSS	ALONG LAMBA KAZAURE ROAD,SHUWAKI	RURAL	KUNCHI
173.	GGSS SHUWAKI	GIRLS	SSS	SHUWAKI TOWN ALONG KUNCHI ROAD	RURAL	KUNCHI
174.	GGASS RIMIN DADDO	GIRLS	SSS	KOFAR GABAS RIMIN DADDO	RURAL	KURA
175.	GGASS YAKASAI KURA	GIRLS	SSS	YAKASAI KARFI	RURAL	KURA
176.	GSS RUGAR DUKA	BOYS	SSS	RUGAR DUKA VILLAGE KURA	RURAL	KURA
177.	GGSS KURA	GIRLS	SSS	ALONG ZARIA ROAD	RURAL	KURA
178.	GGASS TANAWA	GIRLS	SSS	100 KANO ZARIA ROAD KURA	RURAL	KURA
179.	GSS FRENCH ACADEMY	BOYS	SSS	KWANKWASO, TOWN	RURAL	MADOBI
180.	GGASS DABURAU	GIRLS	SSS	LOCATED AT KWANKWASO TOWN	RURAL	MADOBI
181.	GGASS MADOBI IYA	GIRLS	SSS	MADOBI ALONG YAKO ROAD	RURAL	MADOBI
182.	GSS-CHINESE COLLEGE -BOYS	BOYS	SSS	MADOBI KWANKWASO TOWN	RURAL	MADOBI
183.	GSS KWANKWASO	BOYS	SSS	BURJI-KWANKWASO ROAD	RURAL	MADOBI
184.	GGASS GORA	GIRLS	SSS	ALONG MADOBI YAKO ROAD	RURAL	MADOBI
185.	GGSS MADOBI	GIRLS	SSS	MADOBI	RURAL	MADOBI
186.	GJSS TANGAJI CO-EXIST	B&G	JSS	15 KLM DANMARKE SAYE ROAD	RURAL	MAKODA
187.	GJSS SABARU CO-EXIST	GIRLS	JSS	SABARU TOWN	RURAL	MAKODA
188.	GGJSS SATAME	GIRLS	JSS	SATAME TOWN	RURAL	MAKODA
189.	GASS KANTUDU	BOYS	SSS	KANTUDU TOWN	RURAL	MAKODA
190.	GGSS MAKODA	GIRLS	SSS	MAKODA TOWN	RURAL	MAKODA
191.	GSIS CHIDARI	BOYS	SSS	CHIDARI TOWN	RURAL	MAKODA

KANO STATE AGILE

192.	GSS MINJIBIR	BOYS	SSS	MINJIBIR TOWN	RURAL	MINJIBIR
193.	GGASS YAJIN RANA	GIRLS	SSS	YAJIN RANA TOWN	RURAL	MINJIBIR
194.	GGASS DUMAWA	GIRLS	SSS	KWANAM DUMAWA ALONG DAMBATTA DAURA ROAD	RURAL	MINJIBIR
195.	GGJASS KANTAMA	GIRLS	JSS	KANTAMA MINJIBA	RURAL	MINJIBIR
196.	GGISS KUNYA	GIRLS	SSS	BEHIND KUNYA PETROLEUM	RURAL	MINJIBIR
197.	GGJASS YAKASAI S/UNGUWA	GIRLS	JSS	BIHIND ALKALI HANZA STREET	URBAN	MUNICIPAL
198.	GSS ENGR.BASHIR KARAYE	BOYS	SSS	NNDC QUARTERS SHARADA PLANERS STREET	URBAN	MUNICIPAL
199.	GSS JAKARA	BOYS	SSS	JAKARA YANGURASA BESIDE KURMI MARKET	URBAN	MUNICIPAL
200.	GGASS HASIYA BAYERO	GIRLS	SSS	NO 1 DURUMIN IYA BEHIND EMIR PALACE KANO	URBAN	MUNICIPAL

201.	GSTC KANO	BOYS	SSS	ABDULLAHI BAYERO WAY, KANO	URBAN	MUNICIPAL
202.	GGSS MARYAM ALOMA	GIRLS	SSS	EMIR PALACE KOFAR NASSARAWA ROAD	URBAN	MUNICIPAL
203.	GGSS SHEKARA	GIRLS	SSS	RIMI MARKET ROAD	URBAN	MUNICIPAL
204.	GGASS MARYAM SHEKARAU	GIRLS	SSS	KWALLI ALONG POLICE STATION ROAD	URBAN	MUNICIPAL
205.	GGSS SHARADA	GIRLS	SSS	SHARADA PHASE 1	URBAN	MUNICIPAL
206.	GSS KOFAR NASARAWA	BOYS	SSS	ADJECENT TO SANI ABACHA STADIUM K/MATA	URBAN	MUNICIPAL
207.	GGASS HOTORO NORTH	GIRLS	SSS	HOTORO NORTH	URBAN	NASARAWA
208.	GGSS TOKARAWA	GIRLS	SSS	HADEJIA ROAD	URBAN	NASARAWA
209.	GGSS GIGINYU	GIRLS	SSS	GIGINYU QTRS NEAR KAWO	URBAN	NASARAWA
210.	GGSS BADAWA	GIRLS	SSS	BADAWA TSAUNI	URBAN	NASARAWA
211.	GGJSS TUDUN WADA (DANKADAI)	GIRLS	JSS	ALONG KAREFA ROAD TUDUDN WADA DANKADAI	URBAN	NASARAWA
212.	GGSS DABO	GIRLS	SSS	FRANCE ROAD	URBAN	NASARAWA
213.	GGASS GAMA	GIRLS	SSS	SANI BELLO STREET GAMA QUARTERS	URBAN	NASARAWA
214.	GGASS TUDUN MURTALA	GIRLS	SSS	TUDUN MURTALA	URBAN	NASARAWA
215.	GGSS HOTORO SOUTH MASJID	GIRLS	SSS	BEHIND HOTORO J. MOSQUE	URBAN	NASARAWA
216.	GGSS HOTORO	GIRLS	SSS	HOTORO NASSARA	URBAN	NASARAWA
217.	GGSS RANO	GIRLS	SSS	BEHIND RANO CENTRAL MOTOR PARK OLD GRAVE YARD	RURAL	RANO
218.	GSS SAYA SAYA	BOYS	SSS	SAYA SAYA TOWN KIBIYA LGA	RURAL	KIBIYA
219.	GGSS KURGUM	GIRLS	SSS	SABON GARIN LIFUR	RURAL	RANO
220.	GSS-AGRIC ACADEMY YALWA BOYS	BOYS	SSS	AGRIC TOWN	RURAL	RANO
221.	GSS RANO	BOYS	SSS	KIBIYA ROAD	RURAL	RANO
222.	GSIS TARAI	BOYS	SSS	ALONG SAYA SAYA ROAD	RURAL	RANO
223.	GJSS ZANGO CO-EXIST	B&G	JSS	ZANGON DAN ABDU 1, GWARZO ROAD	RURAL	RIMIN GADO
224.	GSISS RIMIN GADO	BOYS	SSS	RIMIN GADO TOWN	RURAL	RIMIN GADO
225.	GGJSS MAIGARI	GIRLS	JSS	MAIGARI TOWN	RURAL	RIMIN GADO
226.	GSS DOKADAWA	BOYS	SSS	DOKADAWA TOWN	RURAL	RIMIN GADO
227.	GJSS BUTU BUTU	BOYS	JSS	BUTU BUTU TOWN	RURAL	RIMIN GADO

KANO STATE AGILE

228.	GSS YALWAN DANZIYAL	BOYS	SSS	YALWAN DANZIYAL TOWN	RURAL	RIMIN GADO
229.	GSS GULU	BOYS	SSS	GULU TOWN RIMIN GADO	RURAL	RIMIN GADO
230.	GGSISS YALWAN DANZIYAL	GIRLS	SSS	YALWAN DANZIYAL TOWN	RURAL	RIMIN GADO
231.	GGJASS GULU	BOYS	JSS	GULU TOWN ALONG WANGARA ROAD	RURAL	RIMIN GADO
232.	GGASS RIMIN GADO	GIRLS	SSS	RIMIN GADO TOWN, ALONG GWARZO ROAD	RURAL	RIMIN GADO
233.	GSS RIMIN GADO	BOYS	SSS	RIMIN GADO	RURAL	RIMIN GADO
234.	GGJSS SUNDU	GIRLS	JSS	SUNDU	RURAL	KARAYE
235.	GGASS ZAREWA	GIRLS	SSS	ZAREWA TOWN	RURAL	RANO
236.	GJSS KUREN BARDE	BOYS	JSS	BARDE TOWN	RURAL	ROGO
237.	GGSS ZOZA	GIRLS	SSS	ZOZA UNGUWAR SARKI	RURAL	ROGO
238.	GGSS BELI	GIRLS	SSS	BELI MAKARFI ROAD	RURAL	ROGO
239.	GGJASS FARURUWA	GIRLS	JSS	FARURUWA TOWN	RURAL	SHANONO
240.	GJSS KADAMU	BOYS	JSS	JIGAWAR KADAMU TOWN ALONG F/ROWA WARD	RURAL	SHANONO
241.	GSS SHANONO	BOYS	SSS	KAROFI KOKIYA ROAD SHANINI	RURAL	SHANONO
242.	GGASS SHANONO	GIRLS	SSS	SHANONO TOWN	RURAL	SHANONO
243.	GGJSS DUTSEN BAKOSHI	GIRLS	JSS	DUTSEN TOWN	RURAL	SHANONO

244.	GGASS SUMAILA	GIRLS	SSS	SUMAILA TOWN	RURAL	SUMILA
245.	GGSS SITTI	GIRLS	SSS	KOFAR SHAGO SITTI SUMAILA	RURAL	SUMILA
246.	GSS RIMI	BOYS	SSS	RIMI GABAS NO 1 TAURI ROAD SUMAILA	RURAL	SUMILA
247.	GASS GANI	BOYS	SSS	GANI TOWN	RURAL	SUMILA
248.	GSS SUMAILA	BOYS	SSS	SUMAILA TOWN ALONG RIMI ROAD	RURAL	SUMILA
249.	GGSS GALA	GIRLS	SSS	GALA TOWN	RURAL	SUMILA
250.	GGASS RIMI	GIRLS	SSS	RIMI GABAS ALONG TARAI ROAD	RURAL	SUMILA
251.	GGASS TAKAI	GIRLS	SSS	TAKAI TOWN	RURAL	TAKAI
252.	GGASS FALALI	GIRLS	SSS	ALONG TAKAI SUMAILA ROAD	RURAL	TAKAI
253.	GGJASS BIRNIN BAKO	GIRLS	JSS	BIRNIN BAKO TOWN	RURAL	TAKAI
254.	GGSS HUGUMA	GIRLS	SSS	HUGUMA GARI	RURAL	TAKAI
255.	GGUC KACHAKO	GIRLS	SSS	KACHAKO	RURAL	TAKAI
256.	GGASS DURBUNDE	GIRLS	SSS	DURBUNDE GAA	RURAL	TAKAI
257.	GASS BABBAN GIJI	BOYS	SSS	KARKASARA BEHIND AMINU KANO	URBAN	MUNICIPAL
258.	GSS WALAWAI	BOYS	SSS	HOTORO WALAWAI RIMIN BIRJI KANO	URBAN	TARAUNI
259.	GGSS-FIRST LADIES COLLEGE KANO	GIRLS	SSS	MARIRI, ALONG MAIDUGURI ROAD	URBAN	KUMBOTSO
260.	GGSS DARMANAWA	GIRLS	SSS	DARMANAWA QUARTERS	URBAN	MUNICIPAL
261.	GGSS BABBAN GIJI	GIRLS	SSS	KARKASARA TARAUNI	URBAN	TARAUNI
262.	GGSS HOTORO MARADI	GIRLS	SSS	MARADI TOWN	URBAN	TARAUNI
263.	GGJSS WANGARA	GIRLS	JSS	WANGARA TOWN	RURAL	TOFA
264.	GSS TOFA	BOYS	SSS	TOFA DAMBATA	RURAL	TOFA
265.	GSS LANGEL	BOYS	SSS	LANGEL TOWN	RURAL	TOFA

KANO STATE AGILE

266.	GGSS DOKA	GIRLS	SSS	DOKA ALONG TOFA ROAD NEAR JUMAT MOSQUE	RURAL	TOFA
267.	GGSS TOFA	GIRLS	SSS	LOCATED AT TOFA TOWN	RURAL	TOFA
268.	GJSS UNGUWAR RIMI	B&G	JSS	ABOUT 5KM FROM GWARZO ROAD	RURAL	TOFA
269.	GGASS LAMBU	GIRLS	SSS	LAMBU DAMBATA	RURAL	TOFA
270.	GJSS GAJJIDA CO-EXIST	B&G	JSS	GAJJIDA TOWN, ABOUT 5KM FROM TOFA LGA	RURAL	TOFA
271.	GSS LAMBU	BOYS	SSS	LAMBU TOWN	RURAL	TOFA
272.	GJSS KOKAI CO-EXIST	BOYS	JSS	KOKAI TOWN	RURAL	TSANYAWA
273.	GGSS TSANYAWA	GIRLS	SSS	TSANYAWA	RURAL	TSANYAWA
274.	GSS KWANDAWA	BOYS	SSS	KWANDAWA	RURAL	TSANYAWA
275.	GSS TSANYAWA	BOYS	SSS	TSANYAWA ALONG KATSINA ROAD	RURAL	TSANYAWA
276.	GGSS HARBAU	GIRLS	SSS	HARBAU TSANYAWA LGA	RURAL	TSANYAWA
277.	GSS YANGANAU	BOYS	SSS	YANGANAU TSANYAWA LGA	RURAL	TSANYAWA
278.	GC TUDUN WADA	BOYS	SSS	KOFAR FADA ROAD ADJECENT PRIMARY HEALTH CARE	RURAL	TUDUN WADA
279.	GGASS BURJI	GIRLS	SSS	JOS ROAD BURJI DOGUWA	RURAL	DOGUWA
280.	GGSS YARYASA	GIRLS	SSS	ALONG KWANAR DANGORA JOS ROAD	RURAL	TUDUN WADA
281.	GGASS TUDUN WADA	GIRLS	SSS	ALONG KAREFA ROAD TUDUDN WADA DANKADAI	RURAL	TUDUN WADA
282.	GSS NATA'ALA	BOYS	SSS	NATA'ALA	RURAL	TUDUN WADA
283.	GSS DIM TUDUN WADA	BOYS	SSS	NO 1 IKARA JUNCTION TUDUN WADA DANKADAI	RURAL	TUDUN WADA
284.	GGSS RANGAZA	GIRLS	SSS	RANGAZA	SEMI URBAN	UNGOGO
285.	GGASS PANISAU	GIRLS	SSS	PANISAU TOWN	SEMI URBAN	UNGOGO
286.	GGASS UNGOGO	GIRLS	SSS	UNGOGO MINJIBA	SEMI URBAN	UNGOGO

287.	GGSS KADAWA	GIRLS	SSS	KADAWA MINJIBA	SEMI URBAN	UNGOGO
288.	GGSS JAMBAKI	GIRLS	SSS	JAMBAKI, ALONG BELA ROAD	SEMI URBAN	UNGOGO
289.	GGSS GAYAWA	GIRLS	SSS	GAYAWA, TOWN	SEMI URBAN	UNGOGO
290.	GTC UNGOGO II	BOYS	SSS	UNGOGO TOWN	SEMI URBAN	UNGOGO
291.	GGJASS JUMAR GALADIMA	GIRLS	JSS	JUMAR GALADIMA	RURAL	WARAWA
292.	GGJASS TANAGAR	GIRLS	JSS	TANAGAR VILLIAGE	RURAL	WARAWA
293.	GGJASS GOGEL	GIRLS	JSS	GOGEL TOWN	RURAL	WARAWA
294.	GGSS WARAWA	GIRLS	SSS	WARAWA TOWN	RURAL	WARAWA
295.	GTC WARAWA	BOYS	SSS	WARAWA TOWN OPP. LGA SECT	RURAL	WARAWA
296.	GGSISS WUDIL	GIRLS	SSS	BEIND IZALA MOSQUE D/YANNANA	RURAL	WUDIL
297.	GGSISS INDABO	GIRLS	SSS	INDABO WARD WUDIL LOCAL GOVERNMENT	RURAL	WUDIL
298.	GJSS ACHIKA	BOYS	JSS	ACHIKA DARKI, MAIDUGURI	RURAL	WUDIL
299.	GSCS WUDIL	BOYS	SSS	ALONG GAYA ROAD INSIDE KUST	RURAL	WUDIL
300.	GSISS JUMAR DANFADAL	GIRLS	SSS	SABO GARI WUDIL INDABO	RURAL	WUDIL

KANO STATE AGILE

313.	GGJASS TSAURE	GIRLS	JSS	TSAURE ALONG SAYE BADUME ROAD BICHI	RURAL	BICHI
314.	GGSS YANDADI	GIRLS	SSS	ALONG LAMBA KAZAURE ROAD	RURAL	KUNCHI
315.	GGJSS YARGWANDA	GIRLS	JSS	YARGWANDA	RURAL	TSANYAWA
316.	GGSS BICHI	GIRLS	SSS	BICHI ALONG BAGWAI ROAD	RURAL	BICHI
317.	GGSS CHIRANCI BICHI	GIRLS	SSS	BICHI, TOWN	RURAL	BICHI
318.	GGSS KUNCHI	GIRLS	SSS	KUNCHI TOWN,	RURAL	KUNCHI
319.	GJASS MALIKAWA GARU	BOYS	JSS	LAMBA KUNCHI ROAD	RURAL	BICHI
320.	GJSS DUMBULUN	BOYS	JSS	DUMBULUN TOWN	RURAL	TSANYAWA
321.	GJSS KIYAWA	BOYS	JSS	KIYAWA TOWN,	RURAL	BAGWAI
322.	GJSS DADDAUDA	BOYS	JSS	LOCATED AT DADDAUDA	RURAL	BAGWAI
323.	GJSS DUTSEN KARYA	BOYS	JSS	LOCATED AT DUTSEN KARYA	RURAL	BICHI
324.	GJSS GWADAMA	BOYS	JSS	GWADAMA KUNCHI	RURAL	KUNCHI
325.	GSS BURUN BURUN	BOYS	SSS	BURUN BURUN, TOWN	RURAL	TUDUN WADA
326.	GSS GWARMAI ZALLI	BOYS	JSS	GWARMAI ZALLI TOWN	RURAL	KUNCHI
327.	GJSS MALAMAWA SARARI	BOYS	JSS	MALAMAWA SARARI TOWN	RURAL	BICHI
328.	GJSS MUNTSIRA	BOYS	JSS	ALONG GWARZO ROAD	RURAL	BICHI

329.	GJSS SURFAN	BOYS	JSS	SURFAN TOWN	RURAL	BAGWAI
330.	GJSS TATSAN	BOYS	JSS	TATSAN GABAS	RURAL	TSANYAWA
331.	GJSS UNGUWAR GYARTAI	BOYS	JSS	OFF LAMBA KAZAURE ROAD	RURAL	KUNCHI
332.	GJSS WAIRE	BOYS	JSS	ALONG KATSINA ROAD WAIRE TOWN	RURAL	BICHI
333.	GJSS WURO BAGGA (BAGWAI)	BOYS	JSS	WURO BAGGA	RURAL	BAGWAI
334.	GJSS YANDUTSE	BOYS	JSS	ALONG IDI CENTRAL MOSQUE	RURAL	BICHI
335.	GJSS YANKAMAYE	BOYS	JSS	YANKAMAYE TSOHON GARI	RURAL	BICHI
336.	GJSS YANMAMMAN	BOYS	JSS	YAMMAMMAN	RURAL	BAGWAI
337.	GJSS YOLA	BOYS	JSS	YOLA TOWN OPPOSITE JUMAAT MOSQUE	RURAL	BICHI
338.	GJSS YOLA	BOYS	JSS	YOLA TOWN OPPOSITE JUMAAT MOSQUE	RURAL	BICHI
339.	GSS BADUME	BOYS	SSS	ALONG KATSINA ROAD,	RURAL	BICHI
340.	GSS BUDE	BOYS	SSS	BICHI, ALONG KATSIAN ROAD	RURAL	BICHI
341.	GSS CHIROMAWA BICHI	BOYS	SSS	BICHI, LGA	RURAL	BICHI
342.	GSS DADDARAWA	BOYS	SSS	DADDARAWA TOWN	RURAL	TSANYAWA
343.	GSS DAMARGU	BOYS	SSS	DAMARGU TOWN	RURAL	BICHI
344.	GSS DANGADA	BOYS	SSS	DANGADA	RURAL	BAGWAI
345.	GSS DANZABUWA	BOYS	SSS	ALONG KATSINA ROAD	RURAL	BICHI
346.	GSS GOGORI	BOYS	SSS	GOGORI	RURAL	BICHI
347.	GSS HARBAU	BOYS	SSS	HARBAU TOWN TSANYAWA	RURAL	BICHI
348.	GSS ROMO	BOYS	SSS	ROMO	RURAL	BAGWAI
349.	GSS SAYE	BOYS	SSS	SAYE, TOWN	RURAL	BICHI
350.	GSS YANDADI	BOYS	SSS	ALONG LAMBA KAZAURE ROAD	RURAL	KUNCHI

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351.	GASS DAWAKIN KUDU	BOYS	SSS	DAWAKIN KUDU, LGA	RURAL	DAWAKIN KUDU
365.	GGJASS MATAGE	GIRLS	JSS	DAWAKIN KUDU TAMBURAWA	RURAL	DAWAKIN KUDU
366.	GGJISS UNGUWAR RIMI	GIRLS	JSS	LOCATED ATA U/RIMI	RURAL	KUNBOTSO
367.	GGJASS DAGINAWA	GIRLS	JSS	FEGIN DAGINAWA D/KUDU	RURAL	DAWAKIN KUDU
368.	GGJSS JAOJI	GIRLS	JSS	LOCATED AT JAOJI QUARTER, KANO	URBAN	KUMBOTSO
369.	GGJSS MA'AJI TAMBURAWA	GIRLS	JSS	LOCATED AT TAMBURAWA ZAARIA ROAD	URBAN	DAWAKIN KUDU
370.	GGS DAWAKIJI	GIRLS	SSS	LAOCATED AT DAWAKIJI QAURTRES	URBAN	KUMBOTSO
371.	GGSS CHALAWA (AWS)	GIRLS	SSS	SITED AT CHALAWA QUARTERS	URBAN	KUMBOTSO

372.	GGSS GURIN GAWA	GIRLS	SSS	GURIN GAWA QUARTERS	URBAN	KUMBOTSO
373.	GGSS JIDO	GIRLS	SSS	ALONG MAIDUGURI, ROAD	URBAN	DAWAKIN KUDU
374.	GGSS KUMBOTSO	GIRLS	SSS	KUMBOTSO QTRS	URBAN	KUMBOTSO
375.	GGSS WAILARI	GIRLS	SSS	WAILARI QTRS	URBAN	KUMBOTSO
376.	GJASS ZOGARAWA	BOYS	JSS	ZOGARAWA, TOWN	RURAL	DAWAKIN KUDU
377.	GJSIS KUMBOTSO	BOYS	JSS	KUMBOTSO TOWN	URBAN	KUMBOTSO
378.	GJSS KUYAN TAINNA	BOYS	JSS	KUYAN TAINNA MADOBI ROAD	URBAN	KUMBOTSO
379.	GJSS WAILARI	BOYS	JSS	WAILARI PRIMARY SCHOOL OPPOSITE SAADATU RIMI COLLAGE OF EDUCATION	URBAN	KUMBOTSO
380.	GJSS ZARA	BOYS	JSS	SABUWAR ZARA ALONG DAWAKIN KUDU MARIRI YAN ITACE	URBAN	KUMBOTSO
381.	GSS CHALAWA	BOYS	SSS	MAD OBI ROAD KANO	URBAN	KUMBOTSO
382.	GSS DANBARE	BOYS	SSS	DANBARE	URBAN	KUMBOTSO
383.	GSS DANMALIKI	BOYS	SSS	DANMALIKI TOWN ALONG OLD KBT ROAD	URBAN	KUMBOTSO
384.	GSS GANO	BOYS	SSS	32 KLM ALONG MAIDUGURI ROAD GANO	RURAL	DAWAKIN KUDU
385.	GSS GOGEL	BOYS	SSS	GOGEL TOWN	RURAL	WARAWA
386.	GSS JAOJI	BOYS	SSS	KUMBOTSO LGA SHAGARI QUARTERS	URBAN	KUMBOTSO
387.	GSS PANSHEKARA	BOYS	SSS	ZAWACIKI ALONG PANSHEKARA ROAD	URBAN	KUMBOTSO
388.	GSS SHEKA	BOYS	SSS	SHEKA BUS STOP OPPOSITE POLICE STATIONM	URBAN	KUMBOTSO
389.	GSS TANAGAR	BOYS	SSS	TANAGAR VILLIAGE, DORAWAR NAABBA	RURAL	WARAWA
390.	GSS WARAWA	BOYS	SSS	WARAWA LGA	RURAL	WARAWA
391.	GSS YANKATSARI	BOYS	SSS	YAKATSARI, TOWN	RURAL	DAWAKIN KUDU
392.	GSS YARGAYA	BOYS	SSS	LOCATED AT YARGAYA OFF MAIDUGUR RD	RURAL	DAWAKIN KUDU
393.	GTC DAWAKIN KUDU	BOYS	SSS	KOFAR GABAS ALONG MAKOLE ROAD	RURAL	DAWAKIN KUDU
394.	BGGASS SABON SARA	GIRLS	SSS	SABON SAR QTRS, KANO	URBAN	GWALE
395.	GAC GWALE	BOYS	SSS	GWALE QTRS, KANO	URBAN	GWALE
396.	GASS YALWA	BOYS	SSS	GORON DUTSE YALWA	URBAN	DALA
397.	GGASS GWAMMAJA	GIRLS	SSS	BEHIND DALA LOCAL GOVERNMENT	URBAN	DALA
398.	GGASS KOFAR NAISA	GIRLS	SSS	K/NAISA, QTRS	URBAN	DALA
399.	GGJSS ADAKAWA	GIRLS	JSS	ADAKAWA LINE BALA MAIYAFE	URBAN	DALA
400.	GGJSS ANWARU	GIRLS	JSS	YELWA DALA HILL	URBAN	DALA
401.	GGJSS BADA'IU	GIRLS	JSS	LOCATED NEAR DUTSEN DALA	URBAN	DALA

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402.	GGJASS UNGUWAR JAKADA DISO	GIRLS	JSS	DISO QUARTERS, KANO	URBAN	GWALE
403.	GGJSS FILIN DURIMI	GIRLS	JSS	KURNAR ASABE NO. 652	URBAN	DALA
404.	GGJSS IMAMU MAGILI	GIRLS	JSS	HAUSA SARARIN AWAISU KANO	URBAN	GWALE
405.	GGJSS MAZAUNA	GIRLS	JSS	MAITASA S PRIMASRY SCHOOL SANI MAINAGGE A	URBAN	GWALE
406.	GGSS AISAMI	GIRLS	SSS	AISAMI QUARTERS	URBAN	GWALE
407.	GGSS BULUKIYA	GIRLS	SSS	ALON AMINU KANO WAY	URBAN	DALA
408.	GGSS DUKAWUYA	GIRLS	SSS	ALONG FCE ROAD KOFAR FAMFO	URBAN	GWALE
409.	GGSS JAEN SABON GIDA	GIRLS	SSS	JAEN SABON GIDA BEHIND SHARADA POLICE STATION	URBAN	GWALE
410.	GGSS KOFAR MAZUGAL	GIRLS	SSS	127 GARBAN GORA AVENUE GWAMMAJA YAN KOSAI	URBAN	DALA
411.	GGSS SANI MAINAGGE	GIRLS	SSS	MAINAGGE	URBAN	GWALE
412.	GGSS TURAKI HASHIM	GIRLS	SSS	DANDAGO QTRS	URBAN	GWALE
413.	GJSS KURNA GIDAN KARA	BOYS	JSS	GIDAN KARA	URBAN	DALA
414.	GJASS KANSAKALI	BOYS	JSS	NO 787 KABUGA AISAMI QUARTERS	URBAN	GWALE

415.	GJSS CO-EXIST JAEN	B&G	JSS	SHARADA JAEN ROAD	URBAN	GWALE
416.	GJSS JILAWA CO-EXIST	B&G	JSS	SHARADA INDUSTRIAL AREA	URBAN	GWALE
417.	GJSS CO-EXIST KOFAR WAIKA	B&G	JSS	UNGUWAR DABAI	URBAN	GWALE
418.	GJSS GWAMMAJA	BOYS	JSS	GWAMMAJA QTRS	URBAN	DALA
419.	GJSS KUKA BULUKIYA	BOYS	JSS	KUKA BULIKIYA QTRS	URBAN	DALA
420.	GJTQ YAKUBU ADAMU	BOYS	JSS	KABUGA MINISTRY OF EDUCATION QUARTERS FCE	URBAN	GWALE
421.	GSS ABDU NALITI	BOYS	SSS	KOFAR WAIKA ALONG KOFAR RUWA ROAD	URBAN	GWALE
422.	GSS DALA	BOYS	SSS	GWAMMAJA ALONG KOFAR RUWA	URBAN	DALA
423.	GSS DORAYI KARAMA	BOYS	SSS	DORAYI QTRS	URBAN	GWALE
424.	GSS GORON DUTSE	BOYS	SSS		URBAN	GWALE
425.	GSS GWALE	BOYS	SSS	OPPOSITE GWALE POLICE STATION	URBAN	GWALE
426.	GSS GWAMMAJA	BOYS	SSS	GWAMMAJA ALONG DALA LGA	URBAN	DALA
427.	GSS KOFAR DAWANAU	BOYS	SSS	ALONG KWANAR TAYA, KOFAR DAWANAU,	URBAN	DALA
428.	ARMY DAY SEC SCHOOL JANGUZA	BOYS	SSS	LOCATED AT ALONG GWARO RD	URBAN	DALA
429.	GASS DUNGURAWA	BOYS	SSS	DUNGURAWA TOWN	RURAL	DAWAKIN TOFA
430.	GASS FAGWALAWA	BOYS	SSS	FAGWALAWA DAMBATA,	RURAL	DAMBATTA
431.	GDJSS BATTA	BOYS	JSS	DAMBATTA, TOWN	RURAL	DAMBATTA
432.	GDJSS DAMBATTA	BOYS	JSS	DAMBATTA TOWN,	RURAL	DAMBATTA
433.	GDJSS KANTI DAMBATTA	BOYS	JSS	SHAIKAWA AREA DAMBATTA BEHIND DANYA ROAD	RURAL	DAMBATTA
434.	GGASS KOGUNA	GIRLS	SSS	ALONG SABON RUWA KOGUNA TOWN	RURAL	MAKODA
435.	GGASS KORE	GIRLS	SSS	KORE, VILLIAGE	RURAL	DAMBATTA
436.	GGJASS KUNNAWA	GIRLS	JSS	KUNNAWA TOWN	RURAL	DAMBATTA
437.	GGJSS YARIMAWA	GIRLS	JSS	YARIMAWA, VILLIAGE	RURAL	TOFA

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438.	GGSS JANGUZA	GIRLS	SSS	JANGUZA OFF GWARZO ROAD	RURAL	TOFA
439.	GGSS MAITSIDAU	GIRLS	SSS	MAITSIDAU TOWN	RURAL	MAKODA
440.	GISS DAMBATTA	GIRLS	SSS	DAMBATTA	RURAL	DAMBATTA
441.	GJASS KORE	GIRLS	JSS	KORE VILLIAGE	RURAL	DAMBATTA
442.	GJSS DANSUDU	GIRLS	JSS	DANSUDU TOWN ALONG GWARZO ROAD	RURAL	TOFA
443.	GJSIS MAKODA	BOYS	JSS	MAKODA TOWN	RURAL	MAKODA
444.	GJSS BARE BARI	BOYS	JSS	ALONG KAZAURE ROAD BARE BARI	RURAL	MAKODA
445.	GJSS DAN ITACE	GIRLS	JSS	DAN ITACE VILLIAGE	RURAL	DAWAKIN TOFA
446.	GJSS DANFAMIN TOFA	BOYS	JSS	DAMFAMIN TOFA DAWAKIN TOFA	RURAL	DAWAKIN TOFA
447.	GJSS GORON MAJE	BOYS	JSS	GORON MAJE VILLEGE ALONG FAYAN FAYAN ROAD	RURAL	DAMBATTA
448.	GJSS GWAMAI	BOYS	JSS	18 KLM ALONG BICHI KATSINAWA ROAD	RURAL	DAWAKIN TOFA
449.	GJSS JIBGA	GIRLS	JSS	JIBGA, VILLIAGE	RURAL	MAKODA
450.	GJSS JOBE	GIRLS	JSS	JOBE, VILLIAGE	RURAL	TOFA
451.	GJSS RUWANTSA	GIRLS	JSS	RUWANTSA VILLIAGE	RURAL	DAMBATTA
452.	GJSS SARAUNIYA	BOYS	JSS	SARAUNIYA	RURAL	DAWAKIN TOFA
453.	GJSS YANOKO	GIRLS	JSS	YANOKO VILLIAGE	RURAL	TOFA
454.	GSIS LAMBU	BOYS	SSS	LAMBU ALONG GWARZO ROAD	RURAL	TOFA
455.	GSIS TOFA	BOYS	SSS	TOFA BEHIND TOFA LG SEC	RURAL	TOFA
456.	GSS AJUMAWA	BOYS	SSS	DAMBATTA KAZAURE ROAD SOUTHERN AJUMAWA	RURAL	DAMBATTA
457.	GSS CHEDI INGAWA	GIRLS	SSS	ALONG BICHI ROAD DAWAKIN TOFA	RURAL	DAWAKIN TOFA

458.	GSS DANDALAMA	GIRLS	SSS	ALONG DAURA ROAD	RURAL	DAWAKIN TOFA
459.	GSS DANGUGUWA	GIRLS	SSS	OFF DAWAKIN TOFA ROAD	RURAL	DAWAKIN TOFA
460.	GSS DOKA	BOYS	SSS	DOKA TOWN	RURAL	TOFA
461.	GSS GWANDA	GIRLS	SSS	GWANDA VILLIAGE	RURAL	DAMBATTA
462.	GSS GWARABJAWA	GIRLS	SSS	DAMBATTA ROAD GWARABJAWA	RURAL	DAMBATTA
463.	GSS JALLI	GIRLS	SSS	JALLI VILLIAGE	RURAL	DAMBATTA
473.	GGASS FARAGAI	GIRLS	SSS	FARAGAI TOWN	RURAL	ALBASU
474.	GGASS KACHAKO	GIRLS	SSS	FILIN WRECA KACHAKO	RURAL	TAKAI
475.	GGASS KADEMI	GIRLS	SSS	GUNDA QUARTERS KADEMI	RURAL	GAYA
476.	GGASS RINDA TOZO	GIRLS	SSS	GAYA SOUTH	RURAL	GAYA
477.	GGASS SHAGOGO	GIRLS	SSS	SHAGOGO TOWN GAYA	RURAL	GAYA
478.	GGASS TSANGAYA	GIRLS	SSS	TSANGAYA TOWN ALBASU LGA	RURAL	ALBASU
479.	GGJASS ALBASU	GIRLS	JSS	ALBASU TOWN,	RURAL	ALBASU
480.	GGJASS DIRIBO	GIRLS	JSS	DURBUNDE ROAD DIRIBO	RURAL	TAKAI
481.	GGJASS FAJEWAWA	GIRLS	JSS	FAJEWAWA TOWN	RURAL	TAKAI
482.	GGJASS HUNGU	GIRLS	JSS	HUNGU TOWN	RURAL	GAYA
483.	GGJASS JIBAWA	GIRLS	JSS	JIBAWA CIKIN GARI ALONG MATSAWAR ROAD	RURAL	GAYA
484.	GGJASS KAFIN SIDDA	GIRLS	JSS	KAFIN SIDDA TOWN	RURAL	TAKAI

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485.	GGSS KARAN MAKAMA	GIRLS	SSS	KARA MAKAMA	RURAL	AJINGI
486.	GGJASS ZUGA	GIRLS	JSS	ZUGA GIDAN DABINO	RURAL	AJINGI
487.	GGJISS SAYA SAYA	GIRLS	JSS	SAYA SAYA YAMMA ALBASU	RURAL	ALBASU
488.	GGJASS DAHO	GIRLS	JSS	DAHO	RURAL	ALBASU
489.	GGSS FARURUWA	GIRLS	SSS	ALONG KACHAKO DAMBAZAU ROAD	RURAL	TAKAI
490.	GGJSS HNM GAYA	GIRLS	JSS	SAYYADI ROAD LAWAN SALE ESTATE	RURAL	GAYA
491.	GGJSS KUNKURAWA	GIRLS	JSS	KUMNKURAWA VILLIAGE	RURAL	GAYA
492.	GGJSS TAKAI	GIRLS	JSS	TAKAI TOWN	RURAL	TAKAI
493.	GASS AJINGI	BOYS	SSS	AJINGI TOWN	RURAL	AJINGI
494.	GJASS AMARAWA	BOYS	JSS	AMARAWA TOWN GAYA ROAD	RURAL	GAYA
495.	GGASS GAMARYA	GIRLS	SSS	GAMARYA TOWN	RURAL	GAYA
496.	GJASS HAMDULLAHI	BOYS	JSS	HAMDULLAHI ALBASU LGA	RURAL	ALBASU
497.	GJASS SAKWAYA	BOYS	JSS	SAKWAYA	RURAL	TAKAI
498.	GJASS ZANGON GULYA	BOYS	JSS	ZANGON GULYA	RURAL	AJINGI
499.	GJSS BALAN CO-EXIST	BOYS	JSS	BALAN TOWN	RURAL	GAYA
500.	GSS BATAIYA	BOYS	SSS	BATAIYA TOWN	RURAL	ALBASU
501.	GJSS GAMOJI	BOYS	JSS	GAMOJI SHUWARIN ROAD	RURAL	GAYA

502.	GJSS KWACHIYAWA	BOYS	JSS	ALONG BIRNIN BAKO TAKAI	RURAL	TAKAI
503.	GJSS KAYARDA	BOYS	JSS	KAYARDA, VILLIAGE	RURAL	GAYA
504.	GJTQS TORANKE	BOYS	JSS	TORANKE TOWN ALONG JAHUN ROAD	RURAL	AJINGI
505.	GSS BALARE	BOYS	SSS	BALARE TOWN	RURAL	GAYA
515.	GSS TORANKE	BOYS	SSS	TORANKE TOWN ALONG JAHUN ROAD	RURAL	AJINGI
516.	GSS ZUGA	BOYS	SSS	ZUGA TOWN	RURAL	TAKAI
517.	MAITAMA SULE SCIENCE COLLEGE GAYA	BOYS	SSS	GAYA TOWN	RURAL	GAYA
518.	SIS GAYA	BOYS	SSS	BANGASHE ALONG AJINGI ROAD	RURAL	GAYA
519.	GGJASS DUGURAWA	GIRLS	JSS	DUGURAWA VILLIAGE	RURAL	RIMIN GADO
520.	GGJASS YARBAGARUWA	GIRLS	JSS	ALONG KAWO ROAD	RURAL	GWARZO
521.	GJSS JUJI	BOYS	JSS	SABON FEGIN JUJI	RURAL	RIMIN GADO
522.	GJSS SABON LAYIN KARA	BOYS	JSS	SABON LAYIN KARA GWARZO	RURAL	GWARZO
523.	GTC GUDE, KABO	BOYS	SSS	ALONG GWARZO ROAD GUDE,TOWN	RURAL	KABO
524.	GGASS GWARZO	GIRLS	SSS	SABUWAR UNGUWA GWARZO	RURAL	GWARZO
525.	GGASS KUTAMA	GIRLS	SSS	KUTAMA TOWN	RURAL	GWARZO
526.	GGJASS DANNAFADA	GIRLS	JSS	SABON GIDAN SARKIN DAWAKI ABUBAKAR	RURAL	GWARZO
527.	GGJASS DOKA-DAWA	GIRLS	JSS	DOKA DAWA OFF GWARZO ROAD	RURAL	RIMIN GADO
528.	GGJASS DURUN	GIRLS	JSS	DURUN TOWN KABO ALONG KARAYE JANGUZA	RURAL	KABO
529.	GGASS GARO	GIRLS	SSS	ALON GWARZO ROAD	RURAL	KABO
530.	GGJASS GODIYA	GIRLS	JSS	GODIYA TOWN	RURAL	KABO

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531.	GGJASS INDABO	GIRLS	JSS	INDABO VILLAGE ALONG GWARZO ROAD	RURAL	RIMIN GADO
532.	GGASS KABO	GIRLS	SSS	OLD SDP SECRETARIAT ALONG KABO KARAYE ROAD	RURAL	KABO
533.	GSS KUTAMA	BOYS	SSS	KUTAMA	RURAL	GWARZO
534.	GGJASS LAKWAYA	GIRLS	JSS	LAKKWAYA TOWN	RURAL	GWARZO
535.	GGJASS MADADI	GIRLS	JSS	ALONG DAN AMALE ROAD	RURAL	GWARZO
536.	GGJASS MASANAWA	GIRLS	JSS	MASANAWA TOWN ALONG KABO RULU ROAD	RURAL	KABO
537.	GGJASS SABON LAYIN KARA	GIRLS	JSS	SABON LAYIN KARA TOWN	RURAL	GWARZO
538.	GGJASS TSAURE	GIRLS	JSS	TSAURE	RURAL	SHANONO
539.	GGSS RIJI	GIRLS	SSS	RIJI TSAUNI, ALONG KANO-GWARZO ROAD	RURAL	GWARZO
540.	GGJTQSS GWARZO	GIRLS	SSS	SABUWAR UGUWA BEHIND NITEL	RURAL	GWARZO
541.	GGSISS RUGOJI	GIRLS	SSS	RUGOJI VILLIAGE	RURAL	GWARZO
542.	GGSS GWARZO	GIRLS	SSS	KOFAR YAMMA	RURAL	GWARZO
543.	GGTQSS SALIHAWA	GIRLS	SSS	ALONG SHANONO ROAD	RURAL	GWARZO
544.	GJASS CO-EXIST BASKORE	BOYS	JSS	BASKORE TOWN	RURAL	KABO

545.	GJSS DAKWARA	BOYS	JSS	RIGA ALONG KARAYE ROAD	RURAL	GWARZO
546.	GSS DANYA	BOYS	SSS	TSOHON GARU, GWARZO	RURAL	Gwarzo
547.	GJSS GUDE	BOYS	JSS	GUDE TOWN	RURAL	KABO
548.	GJSS JANBIRJI	BOYS	JSS	ALONG GWARZO TSAURE ROAD	RURAL	BAGWAI
549.	GJSS KANYE	BOYS	JSS	KANYE TOWN KABO ROAD JUNCTION N	RURAL	KABO
550.	GJSS SABON BIRNI CO-EXIST	B&G	JSS	SABON BIRNI, GWARZO	RURAL	KABO
551.	GJSS YAGWAMAWA	BOYS	JSS	ALONG GWARZO -KARAYE ROAD	RURAL	GWARZO
552.	GJTQSS KARKARI	BOYS	JSS	KARKARI, ALONG GETSO ROAD	RURAL	GWARZO
561.	GGISS KOFAR FADA	GIRLS	SSS	KOFAR FADA	RURAL	ROGO
562.	GGJASS HORE	GIRLS	JSS	HORE TOWN ALONG ROGO BARI ROAD	RURAL	ROGO
563.	GGJASS KALEKU	GIRLS	JSS	DAMAGARI TOWN	RURAL	ROGO
564.	GGJASS TUDUN KAYA	GIRLS	JSS	TUDUN KAYA TOWN	RURAL	KARAYE
565.	GGJASS ZANGO	GIRLS	JSS	ALONG UNGUWAR FARI ROAD KARAYE	RURAL	KARAYE
566.	GGISS HAGO	GIRLS	JSS	ALONG ROGO MAKARFI ROAD	RURAL	ROGO
567.	GGISS ROGO TASHA	GIRLS	SSS	ROGO TOWN	RURAL	ROGO
568.	GGJSS DEDERI	GIRLS	JSS	DEDRI TOWN KARAYE LGA	RURAL	KARAYE
569.	GGSS FULATAN	GIRLS	SSS	ALONG ZAREWA ROAD FULATAN	RURAL	ROGO
570.	GGJSS GWANGWAN	GIRLS	JSS	ALONG ROGO ROAD GWANGWAN UNGUWAR RIMI	RURAL	ROGO
571.	GGJSS KADANA	GIRLS	JSS	ALONG MAKARFI ROGO ROAD	RURAL	ROGO
572.	GGSS NASARAWA KUKI	GIRLS	SSS	NASSARAWAN KUKI	RURAL	BEBEJI
573.	GGJSS YANOKO	GIRLS	JSS	YANOKO TOWN ROGO	RURAL	ROGO
574.	GGJSS YOLA	GIRLS	JSS	YOLA TOWN KARAYE LGA	RURAL	KARAYE
575.	GGJSS ZAMFARAWA	GIRLS	JSS	ZAMFARAWA TOWN	RURAL	ROGO

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576.	GGSS ROGO	GIRLS	SSS	KOFAR YAMMA ROGO	RURAL	ROGO
577.	GGSS BARI	GIRLS	SSS	KADAFI BARI ROAD	RURAL	ROGO
578.	GGSS FALGORE	GIRLS	SSS	GFALGORE	RURAL	ROGO
579.	GGSS ROGO	GIRLS	SSS	FILIN KWALLO	RURAL	ROGO
580.	GJASS ISA WAZIRI RAWUN	BOYS	JSS	UNGUWAR MADAKI RAHAMA RWUN	RURAL	KIRU
581.	GASS ZAREWA	BOYS	SSS	ZAREWA BUS STOP ALONG ZAREWA DANGUZURI ROAD	RURAL	ROGO
582.	GJSS BARBAJI	BOYS	JSS	18KLM AWAY FROM FULATAN EAST EWARD	RURAL	ROGO
583.	GSS BARI	BOYS	SSS	BARI TOWN ALONG ROGO	RURAL	ROGO
584.	GJSS CO-EXIST BARGONI	B&G	JSS	KIRU KARAYE ROAD	RURAL	KIRU
585.	GSS DEDERI	BOYS	SSS	DEDERI TOWN KARAYE	RURAL	KARAYE
586.	GJSS FALGORE	BOYS	JSS	KOFAR KUDU FALGORE ROGO	RURAL	ROGO
587.	GJSS JAJAYE	BOYS	JSS	JAJAYE SABON GARI	RURAL	ROGO

588.	GSS KWANYAWA	BOYS	SSS	ALONG DANKANJIBA ROAD KWANYAWA	RURAL	KARAYE
589.	GJSS LIMANCHI	BOYS	JSS	LIMANCHI QUARTERS GATE KARAYE	RURAL	KARAYE
590.	GJSS TURAWA	BOYS	JSS	TURAWA KARAYE	RURAL	KARAYE
591.	GSS YAMMEDI	BOYS	SSS	ALONG KARAYE KABO ROAD	RURAL	KARAYE
592.	GJSS YARGANJI	BOYS	JSS	YARGANJI ALONG TUDUN WADA JOS ROAD	RURAL	KIRU
593.	GSS BELI	BOYS	SSS	ALONG MAKARFI ROAD	RURAL	ROGO
594.	GSS DANGORA	BOYS	SSS	DANGORA ALONG KWANAR DANGORA	RURAL	KIRU
595.	GSS FALGORE	BOYS	SSS	KOFAR KUDU QUARTERS FALGORE	RURAL	ROGO
596.	GSS FULATAN	BOYS	SSS	ALONG MAKARFI ROAD	RURAL	ROGO
597.	GSS GWANGWAN	BOYS	SSS	ALONG SUNDU ROAD GWANGWAN	RURAL	ROGO
598.	GSS ROGO	BOYS	SSS	KAUYEN LIMAN ROGO	RURAL	ROGO
599.	GSS SUNDU	BOYS	SSS	SUNDU BAKIN KASUWA	RURAL	ROGO
600.	GSS YAKO	BOYS	SSS	MADABI KIRU ROAD	RURAL	KIRU
601.	GASS GUNDUTSE	BOYS	SSS	GUNDUTSE KURA LGA	RURAL	KURA
602.	GASS IRSHAD KURA	BOYS	SSS	GWANJAWA QUARTER S KURA	RURAL	KURA
603.	GGASS GARUN MALAM	GIRLS	SSS	GARUN MALAM OPPOSITE LEA	RURAL	GARUN MALAM
604.	GGASS KWANKWASO	GIRLS	SSS	KWANKWASO, TOWN	RURAL	MADABI
605.	GGASS YADAKWARI	GIRLS	SSS	YADAKWARI BYPASS GARUN MALAM	RURAL	GARUN MALAM
606.	GGISS MADABI	GIRLS	SSS	ALONG KIRU ROAD	RURAL	MADABI
607.	GGISS SANI MARSHAL	GIRLS	SSS	KURA IRSHAD KOFAR YAMMA ALONG ZARIA ROAD	RURAL	KURA
608.	GGJASS GUNDUTSE	GIRLS	JSS	GUNDUTSE TOWN	RURAL	KURA
609.	GGJASS KIRYA	GIRLS	JSS	KIRYA RIGAR DUKA	RURAL	KURA
610.	GGJASS KAURAN MATA	GIRLS	JSS	KAURAN MATA TOWN	RURAL	MADABI
611.	GGJASS RIKADAWA	GIRLS	JSS	UNGUWAR SAKO RIKADAWA TOWN	RURAL	MADABI
612.	GGJSS MAKWARO AGALAWA	GIRLS	JSS	AGALAWA TOWN ALONG KWIWA ROAD	RURAL	GARUN MALAM

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613.	GGSISS DAN HASSAN	GIRLS	SSS	DANHASSAN TOWN ALONG RANO KANO ROAD	RURAL	KURA
614.	GGSISS DAN HASSAN	GIRLS	SSS	DANHASSAN TOWN ALONG RANO KANO ROAD	RURAL	KURA
615.	GGTQSSS KUBARACHI	GIRLS	SSS	KUBARACHI	RURAL	MADOBI
616.	GGTQSSS KUBARACHI	GIRLS	SSS	KUBARACHI	RURAL	MADOBI
617.	GJSIS DAN HASSAN	BOYS	JSS	DANHASSAN TOWN ALONG RANO KANO ROAD	RURAL	KURA
618.	GJSS CHINKOSO	BOYS	JSS	CHINKOSO KWARI MADOBI LGA	RURAL	MADOBI
619.	GJSS DALILI	BOYS	JSS	PEGIN DAN DA DALILI	RURAL	KURA
620.	GJSS DORAWAR SALLAU	BOYS	JSS	DORAWAR SALLAU	RURAL	GARUN MALAM
621.	GJSS GAWO KURA	BOYS	JSS	GAWO WARD KURA LGA	RURAL	KURA
622.	GJSS IMAWA KURA	BOYS	JSS	IMAWA VILLAGE	RURAL	KURA
623.	GJSS KADAWA	BOYS	JSS	KADAWA CIKIN GARI	RURAL	GARUN MALAM
624.	GJSS KAFIN AGUR	BOYS	JSS	12KLM MADOBI ALONG MADOBI ROAD	RURAL	MADOBI
625.	GJSS KOSAWA	BOYS	JSS	KOSAWA VILLAGE KURA	RURAL	KURA
626.	GJSS MAKWARO CHIKI	BOYS	JSS	MAKWARO CIKIN GARI ZARIA ROAD	RURAL	GARUN MALAM
627.	GJSS MARAYA	BOYS	JSS	MARAYA MADOBI	RURAL	MADOBI
628.	GSS CHIROMAWA	BOYS	SSS	BICHI CHIROMAWA TOWN ALONG KATSINA ROAD	RURAL	BICHI
629.	GSS DAKASOYE	BOYS	SSS	DAKASOYE TOWN ALONG ZARIA ROAD	RURAL	GARUN MALAM
630.	GSS DANHASSAN	BOYS	SSS	DAN HASSAN TOWN ALONG RANO ROAD	RURAL	KURA

631.	GSS DUKAWA	BOYS	SSS	DUKAWA	RURAL	KURA
632.	GSS GARUN BABBA	BOYS	SSS	GARUN BABBA KUDUD	RURAL	GARUN MALAM
650.	GGISS ZAURA DANBABA	GIRLS	SSS	ZAUEA BELLA ROAD	URBAN	UNGOGO
651.	GGJASS GANDIRWAWA	GIRLS	JSS	GANDIRWAWA TOWN	URBAN	UNGOGO
652.	GGJASS JAJIRA	GIRLS	JSS	SIRE JAJIRA	RURAL	UNGOGO
653.	GGJASS KANKARAWA	GIRLS	JSS	KANKARAWA VILLAGE MINJIBIR	RURAL	MINJIBIR
654.	GGJSS SABON GARIN RANGAZA	GIRLS	JSS	SABON GARIN RANGAZA BELA ROAD	URBAN	UNGOGO
655.	GGJASS URAN	GIRLS	JSS	URAN TOWN	RURAL	GEZAWA
656.	GGJASS ZUGACHI	GIRLS	JSS	ALONG RIGIM ROAD	RURAL	MINJIBIR
657.	GGJSS BABAWA	GIRLS	JSS	KWANAR KARA OFF HADEJIA ROAD	RURAL	GEZAWA
658.	GGJSS GURUMA	GIRLS	JSS	GURUMA TOWN	RURAL	GEZAWA
659.	GGJSS JOGANA	GIRLS	JSS	JOGANA YAMMA YANDANKALI	URBAN	GEZAWA
660.	GGJSS ZANGON BARE-BARI	GIRLS	JSS	ZANGON BARE BARI TOWN KWANAR MADUGU GABAS	URBAN	UNGOGO
661.	GGSISS MINJIBIR	GIRLS	SSS	MINJIBIR	RURAL	MINJIBIR
662.	GGSS BACHIRAWA TUKWANE	GIRLS	SSS	TITIN JAJIRA KARSHEN KWALTA BACHIRAWA	URBAN	UNGOGO
663.	GGSS MINJIBIR	GIRLS	SSS	MIJIBIR TOWN	RURAL	MINJIBIR
664.	GGSS SABON GARIN GADAN	GIRLS	SSS	SABION GARIN GADAN	RURAL	UNGOGO
665.	GGSS ZANGON GABAS	GIRLS	SSS	OLICE STATION ZANGON DAKATA BELA HOSPITAL	URBAN	UNGOGO

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666.	GJASS ABASAWA	BOYS	JSS	ABASAWA	RURAL	GEZAWA
667.	GJASS GURJIYA	BOYS	JSS	GURJIYA	RURAL	MINJIBIR
668.	GJISS ABUZARRIL GAFFARI	BOYS	JSS	GAFFARI	RURAL	MINJIBIR
669.	GJISS GASGAINU MINJIBIR	BOYS	JSS	ALONG BABURA ROAD BY PRP JUNCTION	RURAL	MINJIBIR
670.	GJISS KAUKAI	BOYS	JSS	KAUKAI	RURAL	MINJIBIR
671.	GJISS KUNYA	BOYS	JSS	KUNYA	RURAL	MINJIBIR
672.	GJISS SARARIN GEZAWA	BOYS	JSS	GEZAWA	RURAL	GEZAWA

673.	GJSS BADAWA MJB	BOYS	JSS	MINJIBIR,TOWN	RURAL	MINJIBIR
674.	GJSS CO-EXIST SARBI	B&G	JSS	ALONG BABURA ROAD KWANGO LINK	RURAL	MINJIBIR
675.	GJSS YAUTAR KUDU	BOYS	JSS	YAUTAR KUDU TOWN GABASAWA	RURAL	GABASAWA
676.	GJSS YAUTAR KUDU	BOYS	JSS	YAUTAR KUDU TOWN GABASAWA	RURAL	GABASAWA
677.	GSISS U/JAMA'A	BOYS	SSS	JAMA'A	RURAL	MINJIBIR
678.	GSS BACHIRAWA	BOYS	SSS	BACHIRAWA	URBAN	UNGOGO
679.	GSS DANJA	BOYS	SSS	DANJA TOWN	RURAL	GEZAWA
680.	GSS GABASAWA	BOYS	SSS	GUMEL ROAD GABASAWA	RURAL	GABASAWA
681.	GSS GEZAWA	BOYS	SSS	GEZAWA LGA	RURAL	GEZAWA
682.	GSS GUNDUWAWA	BOYS	SSS	9KLM HADEJIA ROAD	URBAN	GEZAWA
683.	GSS PANISAU	BOYS	SSS	PANISAU	URBAN	UNGOGO
684.	GSS TSAMIYA BABBA	BOYS	SSS	TSAMIYA BABBA	URBAN	MINJIBIR
685.	GSS UNGOGO	BOYS	SSS	ALONG PANISAU ROAD	URBAN	UNGOGO
686.	GSS YOLA WANGARA	BOYS	SSS	WANGARA	RURAL	UNGOGO
687.	GSS ZANGON GABAS	BOYS	SSS	ZANGON RIMI BEHIND WAEC OFFICE	URBAN	UNGOGO
688.	GSS ZAURA BABBA	BOYS	SSS	ZAURA BABBA	RURAL	UNGOGO
689.	GTC ZAKIRAI	BOYS	SSS	GABASAWA	RURAL	GABASAWA
690.	ADO BAYERO COLL OF QURANIC STUDIES	BOYS	SSS	EMIR PALACE ROAD OPP SAS	URBAN	MUNICIPAL
691.	GSS ADO GWARAM	BOYS	SSS	ZOO ROAD OPPOSITE UNION BANK BRANCH KANO	URBAN	TARAUNI
692.	GGJSS AISHA ABABULE	GIRLS	JSS	NO 252 SHARADA FEGIN SUNUSI	URBAN	MUNICIPAL
693.	GASS ALIYU SAIDU BEBEJI	BOYS	SSS	BEHIND ALIKO OILS AND GAS NIG OFF MAIDUGURI ROAD TARAUNI	URBAN	TARAUNI
694.	GASS HAUSAWA	BOYS	SSS	29 LINK BAWO ROAD HAUSAWA KANO	URBAN	TARAUNI
695.	GASS KUNDILA	BOYS	SSS	KUNDILA PHASE I MAIDUGURI ROAD	URBAN	TARAUNI
696.	GGASS KOKI	GIRLS	SSS	KOKI, QTRS	URBAN	MUNICIPAL
697.	GGASS MARYAM MUSA	GIRLS	SSS	NO 113 KURMAWA QUARTERS ALONG DANAGUNDI	URBAN	MUNICIPAL
698.	GGASS MARYAM MUSA	GIRLS	SSS	NO 113 KURMAWA QUARTERS ALONG DANAGUNDI	URBAN	MUNICIPAL
699.	GGASS NAMAITUWO	GIRLS	SSS	HOTORO DANMARKE TARAUNI LG	URBAN	TARAUNI
700.	GGASS SAUDAT	GIRLS	SSS	DAURAWA TARAUNI	URBAN	TARAUNI
701.	GGASS TAHIR	GIRLS	SSS	HARUNA TAHIR STREET GYADI GYADI	URBAN	TARAUNI

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702.	GGASS ZOO ROAD	GIRLS	SSS	GANDUN ALBASA, QTRS	URBAN	MUNICIPAL
703.	GGJASS KURNA DURUMIN ZUNGURA	GIRLS	JSS	DURUMIN ZUNGURA MASALLACHIN JALLI STREET	URBAN	MUNICIPAL
704.	GGJSS RIMI CITY	GIRLS	JSS	YAKASAI, KANO CITY	URBAN	MUNICIPAL
705.	GGSS SALLARI	GIRLS	SSS	MAL. MAGAJI STREET SALLARI	URBAN	TARAUNI
706.	GGJSS UNGUWAR GANO	GIRLS	JSS	YAR AKWA BALA GAYA STREET	URBAN	TARAUNI
707.	GGJSS YAKASAI D/Z	GIRLS	JSS	YAKASAI B ALONG RIMI MARKET	URBAN	MUNICIPAL
708.	GGSS FATIMA MUHD	GIRLS	SSS	GYADI GYADI QUARTERS	URBAN	TARAUNI
709.	GGSS FESTIVAL	GIRLS	SSS	KOFAR YAMMOTA STREET	URBAN	MUNICIPAL
710.	GGSS GADUN ALBASA	GIRLS	SSS	ATIKU ABUBAKAR ROAD GANDUN ALBASA	URBAN	MUNICIPAL
711.	GGSS GADUN ALBASA	GIRLS	SSS	ATIKU ABUBAKAR ROAD GANDUN ALBASA	URBAN	MUNICIPAL
712.	GGSS GIDAN MAKAMA	GIRLS	SSS	EMIR PALACE ROAD BEHID MAKAMA MESIUM	URBAN	MUNICIPAL
713.	GGSS HAUSAWA	GIRLS	SSS	BAWO ROAD	URBAN	TARAUNI
714.	GGSS KOFAR KUDU	GIRLS	SSS	KOFAR KUDU EMIR PALACE KANO	URBAN	MUNICIPAL
715.	GGSS KUNDILA	GIRLS	SSS	KUNDILA	URBAN	TARAUNI

716.	GGSS MARMARA	GIRLS	SSS	MARMARA	URBAN	MUNICIPAL
717.	GGSS UNGUWA UKU	GIRLS	SSS	ZARIA ROAD ADJECENT TO TARUNI LG SECRETARIAT	URBAN	TARAUNI
718.	GGSS YAKASAI	GIRLS	SSS	YAKASAI BEHIND RIMI MARKET	URBAN	MUNICIPAL
719.	GJASS ABUBAKAR SADIK	BOYS	JSS	KWALWA/SHESE	URBAN	MUNICIPAL
720.	GJSS ADO YOLA	BOYS	JSS	YOLA	URBAN	MUNICIPAL
721.	GJSS KURMAWA	BOYS	JSS	KURMAWA	URBAN	MUNICIPAL
722.	GJSS KWALLI	BOYS	JSS	SABUWAR KOFA	URBAN	MUNICIPAL
723.	GJSS RUMFA	BOYS	JSS	BUK ROAD BY SABUWAR KOFA	URBAN	MUNICIPAL
724.	GJSS TUKUNTAWA	BOYS	JSS	NO 144 TUKUNTAWA SPECIAL PRIMARY SCHOOL BEHIND ZOO ROAD	URBAN	MUNICIPAL
725.	GSS-GOVERNORS COLLEGE KANO	BOYS	JSS	NO 1 IBRAIM TAIWO ROAD	URBAN	FAGGE
726.	GSS DAURAWA	BOYS	SSS	BEHIND TARAUNI MARKET KANO	URBAN	TARAUNI
727.	GSS GYADI-GYADI	BOYS	SSS	GYADI GYADI SCHOOL STREET	URBAN	TARAUNI
728.	GGASS HAFSAT DELU	GIRLS	SSS	NO 321 ZANGO QUARTERS BEHIND KOFAR MATA	URBAN	MUNICIPAL
729.	GSS SABUWAR KOFA	BOYS	SSS	SABUWAR KOFA ALONG BUK -GIDAN MURTALA	URBAN	MUNICIPAL
730.	GSS UNGUWA UKU	BOYS	SSS	UNGUWA UKU ALONG TARAUNI LG SECRETARIAT	URBAN	TARAUNI
731.	GSS UNGUWAR GANO	BOYS	SSS	YAR AKWA BALA GAYA STREET	URBAN	TARAUNI
732.	GGSS HASSANA SUFI	GIRLS	SSS	KOFAR NASARAWA NEAR EMIR PALACE	URBAN	MUNICIPAL
733.	GSTC KANO (NEW)	GIRLS	SSS	DALAWA TOWN TUDUN WADA RANO	URBAN	DALA
734.	ARMY DAY SEC SCHOOL BUKAVU	BOYS	SSS	BUKAVU BRACKS, KATSINA ROAD	URBAN	NASARAWA
735.	GGADSS BUKAVU GIRLS	GIRLS	SSS	BUKAVU BRACKS, KATSINA ROAD	URBAN	DALA
736.	AMINU GORO MODEL COLLEGE	BOYS	SSS	RIJIYAR LEMO BEHIND AZMAN FILLING STATION KANO STATE	URBAN	FAGGE

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737.	GJASS ABDULLAHI SANI M/LUNGU	BOYS	JSS	FAGGE, QUARTERS	URBAN	FAGGE
738.	GASS GIGINYU	BOYS	SSS	GIGINYU QUARTERS	URBAN	NASARAWA
739.	GASS LIMAN DATTI	BOYS	SSS	NASARAWA LGA	URBAN	NASARAWA
740.	GGASS KAWAJI	GIRLS	SSS	KAWAJI	URBAN	NASARAWA
741.	GGASS MASALLACI FAGGE	GIRLS	SSS	FAGGE	URBAN	NASARAWA
742.	GGASS YANKABA	GIRLS	SSS	UMAR ADAMU STREET YANKABA	URBAN	NASARAWA
743.	GGJSS AL-AMIN	GIRLS	JSS	IN NASARAWA QTRS	URBAN	NASARAWA
744.	GGJSS RIMIN KEBE	GIRLS	JSS	RIMIN KEBE FAKO INSIDE R/KEBE	URBAN	UNGOGO
745.	GGJSS SALE MAI LEMO	GIRLS	JSS	LEMO	URBAN	NASARAWA
746.	GGSISS GWAGWARWA	GIRLS	SSS	GWAGWARWA	RURAL	NASARAWA
747.	GGSS DAKATA	GIRLS	SSS	DAKATA	URBAN	NASARAWA
748.	GGSS DANGANA	GIRLS	SSS	DANGANA	URBAN	NASARAWA
749.	GGSS MAGWAN	GIRLS	SSS	MAGWAN	URBAN	NASARAWA
750.	GGSS MAIKWATASHI	GIRLS	SSS	MAIKWATASHI	URBAN	NASARAWA
751.	GGSS TARAUNI	GIRLS	SSS	TARAUNI	URBAN	NASARAWA
752.	GJASS SHABABUL ISLAM	BOYS	JSS	HADEJA RD YANKABA JIGIRYA	URBAN	NASSARAWA
753.	GJASS URBAN	BOYS	JSS	URBAN	RURAL	DAWAKIN
754.	GJSS JIGIRYA	BOYS	JSS	JIGIRYA	URBAN	NASARAWA
755.	GJSS BADAWA NASS	BOYS	JSS	BADAWA	URBA	NASSARAWA
756.	GJSS GAWUNA CE	B&G	JSS	GAWUNA	URBAN	NASARAWA
757.	GJSS GETSI	BOYS	JSS	GETSI	RURAL	NASARAWA

758.	GJSS KAWAJI YANKABA	BOYS	JSS	YANKABA	URBAN	NASARAWA
759.	GJSS KAWO CIKIN GARI	BOYS	JSS	KAWO QTRS	URBAN	NASARAWA
760.	GJSS KAWO SABON FEGI	BOYS	JSS	SABON FEGIN JUJI	URBAN	WUDIL
761.	GJSS KWACIRIN JOBE	BOYS	JSS	JOBE	URBAN	FAGGE
762.	GJSS LADANAI	BOYS	JSS	LADANAI	URBAN	GWALE
763.	GJSS NATSUGUNE	BOYS	JSS	NATSUGUNE	URBAN	MUNICIPAL
764.	GJSS NOMANS LAND	BOYS	JSS	SABON GARI	URBAN	FAGGE
765.	GJSS RABIU ZAKARIYYA	BOYS	JSS	ZAKARIYYA	URBAN	DALA
766.	GJSS RACE COURSE	BOYS	JSS	RASE COURSE	URBAN	DALA
767.	GJSS SAUNA KAWAJI	BOYS	JSS	KAWAJI	RURAL	NASARAWA
768.	GJSS TOKARAWA	BOYS	JSS	TOKARAWA	RURAL	NASARAWA
769.	GSCS AIRPORT ROAD	BOYS	SSS	AAIRPORTROAD	RURAL	NASARAWA
770.	GSS DABO	BOYS	SSS	DABO	URBAN	NASARAWA
771.	GSS DARERAWA	BOYS	SSS	DARERAWA	URBAN	NASARAWA
772.	GSS HOTORO	BOYS	SSS	HOTORO	URBAN	NASARAWA
773.	GSS KWAKWACHI	BOYS	SSS	KWAKWACHI	URBAN	FAGGE
774.	GSS MVA KUKA	BOYS	SSS	OPPOSITE MASALLACI FAGGE	URBN	FAGGE

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775.	GSS STADIUM	BOYS	SSS	STADIUM	URBAN	NASARAWA
776.	GSS SUNTULMA GAMA	BOYS	SSS	GAMA	URBAN	NASARAWA
777.	GSS TARAUNIN KUDU	BOYS	SSS	BEHIND GIDAN GONA CEMETRY TARAUNI KANO	URBAN	TARAUNI
778.	GSS- MUKHTARI ADNAN DAY SCIENCE COLLEGE KANO	BOYS	SSS	ALONG STATE ROAD	RURAL	MUNICIPAL
779.	GGASS AA RANO LAUSU	GIRLS	SSS	LAUSU TOWN KIBIYA ROAD	RURAL	RANO
780.	GASS GWANERI	BOYS	SSS	GWANERI TOWN	RURAL	BUNKURE
781.	GASS K/GARBA	BOYS	SSS	KAURAR GARBA TSOHON GARI RURUM RANO	RURAL	RANO
782.	GGASS DASHERE	GIRLS	SSS	RURUM TUDUN WADA TIGA ROAD	RURAL	RANO
783.	GGJASS DALAWA	GIRLS	JSS	DALAWA TOWN TUDUN WADA RANO	RURAL	TUDUN WADA
784.	GGJASS GWAMMA	GIRLS	JSS	SABON GARIN GWAMMA ALONG BUNKURE	RURAL	BUNKURE
785.	GGJASS RUWAN KANYA	GIRLS	JSS	ALONG RURUM ROAD RUWAN KANYA	RURAL	RANO
786.	GGJASS SAYA-SAYA	GIRLS	JSS	SAYA SAYA TOWN KIBIYA LGA	RURAL	KIBIYA
787.	GGJASS KUMURYA	GIRLS	SSS	KUMURYA BATSANGAYE ROAD	RURAL	BUNKURE
788.	GGJASS TARAI	GIRLS	SSS	TARAI MAIN RODA NEAR TARAI CLINIC OPPOSITE TARAI CENTRAL PRIMARY SCHOIOL	RURAL	KIBIYA
789.	GGSS RANO DAWAKI	GIRLS	SSS	RANO DAWAKI BEHIND RANO REHABILITATION CENTARE	RURAL	RANO
790.	GGTQSS RANO	GIRLS	SSS	SHAGARI QUARTERS	RURAL	RANO
791.	GGTQSS RURUM	GIRLS	SSS	ALONG RURUM TIGA ROAD	RURAL	RANO
792.	GJISS BURUM BURUM	BOYS	JSS	BURUM BURUM	RURAL	RANO
793.	GJISS TSORO	BOYS	JSS	TSORO FAMMAR WARD KIBIYA	RURAL	KIBIYA
794.	GJISS RURUM	BOYS	JSS	RURUM	RURAL	RANO
795.	GJISS BABURI	BOYS	JSS	BABURI KOFAR FADA	RURAL	TUDUN WADA
796.	GJISS CO-EXIST JIGAWAR SANDA	B&G	JSS	26 KLM OFF RANO TO GARKO ROAD	RURAL	BUNKURE
797.	GJISS CO-EXIST SANDA	B&G	JSS	SANDA	RURAL	BEBEJI
798.	GJISS DALAWA	BOYS	JSS	ALONG DARIYA ROAD	RURAL	TUDUN WADA
799.	GJISS MAKUNTURI CE	B&G	JSS	KOFAR YAMMA MAKUNTURI	RURAL	BUNKURE

800.	GJSS SAJI	BOYS	JSS	SAJI WARD OPPOSITE SAJI JUMAA MOSQUE	RURAL	RANO
801.	GJSS YALWA RANO (CO-EXIST)	B&G	JSS	YALWA RANO	RURAL	RANO
802.	GSIS JALABI	BOYS	SSS	ZANGON JALABI	RURAL	BUNKURE
803.	GSIS RANO	BOYS	SSS	RURUM ROAD RANO	RURAL	RANO
804.	GSS AUTAN BAWO	BOYS	SSS	ALONG KIBIOYA ROAD OPPOSITE SALBAS FILLING STATION	RURAL	RANO
805.	GSS BACHA	BOYS	SSS	NARIYA TO BACHA ROAD	RURAL	KIBIYA
806.	GSS BARKUM	BOYS	SSS	ALONG RANO GARKO ROAD	RURAL	BUNKURE
807.	GSS BARNAWA	BOYS	SSS	BARNAWA TOWN	RURAL	BUNKURE
808.	GSS BUNKURE	BOYS	SSS	BUNKURE TOWN ALONG RANO ROAD	RURAL	BUNKURE
809.	GSS GWAMMA	BOYS	SSS	GWAMMA TOWN ALONG BUNKURE BONO ROAD	RURAL	BUNKURE

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810.	GSS RURUM	BOYS	SSS	RURUM ROAD RANO	RURAL	RANO
825.	GGSS WAK	GIRLS	SSS	WAK WARD BEBEJI LGA	RURAL	BEBEJI
826.	GGTQSS DOGUWA	GIRLS	SSS	ALONG DOGUWA ROAD	RURAL	DOGUWA
827.	GGTQSS TUDUN WADA	GIRLS	SSS	ALONG TUDUN WADA -FASKA ROAD	RURAL	TUDUN WADA
828.	GJASS CO-EXIST DAMAU	B&G	JSS	EASTERN DIRECTION FROM BEBEJI TOWN	RURAL	BEBEJI
829.	GJASS GARGAI	BOYS	JSS	ALONG KANO JOS ROAD BAGAUDA PRIMARY SCHOOL	RURAL	BEBEJI
830.	GJSS CO-EXIST ANADARIYA	B&G	JSS	ANADARIYA	RURAL	KIRU
831.	GJSS CO-EXIST DARIYA SHERE	B&G	JSS	DARIYA SHERE	RURAL	KIRU

843.	GSS DOGUWA	BOYS	SSS	ALONG DOGUWA TO YAMMATA ROAD	RURAL	DOGUWA
844.	GSS FASKAR MA'AJI	BOYS	SSS	FASKAR MAAJI RUGU RUGU	RURAL	TUDUN WADA
845.	GSS FASKAR WAMBAI	BOYS	SSS	FASKAR WAMBAI	RURAL	BEBEJI
846.	GSS GWARMAI	BOYS	SSS	ALONG KANO-ZARIA EXPRESS WAY GWARMAI	RURAL	BEBEJI
847.	GSS RIRUWAI	BOYS	SSS	RIRUWAI BEHIND INEC OFFICE RIRUWAI	RURAL	DOGUWA
873.	GJISS JIGAWARE	BOYS	JSS	JIGAWARE	RURAL	SUMAILA
874.	GJSS BUDA	BOYS	JSS	BUDA GARKO ALONG KIBIYA ROAD	RURAL	GARKO
875.	GJSS DAGORA	BOYS	JSS	DAGORA KOFAR KUDU SUMAILA	RURAL	SUMAILA
876.	GJSS DAGUMAWA	BOYS	JSS	DAGUMAWA WUDIL	RURAL	WUDIL
877.	GJSS GUNNABUS	BOYS	JSS	GUNABUS VILLIAGE	RURAL	SUMAILA
878.	GJSS KANAWA	BOYS	JSS	ALONG SUMAILA ROAD	RURAL	SUMAILA
879.	GJSS KARFAU	BOYS	JSS	ALONG GARKO ROAD	RURAL	GARKO
880.	GJSS KATAI	BOYS	JSS	ALONG WUDIL ROAD	RURAL	WUDIL
881.	GJSS MAGAMI	BOYS	JSS	ALONG SUMAILA ROAD	RURAL	SUMAILA
882.	GSS MASSU	BOYS	SSS	ALONG SUMAILA ROAD	RURAL	SUMAILA
883.	GSS GARKO DAUSAI	BOYS	SSS	GARKO TOWN	RURAL	GARKO
884.	GSISS MA'AJI SUMAILA	BOYS	SSS	KOFAR KUDU MANDAWARI QUARTERS	RURAL	SUMAILA
885.	GSISS DAKARE	BOYS	SSS	DAKARE VILLAGE	RURAL	GARKO
886.	GSS DAL	BOYS	SSS	KOFAR GABAS DAL	RURAL	GARKO

887.	GSS DARKI	BOYS	SSS	DARKI TOWN ALONG KARI MAIDUGURI ROAD	RURAL	WUDIL
888.	GSS GALA	BOYS	SSS	GALA TOWN	RURAL	SUMAILA
889.	GSS GARKO	BOYS	SSS	ALONG GARKO CENTRAL MOTOR PARK	RURAL	GARKO
890.	GSS INDABO	BOYS	SSS	INDABO WUDIL	RURAL	WUDIL
891.	GSS KAFIN CHIRI	BOYS	SSS	ALONG GARIN ALI ROAD	RURAL	GARKO
892.	GSS SARINA	BOYS	SSS	SARINA TOWN GARKO	RURAL	GARKO
893.	GSS UTAI	BOYS	SSS	UTAI TOWN	RURAL	WUDIL
894.	GSS WUDIL	BOYS	SSS	OFF KUST GAYA ROAD	URBAN	WUDIL
895.	GSS MAKODA	BOYS	SSS	DAMBATTA KAZAURE ROAD	RURAL	DAMBATTA
896.	SIS HABU DAMBATTA	BOYS	SSS	DAURA ROD DAMBATTA	RURAL	DAMBATTA

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897.	GSS MAITSIDAU	BOYS	SSS	MAITSIDAU TOWN KOGUNA ROAD	RURAL	MAKODA
913.	GJSS YAHAYA HAMMA CE	B&G	JSS	GURJIYA GARKO	RURAL	GARKO
914.	GSS GARKO SAWA	BOYS	SSS	SAWA OPPOSITE GARKO MARKET	RURAL	GARKO
915.	GJSS LAMIRE	BOYS	JSS	LAMIRE TOWN	RURAL	GARKO
916.	GSISS ABUBAKAR RIMI	BOYS	SSS	RIMI TOWN KOFAR FADA NEAR CENTRAL MOSQUE	RURAL	SUMAILA
917.	GJASS MAGAMI	BOYS	JSS	MAGAMI	RURAL	SUMAILA
918.	GJSS KULA	BOYS	JSS	KULA TOWN SUMAILA LGA	RURAL	SUMAILA
919.	GSS GARUN ALI	BOYS	SSS	GARIN ALI TOWN	RURAL	GARKO
920.	GSS TUDUN KAYA	BOYS	SSS	KOFAR FADA TUDUN KAYA TOWN KARAYE	RURAL	KARAYE
921.	GJSS DAURA CE	B&G	JSS	DAURA VILLAGE OPPOSITE DAURA CENTRAL PRIMA SCHOLL	RURAL	KARAYE
922.	GJSS UNGUWAR TOFA CE	B&G	JSS	KARAYE UNGUWAR TOFA	RURAL	KARAYE
923.	GSISS KARAYE	BOYS	SSS	ALONG KOFAR FADA BAURAWA STREET	RURAL	KARAYE
924.	GJSS UNGUWAR MANI	BOYS	JSS	KIRU KARAYE	RURAL	KARAYE
925.	GJSS ZUNGURAU	BOYS	JSS	ZUNGURAU VILLAGE KARAYE - KABO ROAD	RURAL	KARAYE
926.	GJSS TORANKAWA	BOYS	JSS	ALONG KIRU ROAD BY MARKET SITE KARAYE	RURAL	KARAYE
927.	GJSS TINKIS KARAYE	BOYS	JSS	TINKIS VILLAGE	RURAL	KARAYE
928.	GJSS YALWAN PAKI CE	B&G	JSS	ALONG YAKO KAFIN MAIYAKI RTOAD	RURAL	KARAYE
929.	GJSS DANSOSHIYA CE	B&G	JSS	ALONG GABARI ROAD KIRU LGA	RURAL	KIRU

930.	GGASS KARA	GIRLS	SSS	KARA QTRS	RURAL	GWARZO
931.	GJSS GABARI	BOYS	JSS	ALONG DANSOSHIYA ROAD	RURAL	KIRU
932.	GJSS BAUDA CE	B&G	JSS	BAUDA, TOWN	RURAL	KIRU
933.	GJASS KIRU	BOYS	JSS	KIRU	RURAL	KIRU
934.	GSS YANOKO	BOYS	SSS	ALONG BEBEJI ROAD	RURAL	ROGO
935.	GSS ZOZA	BOYS	SSS	ZOZA CIKIN GARI	RURAL	ROGO
936.	GSS ZAREWA	BOYS	SSS	ALONG BELI ROAD	RURAL	ROGO
937.	GJSS RAFIN DADI ROGO	BOYS	JSS	RAFIN DADI ROGO TOWN	RURAL	ROGO
938.	GJSS U/MAKERA	BOYS	JSS	UNGUWAR MAKERA ALONG KIRU YAKO ROAD	RURAL	KIRU
939.	GGJSS DUTSEN AMARE	GIRLS	JSS	DUTSEN AMARE	RURAL	ROGO
940.	GJISS HUNGU	BOYS	JSS	HUNGU ALBASU LGA	RURAL	ALBASU
941.	GGSS BATAIYA	GIRLS	SSS	ALONG FARAGAI TO GWANGWARANDAN	RURAL	ALBASU
942.	GSS HUNGU	BOYS	SSS	HUNGU ALONG MAIDUGURI ROAD ALBASU	RURAL	ALBASU
954.	GSS MUNTURE	BOYS	SSS	MUNTURE TOWN	RURAL	RANO
955.	GSS MUNTURE	BOYS	SSS	MUNTURE TOWN	RURAL	RANO
956.	HGJSS SHANGU CE	B&G	JSS	RANO SHANGU LAUSU WARD	RURAL	RANO
957.	GJASS RURUM CE	B&G	JSS	RURUM TO TIGA ROAD RANO	RURAL	RANO
958.	GSIS BUNKURE	BOYS	SSS	GIDAN KAJI BUNKURE ALONG RANO ROAD	RURAL	BUNKURE
959.	GSS JALLORAWA	BOYS	SSS	ALONG GURJIYA TOWN JALLORAWA	RURAL	BUNKURE

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960.	GSS BARKUM	BOYS	SSS	KOFAR YAMMA BARKUM	RURAL	BUNKURE
961.	GSS KULLUWA	BOYS	SSS	KULLUWA ALONG RANO TO KARFI ROAD	RURAL	BUNKURE
962.	GSS KUMURYA	BOYS	SSS	KUMURYA TOWN	RURAL	BUNKURE
963.	GJSS J/DUNDU	BOYS	JSS	DUNDU SABON GARI	RURAL	BUNKURE
964.	GSS KIBIYA	BOYS	SSS	ALONG KIBIYA SAYA SAYA ROAD	RURAL	KIBIYA
965.	GGASS UNGUWAR GAI	GIRLS	SSS	UNGUWAR GAI ALONG GARKO FROM KIBIYA	RURAL	KIBIYA
966.	GGJSS BURUM -BURUM	BOYS	JSS	BURUM, BURUN	RURAL	KIBIYA
967.	GSS BM GETSO	BOYS	SSS	GETSO	RURAL	GWARZO
968.	GSS GWARZO	BOYS	SSS	GWARZO	RURAL	GWARZO
969.	SIS RIJI GANGARE	BOYS	SSS	SANTAR KISHI, TSAURE ROAD	RURAL	GWARZO
970.	HCQ GWARZO	BOYS	SSS	KOFAR YAMMA, GWARZO	RURAL	GWARZO
971.	GJSS KOYA	BOYS	JSS	KOYA VILLIAGE	RURAL	GWARZO
972.	GJSS JANBARDE	BOYS	JSS	8KLM ALONG KANO ROAD NEAR YANKIFI BESIDE GUDE DAM	RURAL	GWARZO
973.	GJSS RUGOJI	BOYS	JSS	LAKWAYA TOWN	RURAL	GWARZO

985.	GSS TIGA	BOYS	SSS	ALONG JOS ROAD TIGA	RURAL	BEBEJI
986.	GSS NASARAWAN KUKI	BOYS	SSS	KUKI TOWN	RURAL	BEBEJI
987.	GSS KARA	BOYS	SSS	KARA	RURAL	GWARZO
988.	GSS RAHAMA	BOYS	SSS	ALONG RAHAMA TIGA ROAD	RURAL	BEBEJI
989.	GJSS KASUWAR DOGO	BOYS	JSS	BESIDE ZARIA ROAD NEAREST TO DAKATSALLE	RURAL	BEBEJI
990.	GJSS KOFA	BOYS	JSS	ALONG BEBEJI ROAD KOFA BEBEJI LGA	RURAL	BEBEJI
991.	GSS WAK	BOYS	SSS	WAK DAKATSALLE ALONG KANO -KADUNA EXPRESS WAY	RURAL	BEBEJI
992.	GGSS TUDUN WADA	GIRLS	SSS	TUDUN WADA'	RURAL	TUDUN WADA'
993.	GSS YARMARAYA	BOYS	SSS	YARMARAYA TOWN ALONG JOS ROAD	RURAL	TUDUN WADA
994.	GSS KAREFA	BOYS	SSS	KAREFA TOWN TUDUN WADA	RURAL	TUDUN WADA
995.	GJSS TUDUN WADA	BOYS	JSS	TUDUN WADA	RURAL	TUDUN WADA
996.	GSS YARKAWO	BOYS	SSS	YARKAWO ALONG JOS ROAD	RURAL	TUDUN WADA
997.	GSS KABO	BOYS	SSS	ALONG KABO ROAD	RURAL	KABO
998.	GJSS RUGU-RUGU CE	B&G	JSS	RUGU RUGU	RURAL	TUDUN WADA
999.	GJSS JAMMAJE	BOYS	JSS	JAMMAJE	RURAL	TUDUN WADA
1000.	GSS DADIN KOWA	BOYS	SSS	ALONG KANO-JOS ROAD, DADIN KOWA	RURAL	DOGUWA
1001.	GSS BURJI	BOYS	SSS	BURJI TOWN ALONG KANO-JOS ROAD	RURAL	DOGUWA
1002.	GSS TAGWAYE	BOYS	SSS	ALONG KANO JOS ROAD	RURAL	DOGUWA
1003.	GJSS RUFA'I	BOYS	JSS	ALONG KANO-JOS ROAD CLOSE TO AGAJI TOWN	RURAL	DOGUWA
1004.	GJSS BAHAWA	BOYS	JSS	BAHAWA, TOWN	RURAL	DOGUWA
1005.	GJSS ZAINABAWA CE	B&G	JSS	ZAINABI DOGUWA	RURAL	DOGUWA
1006.	GSS KOKI	BOYS	SSS	NO 27 GWANI NA DUDU STREET KOKI	URBAN	MUNICIPAL
1007.	GSS SHARADA	BOYS	SSS	SHARADA	URBAN	MUNICIPAL
1008.	HIS SHAHUCHI	BOYS	SSS	EMIR PALACE ROAD BEHIND UNITY BANK CITY BRANCH	URBAN	MUNICIPAL

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1009.	RUMFA COLLEGE	BOYS	SSS	BUK ROAD	URBAN	MUNICIPAL
1010.	SAS KANO	BOYS	SSS	NO 306 EMIR PALACE ROAD NEAR KWALLI POLICE STATION	URBAN	MUNICIPAL
1011.	GSS DARMANAWA	BOYS	SSS	DARMANAWA RINJI	URBAN	TARAUNI
1012.	GSS HAUSAWA MODEL	BOYS	SSS	HAUSAWA	URBAN	TARAUNI
1013.	GSS KUNDILA	BOYS	SSS	KUNDILA HAUSING PHASE III ZARIA ROAD	URBAN	TARAUNI
1014.	GGSS UMMA ZARIA	GIRLS	SSS	NO 721 KOKI	URBAN	MUNICIPAL
1015.	GGASS TARAUNIN KUDU	GIRLS	SSS	TARAUNIN KUDU BESIDE GRAVEYARD BEHIND MARKET	URBAN	TARAUNI
1016.	GJSS DAN'AGUNDI	BOYS	JSS	DAN'AGUNDI	URBAN	MUNICIPAL
1017.	GJSS JAKARA	BOYS	JSS	JAKARA	URBAN	MUNICIPAL

1018.	GJSS KOFAR NASARAWA YANBITA	BOYS	JSS	KOFAR NASAARAWA YANBITA	URBAN	MUNICIPAL
1019.	GC KANO (KTC)	BOYS	SSS	TUDUN WADA ROAD SABON GARI	URBAN	FAGGE
1020.	GJSS KOFAR WAMBAL	BOYS	JSS	KOFAR WAMBAL	URBAN	MUNICIPAL
1021.	GJSS KARFI	BOYS	JSS	KARFI	RURAL	BEBEJI
1022.	GJSS SALANTA	BOYS	JSS	SALANTA SHARADA	URBAN	MUNICIPAL
1023.	GJSS SHAHUCHI	BOYS	JSS	KASUWAR RIMI	URBAN	MUNICIPAL
1024.	GJSS AUDU MANAGER DINYAR MADUGU	BOYS	JSS	MADUGU	RURAL	BEBEJI
1025.	GGJASS HASIYA BAYERO	GIRLS	JSS	OPP CITY CENTRA MOSQUE	URBAN	MUNICIPAL
1026.	GGJASS MAIGARI SHESHE	GIRLS	JSS	SHESHE QUARTERS ALONG NAGODA STREET	URBAN	MUNICIPAL
1027.	GGJASS SULE USMAN	GIRLS	JSS	SHARADA GIDAN GARI	URBAN	MUNICIPAL
1028.	GGJASS DAMBAZAU	GIRLS	JSS	DAMBAZAU	URBAN	MUNICIPAL
1029.	GGJSS KACHAKO	GIRLS	JSS	KACHAKO TOWN	RURAL	TAKAI
1030.	SIS BICHI	BOYS	SSS	BICHI TOWN	RURAL	BICHI
1031.	GGSS BADUME	GIRLS	SSS	BADUME TOWN	RURAL	BICHI
1032.	GJSS HAGAWA	BOYS	JSS	HADAWA VILLAGE ALONG KTSINA ROAD	RURAL	BICHI
1033.	GJSS D/DORAWA	BOYS	JSS	DORAWA	RURAL	BAGWAI
1034.	GJSS GARIN BATURE	BOYS	JSS	BATURE	RURAL	BAGWAI
1035.	GSS KIYAWA	BOYS	SSS	KIYAWA TOWN	RURAL	BAGWAI
1036.	GSS RIMIN DAKO	BOYS	SSS	RIMIN DAKO	RURAL	BAGWAI
1037.	GSISS MOJI	BOYS	SSS	MOJI TOWN	RURAL	BAGWAI
1038.	GSS JAJIRA	BOYS	SSS	JAJIRA	URBAN	UNGOGO
1039.	GJIS ROMO	BOYS	SSS	ROMO	RURAL	BAGWAI
1040.	GGJSS DANGADA	GIRLS	JSS	DANGADA TOWN BEHIND GSS DANGADA	RURAL	BAGWAI
1041.	GJSS SARE-SARE	BOYS	JSS	SARE SARE ALONG UNGUWAR TOFA ROAD	RURAL	BAGWAI
1042.	GJASS BAGWAI	BOYS	JSS	BAGWAI TOWN ALONG GWARZO ROAD	RURAL	BAGWAI
1043.	GGSS KASUWAR KUKA	GIRLS	SSS	KASUWAR KUKA	RURAL	KUNCHI
1044.	GJSS KUNYA	BOYS	SSS	ALONG BABURA ROAD	RURAL	MINJIBIR
1045.	GSS KABAGIWA	BOYS	SSS	72 KLM KWASKI ALONG KATSINAWA ROAD	RURAL	TSANYAWA

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1046.	GSS GURUN	BOYS	SSS	GURUN TOWN 6KLM FROM TSANYAWA	RURAL	TSANYAWA
1047.	GGJSS B/TSANYAWA	GIRLS	JSS	TSANYAWA TOWN	RURAL	TSANYAWA
1048.	GJSS KOKAI	BOYS	JSS	KOKAI TOWN	RURAL	TSANYAWA
1049.	GJASS JIGILAWA	BOYS	JSS	JAMAA JIGILAWA	RURAL	TSANYAWA
1050.	GJSS FARSA	BOYS	JSS	DADIN ZAMA FARSA	RURAL	TSANYAWA
1051.	GJSS GURUN	BOYS	JSS	GURUN TSANYAWA	RURAL	TSANYAWA
1052.	GSS KOFAR RUWA	BOYS	SSS	KOFAR DAWANAU ROAD ALONG BUK CONTINUE EDUC	URBAN	DALA
1053.	GJSS DUTSEN DALA	BOYS	JSS	BALA DPO LINE	URBAN	DALA
1054.	GSS TUDUN BOJUWA	BOYS	SSS	BOJUWA	URBAN	DALA
1055.	GJSS SPECIAL EDUCATION GAWUNA	BOYS	JSS	GAWUNA	URBAN	NASARAWA
1056.	GJSS KOFAR KABUGA	BOYS	JSS	KABUGA SPECIAL PRIMARY SCHOOL	URBAN	GWALE
1057.	GJSS PROFESSOR IYY	BOYS	JSS	GWAMMAJA ALONG DALA	URBAN	DALA
1058.	GGSS JANBULO	GIRLS	SSS	KABUGA HOUSING ESTATE	URBAN	GWALE
1059.	GGSS DORAYI BABBA	GIRLS	SSS	ADJACENT TO DANSARARI	URBAN	GWALE
1060.	GSS KURNA	BOYS	SSS	ALONG KURNA LAYIN SHATA	URBAN	DALA

1061.	SPORT ACADEMY KANO	BOYS	SSS	LOKON MAKERA KOFAR NAISA BUK ROAD	URBAN	GWALE
1062.	GSS WARURE D/AHMAD	BOYS	SSS	NEAR GWALE LG SECRETARIAT	URBAN	GWALE
1063.	GJSS ABDULLAHI ABBAS K/NAISA	BOYS	JSS	KOFAR NAISA	URBAN	GWALE
1064.	GJSS MAYANKA	BOYS	JSS	YANAWAKI KANO	URBAN	MUNICIPAL
1065.	GSS YARKWADI	BOYS	SSS	KAIGAMA QUARTERS DALA	URBAN	DALA
1066.	GSS KARAR MAKAMA	BOYS	SSS	MAKAMA	URBAN	AJINGI
1067.	SIS LOKON MAKERA	BOYS	SSS	LOKON MAKERA GWLAE	URBAN	GWALE
1068.	GTC DADIN KOWA	BOYS	SSS	SABON GARIN DADIN KOWA	RURAL	DOGUWA
1069.	GTC SUMAILA	BOYS	SSS	SUMAILA KANO ROAD	RURAL	SUMAILA
1070.	GTC DAMBATTA 1	BOYS	SSS	KOFAR GABAS DAMBATTA	RURAL	DAMBATTA
1071.	GTC GEZAWA	BOYS	SSS	MINJIBIR ROAD GEZAWA	URBAN	GEZAWA
1072.	GTC RANO	BOYS	SSS	ZAMBUR ALONG KARFI ROAD RANO	RURAL	RANO
1073.	GTC GANI	BOYS	SSS	GANI TOWN	RURAL	SUMAILA
1074.	GTC BICHI	BOYS	SSS	BICHI TOWN	RURAL	BICHI
1075.	GTC ROGO	BOYS	SSS	ROGO TOWN	RURAL	ROGO
1076.	GTC WUDIL	BOYS	SSS	ALONG GARKO ROAD	RURAL	WUDIL
1077.	GTC BAGWAI	BOYS	SSS	ALONG BICHI GWARZO ROAD BAGWAI	RURAL	BAGWAI
1078.	GTC DAWAKIN TOFA	BOYS	SSS	YARKANYA VILLAGE ALONG DAWAKI ROAD	URBAN	DAWAKIN TOFA
1079.	GTC SANI ABACHA	BOYS	SSS	SANI ABACHA YOUTH CENTER MADABI ROAD	URBAN	KUMBOTSO
1080.	GTC UNGOGO 1	BOYS	SSS	UNGOGO TOWN	URBAN	UNGOGO
1095.	GSS KURU	BOYS	SSS	KURU TOWN ALONG KANO ROAD	RURAL	MINJIBIR
1096.	GGJSS TARDA	GIRLS	JSS	TARDA VILLAGE ALONG MINJIBIR ROAD	RURAL	UNGOGO
1097.	GJSS ZAKIRAI	BOYS	JSS	CHIKAWA GABASAWA	RURAL	GABASAWA

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1098.	GSS ZUGACHI	BOYS	SSS	ZUGACHI GABASAWA LGA	RURAL	GABASAWA
1099.	GJSS DADIN DUNIYA	BOYS	JSS	GUIMEL ROAD GABASAWA	RURAL	GABASAWA
1100.	GJSS JODA	BOYS	JSS	JODA VILLAGE GABASAWA	RURAL	GABASAWA
1101.	SIS ZALIHA	BOYS	SSS	MINJIBIR TOWN	RURAL	MINJIBIR
1102.	GJSS KWARKIYA	BOYS	JSS	KWARKIYA VILLAGE ALONG BABURA ROAD	RURAL	MINJIBIR
1103.	GSS KANTAMA	BOYS	SSS	KANTAMA	RURAL	MINJIBIR
1104.	GJSS KARMAMI	BOYS	JSS	KARMAMI	RURAL	GABASAWA

1105.	GSS RIMIN GATA	BOYS	SSS	RIMIN GATA COMMUNITY	URBAN	UNGOGO
1106.	GGJASS GURJIYA	BOYS	JSS	GURJIYA TOWN	RURAL	DAWAKIN KUDU
1107.	GJSS TSAKUWA	BOYS	JSS	TSAKUWA	RURAL	DAWAKIN KUDU
1108.	GSS DANKUNKURU	BOYS	SSS	DANKUNKURU	RURAL	UNGOGO
1109.	GSS KUNYA	BOYS	SSS	KUNYA TOWN ALONG MINJIBIR ROAD	RURAL	MINJIBIR
1110.	GSS GURJIYA	BOYS	SSS	GURJIYA VILLIAGE	RURAL	DAWAKIN NUDU
1111.	GJSS MINJIBIR	BOYS	JSS	ALONG MINJIBIR GEZAWA	RURAL	MINJIBIR
1112.	GSS KADAWA	BOYS	SSS	KADAWA MILITARY ZANGON KAYA ROAD UNGOGO	RURAL	UNGOGO
1113.	GJSS WAKILI BABA	BOYS	JSS	UNGOGO TOWN OPPOSITE UNGOGO SPECIAL PRIMARY SCHOOL	URBAN	UNGOGO
1114.	GJSS GANDURWAWA	BOYS	JSS	ALONG MINJIBIR UNGOGO BEHIND KASCO	RURAL	MINJIBIR
1115.	GSS SABON GARIN GADAN	BOYS	SSS	SABON GARIN GADAN	RURAL	UNGOGO
1116.	GSS GARUN DANGA	BOYS	SSS	GARUN DANGA TOWN GABASAWA LGA	RURAL	GABASAWA
1117.	GJSS TSAKIYA	BOYS	JSS	ALONG MINJIBIR TO UNGOGO ROAD	RURAL	MINJIBIR
1118.	GJSS MINKYAU	BOYS	JSS	MINKYAU TOWN BY ADUWA JUNCTION ALONG UNGOGO TO SANGARU	URBAN	UNGOGO
1119.	GGJASS ZAKIRAI	GIRLS	JSS	ZAKIRAI	RURAL	GABASAWA
1120.	GGJASS SAMBAUNA	BOYS	JSS	NEAR SAMBAUNA CENTRAL MOSQUE	RURAL	MINJIBIR
1121.	GJSS KAROFI	BOYS	SSS	KAROFI SHANONO	RURAL	SHANONO
1122.	GSS SABON GARIN DOKA	BOYS	SSS	1KLM ALONG DAMBATTA ROAD SABON GARIN DOKA	URBAN	UNGOGO
1123.	GGJASS GUMAWA	BOYS	JSS	GUMAWA TOWN	RURAL	UNGOGO
1124.	GJSS RAFIN MALAM	BOYS	JSS	RAFIN MALAM	URBAN	UNGOGO
1125.	GJSS WASAI	BOYS	JSS	WASAI ALOMNG MINJIBIR GEZAWA ROAD	RURAL	MINJIBIR
1126.	GSS SAMBAUNA	BOYS	SSS	SAMBAUNA VILLAGE	RURAL	MINJIBIR
1127.	GSS DAN MADAHO	BOYS	SSS	DANMADANHO TWON GEZAWA LGA	RURAL	GEZAWA
1128.	GGASS TUDUN FULANI	GIRLS	SSS	KAN MAYANKA TUDUN FULANI	URBAN	UNGOGO
1129.	GJSS DANLADIN GEZAWA	BOYS	JSS	ALONG GUMEL ROAD	RURAL	GEZAWA
1130.	GJSS MESAR TUDU	BOYS	JSS	MESAR TUDU	RURAL	GEZAWA
1131.	GSS TSALLE	BOYS	SSS	TSALLE TOWN	RURAL	GEZAWA
1132.	GSS ZABAIAWA INUSAWA	BOYS	SSS	ZABAINAWAR INUSA	RURAL	MINJIBIR
1133.	GJSS GAWO	BOYS	JSS	GAWO GEZAWA LGA	RURAL	GEZAWA
1134.	GGSDS GEZAWA	GIRLS	SSS	MINJIBIR ROAD GEZAWA	RURAL	GEZAWA

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1135.	GJASS J/KWAGWAR	BOYS	JSS	KWAGWAR	RURAL	GEZAWA
1136.	GSS JIJITAR	BOYS	SSS	JIJITAR	RURAL	GEZAWA
1137.	GGSS CHIROMAWA	GIRLS	SSS	CHIROMAWA CIKIN GARI	RURAL	MINJIBIR
1147.	SIS ALITINI	BOYS	SSS	WARAWA, ALITININ	RURAL	WARAWA

1148.	GJSS YAR TOFA	BOYS	JSS	TOFA	RURAL	TOFA
1149.	GSS YANDAUDU	BOYS	SSS	YANDAUDU	RURAL	DAWAKIN KUDU
1150.	GJSS SABUWAR JUMA	BOYS	JSS	SABUWAR JUMA	RURAL	DAWAKIN KUDU
1151.	GGJASS YANDALLA	GIRLS	JSS	YANDALLA	RURAL	DAWAKIN KUDU
1152.	GGJASS DANFARI	GIRLS	JSS	DANFARI	RURAL	DAWAKIN KUDU
1153.	GSS UNGUWAR RIMI	BOYS	SSS	UNGUWAR RIMI TOWN WESTERN BYPASS	URBAN	KUMBOTSO
1154.	GGTQSS KABO	GIRLS	SSS	ALONG KABO ROAD	RURAL	KABO
1155.	GSS LIMAWA	BOYS	SSS	ALONG MARIRI AND DAWAKIN KUDU ROAD	URBAN	KUMBOTSO
1156.	GSS KAYI PANSHEKARA	BOYS	SSS	OPPOSITE PANSHEKARA POLICE STATION	URBAN	KUMBOTSO
1157.	GSS KUMBOTSO	BOYS	SSS	KUMBOTSO TOWN ALONG TAMBURAWA ROAD	URBAN	KUMBOTSO
1158.	GSS MARIRI	BOYS	SSS	12 KLM MAIDUGURI ROAD	URBAN	KUMBOTSO
1159.	GSS NAIBAWA	BOYS	SSS	INSIDE SAADATU RIMI COLLAGE OF EDUC	URBAN	KUMBOTSO
1160.	GSS BATAKAYE	BOYS	SSS	BATAKAYE VILLAGE ALONG WESTERN BYE PASS	URBAN	KUMBOTSO
1161.	GGASS DANBARE	GIRLS	SSS	ALONG BUK NEW SITE GWARZO ROAD	URBAN	KUMBOTSO
1162.	GJSS NATA'ALA	BOYS	JSS	NATA'ALA	RURAL	KUMBOTSO
1163.	GJSS ZAWACHIKI	BOYS	JSS	ZAWACHIKI TOWN PANSHEKARA	URBAN	KUMBOTSO
1164.	GJSS CHIRANCHI	BOYS	JSS	CHIRANCHI SHIEKH JAAFAR ROAD	URBAN	KUMBOTSO
1165.	GJSS SABUWAR GANDU	BOYS	JSS	SABUWAR GANDU BEHIND SHIEKH JAFAR JUMAAT	URBAN	KUMBOTSO
1166.	GJSS KUREGEN SANI	BOYS	JSS	ALONG KUREKEN SANI STREET	URBAN	KUMBOTSO
1167.	GJSS YANKUSA	BOYS	JSS	YANKUSA TOWN ALONG KUMBOTSO ROAD	URBAN	KUMBOTSO
1168.	GJSS RUGA FADA	BOYS	JSS	KUMBOTSO LGA ALONG KUMBOTSO TO SABUWAR GANDU ROAD	URBAN	KUMBOTSO
1169.	GSS TSAKUWA	BOYS	SSS	TSAKUWA	RURAL	DAWAKIN KUDU
1170.	GSS DAWAKIN KUDU	BOYS	SSS	OPPOSITE SANI BELLO SCIENCE COLLAGE TAMBURAWA	RURAL	DAWAKIN KUDU
1171.	GSS TAMBURAWA	BOYS	SSS	TAMBURAWA	RURAL	DAWAKIN KUDU
1176.	GASS KODE	BOYS	SSS	KODE, VILLIAGE	RURAL	DAWAKIN KUDU
1177.	GGSS DAWAKIN KUDU	GIRLS	SSS	KOFAR KUDU MASAKA	RURAL	DAWAKIN KUDU
1178.	GGSS GANO	GIRLS	SSS	32 KLM ALONG MAIDUGURI, ROAD GANO	RURAL	DAWAKIN KUDU
1179.	GGASS KOFAR AREWA	GIRLS	SSS	KOFAR YAMMA, UNGUWAR MAHUTA	RURAL	DAWAKIN KUDU
1180.	GJASS KOFAR KUDU	BOYS	JSS	KUDU	RURAL	DAWAKIN KUDU
1181.	GJISS GANO	BOYS	JSS	GANO	RURAL	DAWAKIN KUDU
1182.	GJSS NASIRU IBRAHIM MATAGE	BOYS	JSS	MATAGE	RURAL	DAWAKIN KUDU
1183.	GJSS DANBAGINA	BOYS	JSS	DANBAGINA	RURAL	DAWAKIN KUDU
1184.	GJISS YANKATSARI	BOYS	JSS	YANKATSARI	RURAL	DAWAKIN KUDU

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1185.	GGJASS DOSAN	BOYS	JSS	DOSAN TOWN ALONG TSAKUWA OAD	RURAL	DAWKIN KUDU
1186.	GGASS YARGAYA	GIRLS	SSS	17 KLM ALONG MAIDUGURI ROAD	RURAL	DAWKIN KUDU
1187.	GGJASS SHADAI	BOYS	JSS	SHADAI VIALLAGE ALONG TSAKUWA FANCHAN	RURAL	DAWKIN KUDU
1188.	GJASS U/DUNIYA	BOYS	JSS	DUNIYA	RURAL	DAWKIN KUDU
1189.	GJSS KAMATAGA	BOYS	JSS	KAMATAGA	RURAL	DAWKIN KUDU
1194.	GSS LAKWAYA	BOYS	SSS	LAKWAYA TOWN	RURAL	GWARZO
1195.	GSS YADAKWARI	BOYS	SSS	YADAKWARI KOFAR GABAS	RURAL	GARUN MALAM
1196.	GJSS JOBAWA	BOYS	JSS	YAULE JOBAWA GARUN MALAM LGA	RURAL	GARUN MALAM
1197.	SIS GARUN MALAN	BOYS	SSS	FANKURUN GARIN MALAM	RURAL	GARUN MALAM
1198.	GSS MADOBI	BOYS	SSS	TUDUN WADA MADOBI	RURAL	MADOBI
1199.	SIS MADOBI	BOYS	SSS	KANO MADOBI KIRU	RURAL	MADOBI
1200.	GJASS BURJI	BOYS	JSS	BURJI IN MADOBI LGA	RURAL	MADOBI
1201.	GGJSS KAURA GOJE	GIRLS	JSS	GOJE	URBAN	NASARAWA
1202.	GJSS GAMA KWARI	BOYS	JSS	GAMA KWARI	URBAN	NASARAWA
1203.	GJSS SUNTULMA	BOYS	JSS	SUNTULMA	URBAN	NASARAWA
1204.	GJSS KUWAIT	BOYS	JSS	KUWAIT	URBAN	NASARAWA
1205.	GJSS TUDUN BOJUWA	BOYS	JSS	BOJUWA	URBAN	DALA
1206.	GJSS TUDUN MURTALA	BOYS	JSS	MURTALA	URBAN	NASARAWA
1207.	GJSS ZAWA'I	BOYS	JSS	ZAWA'I	URBAN	DALA
1208.	GSISS DAKATA	BOYS	SSS	DAKATA	URBAN	DALA
1209.	GSS GOGAU	BOYS	SSS	GOGAU, TOWN	URBAN	FAGGE
1210.	GSS GWAGWARWA	BOYS	SSS	GWAGWARWA QUARTER	URBAN	GWALE
1211.	GSS KAURA GOJE	BOYS	SSS	GOJE	URBAN	NASARAWA
1212.	GSS KAWAJI	BOYS	SSS	KAWAJI	URBAN	NASARAWA
1213.	GSS MAGWAN	BOYS	SSS	MAGWAN QTRS	URBAN	NASARAWA
1214.	GSS MAIKWATASHI	BOYS	SSS	MAIKWATASHI	URBAN	NASARAWA
1215.	GSS WAPA	BOYS	SSS	WAPA QTRS	URBAN	NASARAWA
1216.	GJSS IBRAHIM ZUBAIR DAKATA	BOYS	JSS	DAKATA QTRS	URBAN	NASARAWA
1217.	GSS KORE	BOYS	SSS	KORE TOWN ALONG BABURA ROAD	RURAL	DAWAKIN KUDU
1218.	GJSS MAHUTA	BOYS	SSS	MAHUTA TOWN	RURAL	DAWAKIN KUDU
1219.	GGJSS KHADIJA DAKWARA	GIRLS	JSS	EASTERN PART OF GWARZO	RURAL	GWARZO
1220.	GJSS DANNA FADA	BOYS	JSS	UNGUWAR TUDU	RURAL	GWARZO
1221.	GJSS JAMA'A	BOYS	JSS	JAMAA GAWARZO	RURAL	GWARZO
1222.	GJSS MAINIKA	BOYS	JSS	YARMURADI MAINIKA, GWARZO	RURAL	GWARZO
1223.	GSTS GWARMAI	BOYS	SSS	GWARMAI TOWN, ALONG BICHI LGA	RURAL	BICHI
1224.	GGSS KUNYA	GIRLS	SSS	KUNYA TOWN, MINJIBIR LG	RURAL	MINJIBIR
1225.	GSS JOGANA	BOYS	SSS	ALONG GEZAWA-JOGANA ROAD	RURAL	MINJIBIR
1226.	GSIS KABO	BOYS	SSS	ALONG KABO ROAD	RURAL	KABO

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1227.	AUDU BAKO COLLEGE OF AGRICULTURE STAFF SCHOOL	BOYS	SSS	ALONG DAMBATTA ROAD	RURAL	DAMBATTA
1228.	GSS TAKAI	BOYS	SSS	ALONG TAKAI ROAD	RURAL	TAKAI

Annex 2: Socio-Economic Assessment Instrument

SPECIMEN QUESTIONNAIRE ON SOCIO ECONOMIC CHARACTERISTICS

SECTION A:

1. Project Name.....
2. Date.....
3. Name of community.....
4. Name of local government Area.....
5. State.....
6. Name of major community Association.....
7. Names of Executive members of the Association.....
8. Functions of Association.....

SECTION B:

HISTORY, TRADITIONAL AND ADMINISTRATIVE STRUCTURE OF COMMUNITY/GROUPS OF COMMUNITIES

9. Is the village part of a clan? Yes/No.
Name of clan, if yes.....
10. Name the ethnic group(s) that founded the village.....
11. When was the village founded?.....
12. Who is the overall/highest traditional and administrative ruler of the community.....
13. Where does he reside?.....
14. Traditional chiefs of the village/group of villages in order of hierarchy. Provide titles, names and ranks.
15. Is there a council of chiefs? Yes /No.
16. State functions of the council of chiefs
17. Is there an executive council? Yes /No
18. Is there a village head? Yes/No
Name.....
Title.....

SECTION C:

CULTURE, RELIGION AND ARCHAEOLOGY

20. Name of shrine/deity Worshipped in the community.....
21. Name of sacred forest and their locations.
22. Religious and social festivals celebrated by the community.
23. Name the forest reserve(s) within or near the community.....
24. Name lakes.....
25. Name rivers.....
26. Name sites of archaeological interest e.g for digging ground to study culture of the area.....
27. Name social clubs in community.....
28. Name community based improvement schemes/organizations including community bank or monthly contributions paid per household.....
29. Give estimate of religious worshippers in community.

SECTION D: DEMOGRAPHY

30. Give estimate of:
 - a. village population
males.....females.....children.....total.....
 - b. Ethnic population of the community.....
31. major crops farmed in community.....
32. Major livestock bred in community.....
33. List the different occupation/employment profile of community and income. What is the percentage/ number of the unemployed in community?.....

SECTION E: INDUSTRIES PRESENT

34. Name companies/industries present in the area.
35. Names and location/addresses of estates present in the area.....

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36. Names and addresses/location of hotels and guest houses present within or near the community.....
37. Name of bank(s) in or near the community.....

SECTION F: EDUCATION

38. Names, addresses and ownership of educational institutions in the area.
39. Give estimate of literacy level in the community for primary, secondary and tertiary levels.....

SECTION G: INFRASTRUCTURE PROVISION

40. Names and ownership of health facilities in the community.....
41. What are the main health problems? Give % of total population. E.g Aids/HIV, chicken pox, diarrhea, Malaria, leprosy, meningitis, diabetes, pneumonia, skin infection, asthma, pregnancy related, hepatitis, guinea worm infection, round worm infection etc
42. give approximate % of toilet facilities used in community: viz
a. pit toilet b. bush c. water closet (wc)
d. river:
43. What is the general form of houses for people to live in.
* ownership of dwelling: give % of total
i. owned by occupier.....
ii. Rented.....
iii. Supplied free by employer.....
44. What is the method of disposal of solid wastes/ garbage?.....
45. Water supply sources.....
46. Roads and drainage.....
47. Electricity supply.....
48. Fuel used by households.....

SECTION H: ENVIRONMENTAL IMPACT

49. State how the project will affect your community.....
50. State major environmental problems of the area.....

Annex 3: Screening Checklist

ENVIRONMENTAL AND SOCIAL SCREENING CHECKLIST

1. State:
2. Local Government Area:.....
3. Nature of the activity:
4. Brief Description of the Project:.....
5. Environmental Category of the Main Project

A) GENERAL ELIGIBILITY

Does the activity...	Yes	No
Have an impact on areas for which the World Bank Environmental and Social Standards have not been applied? In particular:		
<ul style="list-style-type: none"> Disrespect for human dignity, human rights, economic systems and cultures of indigenous peoples (under ESS7: <i>Indigenous Peoples</i>)? Impact on forest health and quality? Involve construction of dams? Serious consequences resulting in malfunctioning or stopping a dam Effects on waters of two or more states (under OP 7.50 <i>International waterways</i>)? Is the project highly contentious and likely to attract the attention of NGOs or civil society nationally or internationally 		

If the answer is YES to one of these general eligibility questions: the sub-project is not eligible under the Project.

B) ENVIRONMENTAL AND SOCIAL IMPACTS SCREENING

N	Will the activity ...	Yes	No	If yes give the extent (in ha/number)
1	Include clearing of forests?			
2	Include removal and/or cutting of a considerable number of trees?			
3	Involve reclamation of wetland, land?			
4	Potentially affect the ecology of a protected area (e.g interference on mammalian or bird migration routes)?			
5	Potentially affect geological or soil instability (e.g, erosion, landslides and subsidence)?			
6	Be located in an area threatened by silting?			
7	Be located in any flood protection area?			
8	Be located in any flood prone area?			

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9	Be located 60 meters from the bank of a public stream			
10	Lead to increase in waste generation			
11	Be located in an area where there is no household waste management system?			
12	Generate non-hazardous waste that will be stored on the project site?			
13	Use of hazardous or toxic materials and generation of hazardous wastes			
14	Involve the use of an already over-exploited groundwater?			
15	Contribute to reducing the amount of water available to other local users?			
16	Be located in an area where there is no sanitation network/lines?			
17	Occur in old establishments that may contain asbestos cement?			
18	Include large deep excavations?			
19	Soil excavation during subproject's construction so as to cause soil Erosion			
20	Have important potential accidental soil erosion, groundwater pollution and contamination?			
21	Greatly increase air pollution and dust generation?			
22	Long-term impacts on air quality			
23	Greatly increase noise pollution and vibrations?			

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24	Finance any pesticides or procurement of pesticide equipment			
25	Minimum land area required for the proposed development (ha)			
26	Available total land area within the identified location (ha)			
27	Expected construction period			
28	Source of fresh Surface Water			
29	Surface Water Use	Agriculture	Domestic	Animal other
30	Change of surface water quality or water flows (e.g. Increase water turbidity due to run-off, waste water from camp sites and erosion, and construction waste) or longterm.	Yes	No	
31	Separation or fragmentation of habitats of flora and fauna?	Yes	No	
32	Are there any environmentally and culturally sensitive areas within 250m?	ProtectedAreas/MigratoryPathways/Archaeologicalsites/Wetlands/Mangroves sands		
33	Any historic, archaeological reserve, ancient or protected monument, graveyards, temples	Yes	No	
34	Need to open new, temporary or permanent, access roads?			
35	Acquisition (temporarily or permanently) of land (public or private) for its development			
36	Is there any potential for land dispute, assets and livelihoods displacement?	If yes, refer to Resettlement Policy Framework		

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37	Involuntary restriction of access by people to legally designated parks and protected areas		
38	Risk of disease dissemination from construction workers to the local peoples (and vice versa)?	Yes	No
39	Are asbestos materials located in the Project site?		
40	Will asbestos waste be generated during renovation works?		

Additional Social Aspects

41	Are there squatters within plot line (Tick the relevant) (a) Present [] (b) Not present [] (c) Give details (if any)
42	Will there likely be acquisition (temporarily or permanently) of land (public or private) for the school improvement/construction? (a) Yes [] (b) No [] (c) Give details (if any)
43	Potential for land dispute, assets and livelihoods displacement? (a) Yes [] (b) No [] (c) Give details (if any).....
44	Are there social issues associated with the community such as Gender Based Violence, Labour Influx, social conflicts, security issues etc. (a) Yes [] (b) No [] (c) Give details (if any).....
45	Are there localized channels for receiving and addressing grievances and conflicts in the communities? (a) Yes [] (b) No [] (c) Give details (if any).....
46	Potential for children in the project area to be used for child labor (a) Yes [] (b) No [] (c) Give details (if any).....
47	Are there students with disabilities in the school? (a) Yes [] (b) No [] (c) Give details (if any).....
48	Are there potential students with disabilities in the communities who are unable to attend school? (a) Yes [] (b) No [] (c) Give details (if any).....

Direct observation and analytical notes about the community and site if any.

If the answer is YES to one of these questions: An Environmental Review (ER)/Environmental Audit/ESMP/ESIA/ Asbestos Management Plan (AMP) will be prepared in line with World Bank requirements – even if, because of the nature of the works, national procedures do not require the preparation of an Environmental Review (ER) or of an EIA.

If the answer is NO to all questions: According to national regulations, an ER or an EIA will not be mandatory. However, in compliance with WB ESF the preparation of a fully-fledged ESMP, will be considered as necessary. The appropriate instrument to be prepared will depend on the risk rating of the sub-project based on the screening

Additional checklists may be developed as required based on the complexity of the projects

Note: Attach geo-tagged photographs from different angles of the schools and the area. Photos should cover four sides of the schools exposed to risks. Spend some time roaming around in the community and public places near the school and observing their management for natural disaster risk management.

Required E&S instrument(s) to be prepared: ESMP [] ARAP [] RAP []

Environmental Officer: _____ Signature _____

Social Officer: _____ Signature _____

LGA officer's name: _____ Signature _____

SUBEB officer's name: _____ Signature _____

Annex 4: Attendance at Community Consultations

S/NO	ATTENDANCE
1.	<p>GGJASS FARURUWA GGASS SHANONO</p> <p>GSS FARURUWA</p>
2.	<p>GGJASS JAULERE GJSS KADAMU</p> <p>GGJSS BAKOSHI GGJSS ROGO TASHA / GGSS FULATAN</p>
3.	<p>GJSS JAJAYE/ GSS BARI/ GGSSGWAGWA GGJASS HORE</p>
4.	

Annex 5: Pictures of Consultation with Project End-Users



PLATE 18: ENUMERATORS AND STAFF AT GGSS, FAGGE



PLATE 9; ENUMERATORS, STAFF AND COMMUNITY MEMBERS AT GGSS GWABZO



PLATE 28: ENUMERATORS AND STAFF, GGSS GARKO



PLATE 19: CONSULTATION AT GGAC GORON DUTSE



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PLATE 46: CONSULTATION WITH FEMALE STUDENTS, GASS KACHAKO, TAKAI



PLATE 47: CONSULTATION WITH COMMUNITY MEMBERS, GASS ZAREWA, ROGO

PLATE 37: CONSULATION WITH SOME STUDENTS LIVING WITH DISABILITIES



PLATE 48: TRAINING SESSION WITH ENUMERATORS



PLATE 75: CROSS SECTION OF ENUMERATORS AT TRAINING WORKSHOP



PLATE 57: CONSULTATION WITH KANO PIU



PLATE 67: CONSULATION WITH SOME STUDENTS LIVING WITH DISABILITIES



PLATE 58: CONSULTATION WITH WOMEN GROUP, GGJASS DALAWA, TUDUN WADA

Annex 6: Summary of School Description & Assessment

No.	Name of School	Proposed Rehabilitation Works	School Information	Additional Information from Consultation
1.		<ul style="list-style-type: none"> Rehabilitation of 21 classrooms Rehabilitation of 24 pit toilets 	Girls only school (day) No. of students: 218 Permanent Staff: Volunteers: Female Staff:	The proposed project sites have a number of tree cover, which need not to be removed, but pruning may be carried out only.
2.		<ul style="list-style-type: none"> Rehabilitation of 6 classrooms <i>No existing sanitary structures (toilets) within the school</i> 	Boys only school (day) No. of students: 290	The school has inadequate classroom, no toilet within school, open defecation is very common.
3.		<ul style="list-style-type: none"> Rehabilitation of 8 classrooms Rehabilitation of 6 toilets 	Boys only school (day) No. of students: 255	Dilapidated classrooms (failing structures) No perimeter fencing
4.		<ul style="list-style-type: none"> Rehabilitation of 16 classrooms Rehabilitation of 17 pit toilets 	Girls Only school (Day) No. of Students: 926	The number of students and staff are more than the number of available learning and sanitary facilities within the school. Presence of PwDs among students
5.		<ul style="list-style-type: none"> Rehabilitation of 18 classrooms Rehabilitation of 21 pit toilets 	Boys only school (day) No. of Students: 886	Presence of PwDs among students No perimeter fencing and this leaves the school with considerable security porosity.
6.		<ul style="list-style-type: none"> Rehabilitation of 23 classrooms Rehabilitation of 12 pit toilets 	Girls Only school (day) No. of Students: 938	Presence of PwDs among students No perimeter fencing which this leaves the school with considerable security porosity Erosion spots were observed
7.		<ul style="list-style-type: none"> Rehabilitation of 6 classrooms Rehabilitation of 8 pit toilets 	Boys Only (day) No. of Students: 251	Presence of PwDs among students No perimeter fencing which this leaves the school with considerable security porosity Access route through Audiga town is currently cut by erosion
8.		<ul style="list-style-type: none"> Rehabilitation of 6 classrooms Rehabilitation of 6 pit toilets 	Girls Only (day) No. of Students: 133	School premises used also by Buda Primary School. A section of the school fence is collapsed
9.		<ul style="list-style-type: none"> Rehabilitation of 3 classrooms <i>No existing toilet</i> 	Boys only (day) No. of Students: 45	Open defecation due to lack of toilet and sanitary facilities
10.		<ul style="list-style-type: none"> Rehabilitation of 4 classrooms 	Boys only (day) No. of Students: 43	Open defecation was observed No perimeter fencing

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No.	Name of School	Proposed Rehabilitation Works	School Information	Additional Information from Consultation
		<ul style="list-style-type: none"> Rehabilitation of 2 pit toilets 		Un-reclaimed community borrow pit less than 200m from proposed site
11.		<ul style="list-style-type: none"> Rehabilitation of 7 classrooms Rehabilitation of 4 pit toilets 	Boys only (day) No. of Students: 476	School population of students and teachers far out way the available classrooms and sanitary facilities.
12.		<ul style="list-style-type: none"> Rehabilitation of 4 classrooms Rehabilitation of 6 pit toilets 	Girls only (day) No. of Students: 139	School premises are being shared with Lamire Primary School. There are no water source within the school
13.		<ul style="list-style-type: none"> Rehabilitation of 4 classrooms Rehabilitation of 6 pit toilets 	Boys only (day) No. of Students: 151	
14.		<ul style="list-style-type: none"> Rehabilitation of 2 classrooms Rehabilitation of 6 pit toilets 	Girls Only 9day No. of Students: 493	School population of students and teachers far out way the available classrooms and sanitary facilities.
15.		<ul style="list-style-type: none"> Rehabilitation of 6 classrooms Rehabilitation of 4 pit toilets 	Girls only (day) No. of Students: 535	Presence of PwDs among students No perimeter fencing which this leaves the school with considerable security porosity No water source within the school School population of students and teachers far out way the available classrooms and sanitary facilities Open defecation was observed
16.		<ul style="list-style-type: none"> Rehabilitation of 3 classrooms Rehabilitation of 5 pit toilets 	Boys only (day) No. of Students: 466	School population of students and teachers far out way the available classrooms and sanitary facilities No water source within the school
17.		<ul style="list-style-type: none"> Rehabilitation of 2 classrooms Rehabilitation of 4 pit toilets 	Boys only (day) No. of Students:	
18.		<ul style="list-style-type: none"> Rehabilitation of 5 classrooms Rehabilitation of 6 pit toilets 	Girls only (day) No. of Students: 810	No perimeter fencing which this leaves the school with considerable security porosity School population of students and teachers far out way the available classrooms and sanitary facilities
19.		<ul style="list-style-type: none"> Rehabilitation of 1 Block 3 Classrooms. Rehabilitation of store Rehabilitation of principal office 	Girls only No. of Students: 972 Permanent Staff: 15 Volunteers: 4 Female Staff:2	
20.		<ul style="list-style-type: none"> Rehabilitation of 1 block of 2 classrooms 	Girls only No. of Students: 182	

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No.	Name of School	Proposed Rehabilitation Works	School Information	Additional Information from Consultation
			Permanent Staff: 25 Volunteers: 5 <i>No female teachers</i>	
21.		<ul style="list-style-type: none"> Rehabilitation of 2 blocks Rehabilitation of principal's office Rehabilitation of toilet 	Girls only No. of Students: 220 Permanent Staff: 2 Volunteers: 5 Female Staff: 1	The school does not have toilet but using temporary site
22.		<ul style="list-style-type: none"> Rehabilitation of 1 block of 3 classrooms 	Boys only No. of Students: 928 Permanent Staff: 15 Volunteers: 4 <i>No female teachers</i>	Poor and inadequate toilets/sanitary facilities
23.		<ul style="list-style-type: none"> Rehabilitation of classrooms and toilets 	Girls only No. of Students: 185 Permanent Staff: 4 Volunteers: 1 <i>No female teachers</i>	Poor and inadequate toilets/sanitary facilities
24.		<ul style="list-style-type: none"> Rehabilitation of classrooms and toilets 	Girls only No. of Students: 182 Permanent Staff: 4 Volunteers: 1 <i>No female teachers</i>	
25.		<ul style="list-style-type: none"> Renovation of 2 blocks 5 classroom Rehabilitation of toilet 	Mixed school No. of Students: 1,368 Permanent teachers: 24 Volunteers: 3	No administrative block School population currently outweigh the available facilities and resources within the school No source of electricity to the school
26.		<ul style="list-style-type: none"> Rehabilitation of 2 blocks of 4 classroom Rehabilitation of Toilets 	No. of Students: 1,084 Permanent teachers: 24 Volunteers: 1 N - power: 1	No source of water to the school currently The school population far outweighs the number of sanitary facilities within the school
27.		<ul style="list-style-type: none"> Rehabilitation of 1 block of classrooms Rehabilitation of administrative block Rehabilitation of ICT center 	No. of Students: 474 Permanent teachers: 27 Teaching Practice: 1	Considerations for PwDs No power supply to the school
28.		<ul style="list-style-type: none"> Rehabilitation of 2 blocks of two classrooms Rehabilitation of toilets Construction of Lab 	No. of Students: 1350 Permanent teachers: 57 Disable: 5 d	Considerations for PwDs

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No.	Name of School	Proposed Rehabilitation Works	School Information	Additional Information from Consultation
		<ul style="list-style-type: none"> Purchase of furniture 		
29.		<ul style="list-style-type: none"> Rehabilitation of 2 blocks of 4 classrooms Toilet Teachers room 	No. of Students:737 Permanent teachers: 21 Volunteer: 2	No source of water to the school currently The school population far outweighs the number of sanitary facilities within the school No perimeter fencing which this leaves the school with considerable security porosity.
30.		<ul style="list-style-type: none"> Rehabilitation of 2 blocks 4 classrooms Rehabilitation toilets 	No. of Students: 787 Permanent teachers: 11 Volunteers: 8 Disable: 1	No perimeter fencing which this leaves the school with considerable security porosity. Considerations for PwDs No power supply to the school No source of water to the school currently
31.		<ul style="list-style-type: none"> Rehabilitation of 1 block of 2 classrooms Purchase of furniture 	No. of Students: 308 Permanent Teachers: 4 Volunteer: 3 N-power: 1 Disable: 3	Provision of borehole Additional block Toilet Plantation
32.		<ul style="list-style-type: none"> Rehabilitation of 1 block of 2 classrooms Rehabilitation of toilets Purchase of furniture 	No. of Students: 577 Permanent Teachers: 8 N-power: 2 Volunteer: 2 Subeb: 3	Additional toilets needed Exam officer room needed Staff room needed No Source of water
33.		<ul style="list-style-type: none"> Rehabilitation of 1 block of 2 classrooms Rehabilitation of toilets Purchase of furniture 	No. of Students: 308 Permanent Teachers: 4 Volunteers: 3 N-power:1	Both teachers room Source of water Drainage School gate
34.		<ul style="list-style-type: none"> Rehabilitation of 2 blocks of 4 classrooms Rehabilitation of pit toilets 	No. of Students: Permanent Teachers: 6 Volunteer: 2 N-power: 2	No perimeter fencing Additional toilets needed
35.		<ul style="list-style-type: none"> Rehabilitation of 1 block of 2 classrooms Rehabilitation of toilets 	No. of Students: 119 Permanent Teachers: 9 N-power: 1	No drainage system within the school No perimeter fencing No water source within the school

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No.	Name of School	Proposed Rehabilitation Works	School Information	Additional Information from Consultation
36.		<ul style="list-style-type: none"> Rehabilitation of 1 block of 2 classrooms Rehabilitation of toilets 	No. of Students: 1,500 Permanent Teachers: 18 Volunteer: 3 N-power: 2	
37.		<ul style="list-style-type: none"> Rehabilitation of classrooms Rehabilitation of toilets 	No. of Students: 565 Permanent Teachers: 7 Volunteer: 18 N-power: 1	Administrative room needed
38.		<ul style="list-style-type: none"> Rehabilitation of 4 classrooms Rehabilitation of 6 pit toilets 	No. of Students: 1,748 Permanent Teachers: 7 Volunteer: 13 N-power: 1	Rehabilitation of school fence needed No water source in the school No power source in the school
39.		<ul style="list-style-type: none"> Rehabilitation of 2 blocks of 4 classrooms Rehabilitation of toilets 	Boarding/Day school No. of Students: 1,430 Permanent Teachers: 28 Volunteer: 2 Contract: 2	Additional teachers' toilets needed Student hostel toilets needed
40.		<ul style="list-style-type: none"> Rehabilitation of 3 classrooms Rehabilitation of toilets 	No. of Students: 50 Permanent Teachers: 2 Volunteer: 6	More teachers needed
41.		<ul style="list-style-type: none"> Rehabilitation of 1 block of 2 classrooms Rehabilitation of toilets 	No. of Students: 634 Permanent Teachers: 16	No water source in the school No power source in the school
42.		<ul style="list-style-type: none"> Rehabilitation of 1 block of 2 classrooms Rehabilitation of toilets 	No. of Students: 1,430 Permanent Teachers: 28 Volunteer: 2 Contract: 2	
43.		<ul style="list-style-type: none"> Rehabilitation of 1 block 3 classrooms Rehabilitation of toilets 	No. of Students: 181 Permanent Teachers: 6 Volunteer: 1 N-power: 1	Considerations for PwDs
44.		<ul style="list-style-type: none"> Rehabilitation of 2 blocks of 6 classrooms Rehabilitation of toilets 	No. of Students: 380 Permanent Teachers: 12 N-power: 1	No source of water No administrative block
45.		<ul style="list-style-type: none"> Rehabilitation of 1 block of 2 classrooms Rehabilitation of toilets 	No. of Students: 487 Permanent Teachers: 12 Volunteer: 6	No water source in the school No power source in the school

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No.	Name of School	Proposed Rehabilitation Works	School Information	Additional Information from Consultation
46.		<ul style="list-style-type: none"> Rehabilitation of 1 block of 2 classrooms Rehabilitation of toilets Rehabilitation of borehole 	No. of Students: 724 Permanent Teachers: 11 Volunteer: 12 N-power: 2	Considerations for PwDs
47.		Procurement of student's furniture. Rehabilitation of the one collapse block Rehabilitation of the roofing and floor Rehabilitation of student's toilets. Rehabilitation of laboratory	Girls only school (day) No. of students: 722 Permanent Staff: 17 Volunteers: 10	Additional Science Laboratory equipments Rehabilitation of library Rehabilitation of roofing, ceiling, floor and furniture's Giving extra care to the epileptic patient in the school Providing of water sources
48.		Rehabilitation of 1 block of 2 classes. Procurement Rehabilitation of windows and doors. Rehabilitation of ceiling and floor	Girls only (day) female students: 682 permanent staff: 10 volunteers: 5 female staff:1	Perimeter is recommended to curb insecurity issues Rehabilitation of roofing section and flooring of some classes.
49.		Rehabilitation of 2 blocks of 4 classes. Procurement Rehabilitation of floor and ceiling of classes	All boys school male students: 85 permanent staff:5	Rehabilitation of students and staff toilets
50.		Rehabilitation of 4 blocks of 8 classes. Rehabilitation of flooring and ceilings of some classes.	Female students:353 Permanent staff: 10 female staff:3	Renovation of school laboratory Renovation of school library.

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No.	Name of School	Proposed Rehabilitation Works	School Information	Additional Information from Consultation
51.		Procurement Rehabilitation of 2 blocks of 4 classes. Rehabilitation of windows and doors Rehabilitation of administrative blocks	Female students: 205 permanent staff:4 volunteers:2 Female staff:1	Nil
52.		Rehabilitation of 3 blocks of 6 classes. Rehabilitation of doors, windows and ceilings of some classes. Procurement Rehabilitation of staff and students toilets	Male students :309 permanent staff:8	Nil
53.		Rehabilitation of 1 block of 2 classes. Procurement Rehabilitation of windows, doors and ceilings. Rehabilitation of toilets	Male students: 270 permanent staff:9 volunteers:1	Additional care is recommended for PLWD Rehabilitation of toilets
54.		Rehabilitation of blocks and classes. Rehabilitation of windows, doors and ceilings. Procurement Rehabilitation of student's toilets.	femalestudents:427 permanent staff:9 volunteers:3 female staff:2	There is need for school fence. Additional care of handicaps Additional of students
55.		Procurement Rehabilitation of 2 blocks of 4 classes. Rehabilitation of windows, doors and ceilings of some of classes. Rehabilitation of toilets	female students:56 male students:75 permanent staff:4 volunteers: 8	Additional of classes because the school is a mixing of male and female students Rehabilitation of toilets

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No.	Name of School	Proposed Rehabilitation Works	School Information	Additional Information from Consultation
56.		Procurement of classroom furniture Rehabilitation of 1 block of 2 classes. Rehabilitation of doors, windows and ceilings	female students:697 male students: nil permanent staff:7 volunteers:2	Repairing of water source
57.		Rehabilitation of 2 blocks 4 classes. Rehabilitation of windows, doors and floorings of some classes. Rehabilitation of toilet Rehabilitation of furniture's		Rehabilitation of student's toilets. Additional care of Handicaps in the school Rehabilitation of classes
58.		Procurement Rehabilitation of 2 blocks of 4 classes Rehabilitation of school road Completion of uncompleted blocks of 2 classes	female students: 306 permanent staff: 1	Poor condition of access road Rehabilitation of windows, doors and ceilings. Toilets rehabilitation is highly recommended Need for additional staff
59.		<ul style="list-style-type: none"> Rehabilitation of classrooms Rehabilitation of pit toilets Rehabilitation of 1 computer laboratory/ e-library 	Boys only school (day) No. of students: 1200 Permanent Staff: 46 Volunteers: Nil Female Staff: Nil	Procurement of science laboratory equipment.
60.		<ul style="list-style-type: none"> Rehabilitation of classrooms 	Girls only school (day) No. of students: 1000 Permanent Staff: 27 Volunteers: 2 Female Staff: 9	Construction of drainage system around the school premises and procurement of classrooms furniture.
61.		<ul style="list-style-type: none"> Rehabilitation of 26 classrooms Rehabilitation of science laboratory 	Boys only school (day) No. of students: 3215 Permanent Staff: 58 Volunteers: 7 Female Staff: 23	Procurement of classrooms furniture
62.		<ul style="list-style-type: none"> Rehabilitation of classrooms 	Girls only school (day) No. of students: 500	Completion of abandon building project.

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No.	Name of School	Proposed Rehabilitation Works	School Information	Additional Information from Consultation
		<ul style="list-style-type: none"> Rehabilitation of school library 	Permanent Staff: 36 Volunteers: 4 Female Staff: 17	
63.		<ul style="list-style-type: none"> Rehabilitation of 8 classrooms Rehabilitation of school gate 	Boys only school (day) No. of students: 100 Permanent Staff: 11 Volunteers: Nil Female Staff: 3	Procurement of classrooms furniture and construction of bornhole water.
64.		<ul style="list-style-type: none"> Rehabilitation of 18 classrooms Rehabilitation of science laboratory 	Girls only school (day) No. of students: 915 Permanent Staff: 27 Volunteers: Nil Female Staff: 13	Construction of drainage system around the school premises and procurement of classroom furniture.
65.		<ul style="list-style-type: none"> Rehabilitation of 2 classrooms Rehabilitation of toilets 	Boys only school (day) No. of students: 250 Permanent Staff: 8 Volunteers: Nil Female Staff: 3	
66.		<ul style="list-style-type: none"> Rehabilitation of 24 classrooms Rehabilitation of toilets 	Girls only school (day) No. of students: 1008 Permanent Staff: 22 Volunteers: 2 Female Staff: 7	Construction of school perimeter fencing
67.		<ul style="list-style-type: none"> Rehabilitation of 8 classrooms Rehabilitation of toilets 	Girls only school (day) No. of students: 3618 Permanent Staff: 30 Volunteers: 8 Female Staff: 14	Procurement of science laboratory equipment
68.		<ul style="list-style-type: none"> Rehabilitation of 2 classrooms Rehabilitation of toilets 	Boys only school (day) No. of students: 2775 Permanent Staff: 29 Volunteers: 7 Female Staff: 7	Procurement of classrooms furniture
69.		<ul style="list-style-type: none"> Rehabilitation of 8 classrooms Rehabilitation of toilets 	Mixed school (day) No. of students Female: 240 Male: 233 Permanent Staff: 7 Volunteers: 5 Female Staff: 2	

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No.	Name of School	Proposed Rehabilitation Works	School Information	Additional Information from Consultation
70.		<ul style="list-style-type: none"> Rehabilitation of 8 classrooms Rehabilitation of 4 toilets 	Girls only school (day) No. of students: 355 Permanent Staff: 3 Volunteers: 3 Others (N-Power): 2 Female Staff: 1	There is no any water source around the school premises, the school gets water from the community well.
71.		<ul style="list-style-type: none"> Rehabilitation of 12 classrooms Rehabilitation of 2 toilets Rehabilitation of administrative block 	Boys only school (day) No. of students: 937 Permanent Staff: 7 Volunteers: 3 Female Staff: Nil	
72.		<ul style="list-style-type: none"> Rehabilitation of 8 classrooms Rehabilitation of 2 toilets 	Mixed school (day) No. of students Male: 117 Female: 201 Permanent Staff: 4 Volunteers: 4 Female Staff: Nil	The school co-exist with another school, there is noise distraction from passing vehicles due to lack of proper fencing of the school. Procurement of classrooms furniture
73.		<ul style="list-style-type: none"> Rehabilitation of 16 classrooms Rehabilitation of 12 toilets 	Mixed school (day) No. of students Male: 123 Female:201 Permanent Staff: 3 Volunteers: 2 Others (N-Power): 3 Female Staff: Nil	Procurement of classroom furniture and administrative block furniture
74.		<ul style="list-style-type: none"> Rehabilitation of 24 classrooms Rehabilitation of 4 toilets 	Boys only school (day) No. of students: 995 Permanent Staff: 7 Volunteers: 3 Other (NYSC):4 Female Staff: Nil	There is no proper fencing in the school.
75.		<ul style="list-style-type: none"> Rehabilitation of 8 classrooms Rehabilitation of 2 toilets 	Girls only school (day) No. of students: 1482 Permanent Staff: 8 Volunteers: 12 Female Staff: 4	
76.		<ul style="list-style-type: none"> Rehabilitation of 4 classrooms Rehabilitation of administrative block 	Mixed school (day) No. of students Female: 87 Male: 67	Procurement of classroom furniture, and the school doesn't have any source of water within. The school is also co-existing with another school.

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No.	Name of School	Proposed Rehabilitation Works	School Information	Additional Information from Consultation
			Permanent Staff: 3 Volunteers: 1 Female Staff: Nil	
77.		<ul style="list-style-type: none"> Rehabilitation of 2 classrooms Rehabilitation of 4 toilets 	Girls only school (day) No. of students: 1039 Permanent Staff: 5 Volunteers: 4 Female Staff: 2	There is no enough access road to the premises and there is no source water in the school.
78.		<ul style="list-style-type: none"> Rehabilitation of 2 classrooms Rehabilitation of 4 toilets 	Boys only school (day) No. of students: 301 Permanent Staff: 6 Volunteers: 2 Female Staff: Nil	The school doesn't have source of water.
79.		<ul style="list-style-type: none"> Rehabilitation of 4 classrooms Rehabilitation of 4 toilets 	Boys only school (day) No. of students: 200 Permanent Staff: 3 Volunteers: 6 Female Staff: Nil	Procurement of classrooms furniture and first aid box
80.		<ul style="list-style-type: none"> Rehabilitation of 14 classrooms Rehabilitation of 4 toilets 	Girls only school (day) No. of students: 937 Permanent Staff: 8 Volunteers: 6 Others: 14 Female Staff: Nil	Procurement of classroom furniture and administrative furniture. There are two physically challenged students in the school.
81.		<ul style="list-style-type: none"> Rehabilitation of 6 classrooms Rehabilitation of 5 toilets 	Boys only school (day) No. of students: 1,279 Permanent Staff: 9 Volunteers: 4 Female Staff: Nil	Procurement of classroom and administrative furniture. And the school has two physically challenged students
82.		<ul style="list-style-type: none"> Rehabilitation of 4 classrooms Rehabilitation of 	Girls only school (day) No. of students: 1,401 Permanent Staff: 14 Volunteers: 2 Others: 7 Female Staff: Nil	There are physically challenged students (1 blind, 14 cripple)
83.		<ul style="list-style-type: none"> Rehabilitation of 2 classrooms Rehabilitation of 2 administrative block 	Girls only school (day) No. of students: 1129 Permanent Staff: 3 Volunteers: 18	The school needs to be fenced to avoid exposure of the students (girls) to potential risk and insecurity issues.
84.		<ul style="list-style-type: none"> Rehabilitation of 18 classrooms 	Girls only school (day) No. of students: 1470	

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No.	Name of School	Proposed Rehabilitation Works	School Information	Additional Information from Consultation
		<ul style="list-style-type: none"> Rehabilitation of 2 administrative block 	Permanent Staff: 6 Volunteers: 6 Others: 4	
85.		<ul style="list-style-type: none"> Rehabilitation of 2 classrooms Rehabilitation of administrative blocks 	Girls only school (day) No. of students: 156 Permanent Staff: 4 Others: 3	There are limited access roads to the school.
86.		<ul style="list-style-type: none"> Rehabilitation of 2 classrooms 	Girls only school (day) No. of students: 965 Permanent Staff: 8 Volunteers: 9 Others: 2	Procurement of classrooms furniture and science laboratory equipment.
87.		<ul style="list-style-type: none"> Rehabilitation of 2 classrooms 	Boys only school (day) No. of students: 860 Permanent Staff: 10 Volunteers: 3 Others: 4	There is need for proper drainage system at the school entrance to avoid and reduce the impact of flooding.
88.		<ul style="list-style-type: none"> Rehabilitation of 2 classrooms. 	Boys only school (day) No. of students: 274 Permanent Staff: 3 Volunteers:6 Others: 1	
89.		<ul style="list-style-type: none"> Rehabilitation of one block of two classrooms Rehabilitation of toilets 	Students: 540 Permanent Staff: 1 Volunteers: 5 Others: 5 Female Staff:1	No water sources Additional teachers needed
90.		<ul style="list-style-type: none"> Rehabilitation of one block of two classrooms. Rehabilitation of dilapidated students' toilet 	Female Students: 440 Permanent Staff:7 Volunteers:5 Others:4	No source of water
91.		<ul style="list-style-type: none"> Renovation of one Block of two classrooms. Renovation Of Toilet 	Students: 417 Permanent Staff: 5 Other Staff: 2	

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No.	Name of School	Proposed Rehabilitation Works	School Information	Additional Information from Consultation
92.		Renovation of one block of two class rooms. Renovation of ceiling for 4 classes	Students: 516 Permanent staffs: 7 Others: 3	
93.		<ul style="list-style-type: none"> Rehabilitation of 2 classrooms. Rehabilitation of students furnitures. Rehabilitation of Administrative block 	<i>(Girls Only day School)</i> Female students: 109 Permanent Staff: 2 Volunteers: 4	Though a girls-only school, there are no female teachers
94.		<ul style="list-style-type: none"> Rehabilitation of 4 classrooms. Rehabilitation of Administrative block 	<i>(Girls Only day School)</i> Female students: 1,286 Permanent Staff: 6 Volunteers: 6 Others: 1 Female Staff: 1	No source of water within the school
95.		<ul style="list-style-type: none"> Rehabilitation of 4 classrooms. Rehabilitation of principal office. Rehabilitation of 3 toilets 	<i>(Girls Only day School)</i> Female students: 315 Permanent Staff: 3 Volunteers: 3	Though a girls-only school, there are no female teachers Furniture for principal office needed
96.		<ul style="list-style-type: none"> Rehabilitation of 2 classrooms. 	Female students: 126 Male students: 147 Permanent Staff: 1 Volunteers: 7	
97.		<ul style="list-style-type: none"> Rehabilitation of 3 classrooms. Rehabilitation of administrative block 	Female students: 123 Male students: 80 Permanent Staff: 2 Volunteers: 4	No female staff
98.		Rehabilitation of 3 classrooms. Rehabilitation of administrative block	<i>(Girls Only day School)</i> Female students: 360 Permanent Staff: 1 Volunteers: 7 Others: 2	Though a girls-only school, there are no female teachers
99.		Rehabilitation of 2 classrooms. Rehabilitation of administrative block Rehabilitation of School Gate	<i>(Girls Only day School)</i> Female students: 1,343 Permanent Staff: 2 Volunteers: 19 Others: 4	Though a girls-only school, there are no female teachers
100.		Rehabilitation of classrooms and toilets Rehabilitation of administrative block	<i>(Boys only school)</i> Male students: 843 Permanent Staff: 4 Volunteers: 6	

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No.	Name of School	Proposed Rehabilitation Works	School Information	Additional Information from Consultation
			Others: 4	
101.		Rehabilitation of students chairs of classes. Rehabilitation of blackboard.	<i>(Girls Only day School)</i> Female students: 528 Permanent Staff: 4 Volunteers: 1 Others: 4	School is powered by solar
102.		Rehabilitation of all classes Renovation of staffs room Renovation of Vice Principal Office	<i>(Girls Only day School)</i> Female students: 1,320 Permanent Staff: 8 Volunteers: 1 Others: 4 Female Staff: 3	Procurement of furniture for classroom and administrative block
103.		Rehabilitation of 2 classrooms. Rehabilitation of 1 Administrative office.	<i>(Girls Only day School)</i> Female students: 637 Permanent Staff: 2 Volunteers: 12	Though a girls-only school, there are no female teachers
104.		Renovation of 2 classrooms.	<i>(Boys only school)</i> Male students: 669 Permanent Staff: 7 Volunteers: 3	Procurement of furniture for classroom and administrative block
105.		Rehabilitation of 2 classrooms. Rehabilitation of 4 toilets	<i>(Boys only school)</i> Male students: 1100 Permanent Staff: 4 Volunteers: 5	Provision of laboratory equipment
106.		Rehabilitation of 3 classrooms. Rehabilitation of 4 toilets	<i>(Boys only school)</i> Male students: 285 Permanent Staff: 1 Volunteers: 8	Borehole needed
107.		Rehabilitation of 4 classrooms. Rehabilitation of 6 toilets	<i>(Girls Only day School)</i> Female students: 343 Permanent Staff: 1 Volunteers: 3	Though a girls-only school, there are no female teachers
108.		Rehabilitation of 2 classrooms. Rehabilitation of 4 toilets Rehabilitation of 1 office.	<i>(Boys only school)</i> Male students: 269 Permanent Staff: 1 Volunteers: 4	No female staff
109.		Rehabilitation of 2 classrooms. Rehabilitation of 2 toilets	<i>(Boys only school)</i> Male students: 117 Permanent Staff: 1 Volunteers: 7	No female staff

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No.	Name of School	Proposed Rehabilitation Works	School Information	Additional Information from Consultation
110.		Renovation of 1 block of two classroom and toilet	<i>(Boys only school)</i> Male students: 836 Permanent Staff: 11	No female staff
111.		Renovation of 1 block of two classroom with furniture and teachers/ student toilets	<i>(Girls Only day School)</i> Female students: 204 Permanent Staff: 5	More staff needed No female staff
112.		<ul style="list-style-type: none"> Renovation of 1 blocks of 3 classroom, 2 office and 3 toilets. 	Female students: 18	
113.		<ul style="list-style-type: none"> Renovation of 1 block of 2 class room, 1 office and furniture procurement. 	<i>(Girls Only day School)</i> Female students:86 Male students: 139 Permanent Staff: 4 male	No female staff
114.		<ul style="list-style-type: none"> Renovation of 1 block of 2 class room with furniture 	<i>(Girls Only day School)</i> Female students: 70 Permanent Staff: 3 male only	
115.		<ul style="list-style-type: none"> 1 block 3class rooms with store& principal office 	<i>(Girls Only day School)</i> Female students: 972 Permanent Staff: 15 Volunteers: 4 Female Staff: 2	
116.		Rehabilitation of 2 blocks, of 4 class rooms. Rehabilitation of administrative office	Number Female students: 269 Permanent Staff: 2 Volunteers: 5 Female Staff:1	Only 1 toilet in the school Consideration for PwDs
117.		Renovation of 2 class rooms of different blocks.	Female students : 1591 Permanent staff : 16 Female teachers: 6 Volunteers : 6	Consideration for PwDs
118.		Renovation of 1 block of 2 class rooms.	Female students: 511 Permanent Staff: 5 Volunteers: 5 Female Staff:1	Consideration for PwDs
119.		Renovation of 1 block of 2 class rooms	Female students: 1950 Permanent Staff: 18 Volunteers: 15 S.power:5 Female Staff: 4	Consideration for PwDs

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No.	Name of School	Proposed Rehabilitation Works	School Information	Additional Information from Consultation
120.		Renovation of 1 block of 2 classrooms.	Female students: 392 Permanent Staff: 7 Volunteers: 7 Female Staff: 1	Consideration for PwDs
121.		<ul style="list-style-type: none"> Renovation of 1 block of 2 classrooms and administrative office. 	Male students: 129	
122.		Renovation of 1 block of 2 classrooms	Female students: 1575 Permanent Staff: 11 Volunteers: 9 Female Staff:4	Consideration for PwD
123.		Renovation of 2 blocks of 4 class rooms. Renovation of 1 administrative block.	Female students: 786 Permanent Staff: 22 Volunteers: 4 S-power: 8 Female Staff:2	Consideration for PwDs
124.		Renovation of 1 block of 2 class rooms.	Female students: Permanent Staff: 19 Volunteers: 2 Female Staff:2	Consideration for PwDs
125.		Rehabilitation of 4 Classrooms of 1 block Including roofing, ceiling Flooring, plastering and Painting Procurement of 21 Furnitures	Male students: 486 Permanent Staff: 12 Volunteers: 2	
126.		Rehabilitation of 3 Classrooms of 1 block Including roofing, flooring, Furnitures, doors and Windows, plastering and Painting	Female students: 1162 Permanent Staff: 17 Volunteers: 6 Others: 1 N-POWER	Students learn sitting on the floor as there are no furniture in the classrooms
127.		<ul style="list-style-type: none"> Rehabilitation of 2 Classrooms of 1 block Including roofing, flooring, Plastering and painting rehabilitation of 2 	Female students: 1674 Permanent Staff: 18 Volunteers: 5	Open defecation observed

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No.	Name of School	Proposed Rehabilitation Works	School Information	Additional Information from Consultation
		<ul style="list-style-type: none"> Laboratory of 1 block rehabilitation of 14 toilets of 3 blocks 		
128.		<ul style="list-style-type: none"> Rehabilitation of 2 Classrooms of 1 block Including roofing, flooring, plastering and painting Rehabilitation of 3 toilets Of one block 	Male students: 917 Permanent Staff: 15 Volunteers: 3 Female Staff: 2	Toilets are not in usable conditions
129.		Rehabilitation of 3 Classrooms of 1 blocks Including roofing, flooring, plastering and painting	Male students: 550 including 2 cripples Permanent Staff: 5 Volunteers: 3	The school currently uses nearby community toilet Considerations for PwDs No proper drainage system within the school
130.		Rehabilitation of 4 Classrooms of 2 blocks Including roofing, flooring, Plastering and painting	Female students: 118 Male students: 6 Permanent Staff: 10	No proper drainage within the school, and this leads to water logging in some places
131.		<ul style="list-style-type: none"> Rehabilitation of Administrative block Rehabilitation of 2 Classrooms of 1 block which include roofing, ceiling, painting and plastering. 	Female students: 370 Permanent Staff: 12 Volunteers: 5	No perimeter fencing
132.		<ul style="list-style-type: none"> Rehabilitation of 2 Classrooms of 1 block Procurement of doors, Windows Rehabilitation of roofing And ceiling Rehabilitation of 2 toilets of 1 block 	Male students: 487 Permanent Staff: 5 Volunteers: 3	No portable source of water
133.		Rehabilitation of 2 Classrooms of 1 block which include replacement of doors and windows. Procurement of furniture	Female students: 535 <i>(Including 2 cripples And 1 deaf)</i> Permanent Staff: 16	The school currently uses nearby community toilet

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No.	Name of School	Proposed Rehabilitation Works	School Information	Additional Information from Consultation
		Including 60 for students and 17 for teachers	Volunteers: 4 Others: 1 Female Staff: 5	
134.		Rehabilitation of 2 Classrooms of 1 block Including flooring with Terrazzo, roofing, plastering And painting	Male students: 2648 (Including 7 cripples) Permanent Staff: 32 Volunteers: 9	
135.		Renovation of 3 classrooms Of 1 block including Procurement of furnitures Rehabiltaion of roof, ceiling And flooring Renovation of 4 toilets of 2 Blocks	Female students: 808 Permanent Staff: 15 Volunteers: 7 Female Staff: 4	Poor condition of the toilets forces students to open defecation
136.		Renovation of 3 classes and 4 toilets which includes replacement of doors, Windows, Roofs, painting, floor and ceiling. Plastering of the classrooms and toilets is also required	Male students: 535 Permanent Staff: 8 Volunteers: 4	Considerations for PwDs
137.		Renovation of 2 classes and 2 toilets which includes replacement of doors, Windows, Roofs, painting, floor and ceiling. Plastering of the classrooms and toilets is also required	Female students: 435 Male students: 350 Permanent Staff: 7 Volunteers: 3 Others: 1	Considerations for PwDs
138.		Renovation of 4 classes which includes replacement of doors, Windows, Roofs, painting, floor and ceiling.	Female students: 263 Male students: 280 Permanent Staff: 11 Volunteers: 2 Others: 1	Considerations for PwDs
139.		<ul style="list-style-type: none"> Rehabilitation of 2 classrooms. Rehabilitation of administrative block	Boys only school (day) No. of students: 100 Permanent Staff:3 Volunteers: 3 Others: Nil	Procurement of classroom furniture and administrative furniture. There is no good source of water and the school water is drainage is poor.
140.		<ul style="list-style-type: none"> Rehabilitation of 2 classrooms. 1. Rehabilitation of 1 administrative block 	Girls only school (day) No. of students: 175 Permanent Staff: 7	There is

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No.	Name of School	Proposed Rehabilitation Works	School Information	Additional Information from Consultation
			Volunteers:3	
141.		<ul style="list-style-type: none"> • Rehabilitation of 7 classrooms. 2. Rehabilitation of school Library 	Girls only school (day) No. of students: 1769 Permanent Staff: 7 Volunteers: 4 Female Staff: 1	Procurement of classroom furniture, and there is poor water drainage. There are 25 students physically challenged (visually and hearing impaired, and lame disability)
142.		<ul style="list-style-type: none"> • Rehabilitation of 3 classrooms. 3. Rehabilitation of ICT laboratory 	Girls only school (day) No. of students: 542 Permanent Staff: 8 Volunteers:2 Others: 2 Female staff:	There is poor water drainage in the school, and four (4) physical challenged students. Request for computers (Laptop and Desktop)
143.		<ul style="list-style-type: none"> • Rehabilitation of classrooms with an attached staff office. 4. Rehabilitation of 1 borehole 	Girls only school (day) No. of students: 1531 Permanent Staff:16 Volunteers: 3 Others: 8 Female staff: 1	There are 25 physically and 1 mentally challenged students.
144.		<ul style="list-style-type: none"> 5. Rehabilitation of 3 classrooms. 	Boys only school (day) No. of students: 110 Permanent Staff: 3 Volunteers: Nil Others: 3	Request for sport facilities, Computers and Solar panels. There is no source of water in the source.
145.		<ul style="list-style-type: none"> • Rehabilitation of 4 classrooms. 6. Rehabilitation of 1 administrative block 	Boys only school (day) No. of students: 902 Permanent Staff: 10 Volunteers: 3 Others: 0	The school doesn't have toilets facilities.
146.		<ul style="list-style-type: none"> • Rehabilitation of 8 classrooms. • Rehabilitation of administrative block • Rehabilitation of 5 toilets 7. Rehabilitation of 2 hand pump borehole 	Boys only school (day) No. of students: 480 Permanent Staff: 12 Volunteers: Nil Others: 6	There is need for water source.
147.		<ul style="list-style-type: none"> • Rehabilitation of 6 classrooms. 8. Rehabilitation of toilets 	Boys only school (day) No. of students: 413 Permanent Staff: 18 Volunteers: 2	Procurement of classrooms furniture. There is no water drainage.

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No.	Name of School	Proposed Rehabilitation Works	School Information	Additional Information from Consultation
148.		<ul style="list-style-type: none"> • Rehabilitation of 4 classrooms. 9. Rehabilitation of 4 toilets 	Others: 0 Girls only school (day) No. of students: 773 Permanent Staff: 13 Volunteers: 4 Others: 1	There is poor road access to the school. Procurement of classrooms furniture. There are some physically challenged students in the school.
149.		<ul style="list-style-type: none"> • Rehabilitation of 2 classrooms. 10. Rehabilitation of 4 toilets 	Mixed school (day) No. of students Female:48 Male: 57 Permanent Staff:2 Volunteers:4 Others:	Procurement of classroom furniture.
150.		<ul style="list-style-type: none"> • Rehabilitation of 4 classrooms. 11. Rehabilitation of 5 toilets 	Girls only school (day) No. of students: 594 Permanent Staff: 9 Volunteers: 10 Others: 2	The school has 2 physically challenge students

Annex 7: General Environmental Management Conditions for Construction Contracts

General

1. In addition to these general conditions, the SBMC shall comply with any specific Environmental Management Plan (EMP) or Environmental and Social Management Plan (ESMP) for the works he is responsible for. The SBMC shall inform himself about such an EMP, and prepare his work strategy and plan to fully take into account relevant provisions of that EMP. If the SBMC fails to implement the approved EMP after written instruction by the Supervising Engineer (SE) to fulfil his obligation within the requested time, the Owner reserves the right to arrange through the SE for execution of the missing action by a third party on account of the SBMC.

2. Notwithstanding the SBMC's obligation under the above clause, the SBMC shall implement all measures necessary to avoid undesirable adverse environmental and social impacts wherever possible, restore work sites to acceptable standards, and abide by any environmental performance requirements specified in an EMP. In general these measures shall include but not be limited to:

(a) Minimize the effect of dust on the surrounding environment resulting from earth mixing sites, asphalt mixing sites, dispersing coal ashes, vibrating equipment, temporary access roads, etc. to ensure safety, health and the protection of workers and communities living in the vicinity dust producing activities.

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

(c) Ensure that existing water flow regimes in rivers, streams and other natural or irrigation channels is maintained and/or re-established where they are disrupted due to works being carried out.

(d) Prevent bitumen, oils, lubricants and wastewater used or produced during the execution of works from entering into rivers, streams, irrigation channels and other natural water bodies/reservoirs, and also ensure that stagnant water in uncovered borrow pits is treated in the best way to avoid creating possible breeding grounds for mosquitoes.

(e) Prevent and minimize the impacts of quarrying, earth borrowing, piling and building of temporary construction camps and access roads on the biophysical environment including protected areas and arable lands; local communities and their settlements. In as much as possible restore/rehabilitate all sites to acceptable standards.

(f) Upon discovery of ancient heritage, relics or anything that might or believed to be of archaeological or historical importance during the execution of works, immediately report such findings to the SE so that the appropriate authorities may be expeditiously contacted for fulfilment of the measures aimed at protecting such historical or archaeological resources.

(g) Discourage construction workers from engaging in the exploitation of natural resources such as hunting, fishing, collection of forest products or any other activity that might have a negative impact on the social and economic welfare of the local communities.

(h) Implement soil erosion control measures in order to avoid surface run off and prevents siltation, etc.(i) Ensure that garbage, sanitation and drinking water facilities are provided in construction workers camps.

(j) Ensure that, in as much as possible, local materials are used to avoid importation of foreign material and long distance transportation.

(k) Ensure public safety and meet traffic safety requirements for the operation of work to avoid accidents.

3. The SBMC shall indicate the period within which he/she shall maintain status on site after completion of civil works to ensure that significant adverse impacts arising from such works have been appropriately addressed.

4. The SBMC shall adhere to the proposed activity implementation schedule and the monitoring plan / strategy to ensure effective feedback of monitoring information to project management so that impact management can be implemented properly, and if necessary, adapt to changing and unforeseen conditions.

5. Besides the regular inspection of the sites by the SE for adherence to the contract conditions and specifications, the Owner may appoint an Inspector to oversee the compliance with these environmental conditions and any proposed mitigation measures. State environmental authorities may carry out similar inspection duties. In all cases, as directed by the SE, the SBMC shall comply with directives from such inspectors to implement measures required to ensure the adequacy rehabilitation measures carried out on the bio-physical environment and compensation for socio-economic disruption resulting from implementation of any works.

Worksite/Campsite Waste Management

6. All vessels (drums, containers, bags, etc.) containing oil/fuel/surfacing materials and other hazardous chemicals shall be banded in order to contain spillage. All waste containers, litter and any other waste generated during the construction shall be collected and disposed of at designated disposal sites in line with applicable government waste management regulations.

7. All drainage and effluent from storage areas, workshops and camp sites shall be captured and treated before being discharged into the drainage system in line with applicable government water pollution control regulations.

8. Used oil from maintenance shall be collected and disposed of appropriately at designated sites or be re-used or sold for re-use locally.

9. Entry of runoff to the site shall be restricted by constructing diversion channels or holding structures such as banks, drains, dams, etc. to reduce the potential of soil erosion and water pollution.

10. Construction waste shall not be left in stockpiles along the road but removed and reused or disposed of on a daily basis.

11. If disposal sites for clean spoil are necessary, they shall be located in areas, approved by the SE, of low land use value and where they will not result in material being easily washed into drainage channels. Whenever possible, spoil

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materials should be placed in low-lying areas and should be compacted and planted with species indigenous to the locality.

Material Excavation and Deposit

12. The SBMC shall obtain appropriate licenses/permits from relevant authorities to operate quarries or borrow areas.

13. The location of quarries and borrow areas shall be subject to approval by relevant local and national authorities, including traditional authorities if the land on which the quarry or borrow areas fall in traditional land.

14. New extraction sites:

a) Shall not be located in the vicinity of settlement areas, cultural sites, wetlands or any other valued ecosystem component, or on high or steep ground or in areas of high scenic value and shall not be located less than 1km from such areas.

b) Shall not be located adjacent to stream channels wherever possible to avoid siltation of river channels. Where they are located near water sources, borrow pits and perimeter drains shall surround quarry sites.

c) Shall not be located in archaeological areas. Excavations in the vicinity of such areas shall proceed with great care and shall be done in the presence of government authorities having a mandate for their protection.

d) Shall not be located in forest reserves. However, where there are no other alternatives, permission shall be obtained from the appropriate authorities and an environmental impact study shall be conducted.

e) Shall be easily rehabilitated. Areas with minimal vegetation cover such as flat and bare ground, or areas covered with grass only or covered with shrubs less than 1.5m in height, are preferred.

f) Shall have clearly demarcated and marked boundaries to minimize vegetation clearing.

15. Vegetation clearing shall be restricted to the area required for safe operation of construction work. Vegetation clearing shall not be done more than two months in advance of operations.

16. Stockpile areas shall be located in areas where trees can act as buffers to prevent dust pollution. Perimeter drains shall be built around stockpile areas. Sediment and other pollutant traps shall be located at drainage exits from workings.

17. The SBMC shall deposit any excess material in accordance with the principles of the general conditions, and any applicable EMP, in areas approved by local authorities and/or the SE.

18. Areas for depositing hazardous materials such as contaminated liquid and solid materials shall be approved by the SE and appropriate local and/or national authorities before the commencement of work. Use of existing, approved sites shall be preferred over the establishment of new sites.

Rehabilitation and Soil Erosion Prevention

19. To the extent practicable, the SBMC shall rehabilitate the site progressively so that the rate of rehabilitation is similar to the rate of construction.

20. Always remove and retain topsoil for subsequent rehabilitation. Soils shall not be stripped when they are wet as this can lead to soil compaction and loss of structure.

21. Topsoil shall not be stored in large heaps. Low mounds of no more than 1 to 2m high are recommended.

22. Re-vegetate stockpiles to protect the soil from erosion, discourage weeds and maintain an active population of beneficial soil microbes.

23. Locate stockpiles where they will not be disturbed by future construction activities.

24. To the extent practicable, reinstate natural drainage patterns where they have been altered or impaired.

25. Remove toxic materials and dispose of them in designated sites. Backfill excavated areas with soils or overburden that is free of foreign material that could pollute groundwater and soil.

26. Identify potentially toxic overburden and screen with suitable material to prevent mobilization of toxins.

27. Ensure reshaped land is formed so as to be inherently stable, adequately drained and suitable for the desired long-term land use, and allow natural regeneration of vegetation.

28. Minimize the long-term visual impact by creating landforms that are compatible with the adjacent landscape.

29. Minimize erosion by wind and water both during and after the process of reinstatement.

30. Compacted surfaces shall be deep ripped to relieve compaction unless subsurface conditions dictate otherwise.

31. Revegetate with plant species that will control erosion, provide vegetative diversity and, through succession, contribute to a resilient ecosystem. The choice of plant species for rehabilitation shall be done in consultation with local research institutions, forest department and the local people.

Water Resources Management

32. The SBMC shall at all costs avoid conflicting with water demands of local communities.

33. Abstraction of both surface and underground water shall only be done with the consultation of the local community and after obtaining a permit from the relevant Water Authority.

34. Abstraction of water from wetlands shall be avoided. Where necessary, authority has to be obtained from relevant authorities.

35. Temporary damming of streams and rivers shall be done in such a way avoids disrupting water supplies to communities downstream and maintains the ecological balance of the river system.

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

37. Wash water from washing out of equipment shall not be discharged into water courses or road drains.

38. Site spoils and temporary stockpiles shall be located away from the drainage system, and surface run off shall be directed away from stockpiles to prevent erosion.

Traffic Management

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39. Location of access roads/detours shall be done in consultation with the local community especially in important or sensitive environments. Access roads shall not traverse wetland areas.

40. Upon the completion of civil works, all access roads shall be ripped and rehabilitated.

41. Access roads shall be sprinkled with water at least five times a day in settled areas, and three times in unsettled areas, to suppress dust emissions.

Blasting

42. Blasting activities shall not take place less than 2km from settlement areas, cultural sites, or wetlands without the permission of the SE.

43. Blasting activities shall be done during working hours, and local communities shall be consulted on the proposed blasting times.

44. Noise levels reaching the communities from blasting activities shall not exceed 90 decibels.

Disposal of Unusable Elements

45. Unusable materials and construction elements such as electro-mechanical equipment, pipes, accessories and demolished structures will be disposed of in a manner approved by the SE. The SBMC has to agree with the SE which elements are to be surrendered to the Client's premises, which will be recycled or reused, and which will be disposed of at approved landfill sites.

46. As far as possible, abandoned pipelines shall remain in place. Where for any reason no alternative alignment for the new pipeline is possible, the old pipes shall be safely removed and stored at a safe place to be agreed upon with the SE and the local authorities concerned.

47. AC-pipes as well as broken parts thereof have to be treated as hazardous material and disposed of as specified above.

48. Unsuitable and demolished elements shall be dismantled to a size fitting on ordinary trucks for transport.

Health and Safety

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

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

51. Construction vehicles shall not exceed maximum speed limit of 40km per hour.

Repair of Private Property

52. Should the SBMC, deliberately or accidentally, damage private property, he shall repair the property to the owner's satisfaction and at his own cost. For each repair, the SBMC shall obtain from the owner a certificate that the damage has been made good satisfactorily in order to indemnify the Client from subsequent claims.

53. In cases where compensation for inconveniences, damage of crops etc. are claimed by the owner, the Client has to be informed by the SBMC through the SE. This compensation is in general settled under the responsibility of the Client before signing the Contract. In unforeseeable cases, the respective administrative entities of the Client will take care of compensation.

SBMC's Environment, Health and Safety Management Plan (EHS-MP)

54. Within 6 weeks of signing the Contract, the SBMC shall prepare an EHS-MP to ensure the adequate management of the health, safety, environmental and social aspects of the works, including implementation of the requirements of these general conditions and any specific requirements of an EMP for the works. The SBMC's EHS-MP will serve two main purposes:

- For the SBMC, for internal purposes, to ensure that all measures are in place for adequate EHS management, and as an operational manual for his staff.
- For the Client, supported where necessary by a SE, to ensure that the SBMC is fully prepared for the adequate management of the EHS aspects of the project, and as a basis for monitoring of the SBMC's EHS performance.

55. The SBMC's EHS-MP shall provide at least:

- a description of procedures and methods for complying with these general environmental management conditions, and any specific conditions specified in an EMP;
- a description of specific mitigation measures that will be implemented in order to minimize adverse impacts;
- a description of all planned monitoring activities (e.g. sediment discharges from borrow areas) and the reporting thereof; and
- the internal organizational, management and reporting mechanisms put in place for such.

56. The SBMC's EHS-MP will be reviewed and approved by the Client before start of the works. This review should demonstrate if the SBMC's EHS-MP covers all of the identified impacts and has defined appropriate measures to counteract any potential impacts.

EHS Reporting

57. The SBMC shall prepare bi-weekly progress reports to the SE on compliance with these general conditions, the project EMP if any, and his own EHS-MP. An example format for a SBMC EHS report is portrayed below. It is expected that the SBMC's reports will include information on:

- EHS management actions/measures taken, including approvals sought from local or national authorities;
- Problems encountered in relation to EHS aspects (incidents, including delays, cost consequences, etc. as a result thereof);

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- Lack of compliance with contract requirements on the part of the SBMC;
- Changes of assumptions, conditions, measures, designs and actual works in relation to EHS aspects; and
- Observations, concerns raised and/or decisions taken with regard to EHS management during site meetings.

58. It is advisable that reporting of significant EHS incidents be done “as soon as practicable”. Such incident reporting shall therefore be done individually. Also, it is advisable that the SBMC keep his own records on health, safety and welfare of persons, and damage to property. It is advisable to include such records, as well as copies of incident reports, as appendixes to the bi-weekly reports. A sample format for an incident notification is shown below. Details of EHS performance will be reported to the Client through the SE’s reports to the Client.

Training of SBMC’s Personnel

59. The SBMC shall provide sufficient training to his own personnel to ensure that they are all aware of the relevant aspects of these general conditions, any project EMP, and his own EHS-MP, and are able to fulfil their expected roles and functions. Specific training should be provided to those employees that have particular responsibilities associated with the implementation of the EHS-MP. General topics should be:

- EHS in general (working procedures);
- emergency procedures; and
- social and cultural aspects (awareness raising on social issues).

Cost of Compliance

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

3. Example Format: EHS Report

Contract: _____ Period of reporting: _____
 EHS management actions/measures: _____
 Summarize EHS management actions/measures taken during period of reporting, including planning and management activities (e.g. risk and impact assessments), EHS training, specific design and work measures taken, etc.

EHS incidents:

Report on any problems encountered in relation to EHS aspects, including its consequences (delays, costs) and corrective measures taken. Include relevant incident reports.

EHS compliance:

Report on compliance with Contract EHS conditions, including any cases of non-compliance.

Changes:

Report on any changes of assumptions, conditions, measures, designs and actual works in relation to EHS aspects.

Concerns and observations:

Report on any observations, concerns raised and/or decisions taken with regard to EHS management during site meetings and visits.

Signature (Name, Title Date):

SBMC Representative

4. Example Format: EHS Incident Notification

<p>EHS Incident Notification</p> <p>Provide within 24 hrs to the Supervising Engineer</p> <p>Originators Reference No:.....</p> <p>Date of Incident:..... Time:.....</p> <p>Location of incident:.....</p> <p>Name of Person(s) involved:.....</p> <p>Employing Company:.....</p> <p>Type of Incident:.....</p> <p>Description of Incident: Where, when, what, how, who, operation in progress at the time (only factual)</p> <p>Immediate Action: Immediate remedial action and actions taken to prevent reoccurrence or escalation</p> <p>Signature (Name, Title, Date):..... SBMC Representative</p>

Annex 8 – Waste Management Plan

The categories of waste envisaged under the sub-project are as follows:

Vegetal waste – This will be vegetation clearance during site preparation and mobilization of equipment to the site. However, vegetal waste is expected to be minimal considering most of the schools are already in existence.

Construction waste – This will include Cement, sands, Paints, Zincs, Metal Scraps, Woods etc.

Particulates Matter & Gases – from movement of vehicles, machine operations, site clearing activities, mixing of materials and chemicals such as paints

Liquid waste - Leakages from vehicles, oil containers, chemicals, adhesives, etc.

Sanitary waste – Waste generated by workers onsite, campsite. Such as, domestic sewage, faeces, urine, wastewater, food remnant, food packaging etc.

The table below shows how this waste generated will be managed.

S/N	Potential Source	Waste Type	Waste Streams	Management
A				
PREREHABILITATION				
1	Movement of vehicles on unpaved surface and engine exhaust	Emission	COx, SOx, NOx, CO, Dust	<ul style="list-style-type: none"> Use water suppression to prevent dust emission Maintain vehicles and machineries to reduce emission Maintain low speed to reduce dust and gaseous emission
2	Site Clearing and Installation of temporary workers camp and offices and workshops	Non-Hazardous	<ul style="list-style-type: none"> Vegetal Waste Industrial Waste: Metal scraps, packaging waste 	<ul style="list-style-type: none"> Vegetal waste shall be supplied to farmers for use as compost. Woody vegetal shall be supplied to host communities for domestic uses including as fuel wood for cooking. Segregated and stored on site to be collected at least once a week for reuse or recycle through the Kano State Environmental Planning and Protection Agency (KASEPPA) or licensed third party facilities.
3	Workers' camp	Domestic and Sanitary	<ul style="list-style-type: none"> Food remnant, kitchen wastes. Food packaging etc Domestic Sewage 	<ul style="list-style-type: none"> To be transferred to locals for use as compost and animal feed. Plastic and other packaging to be recycled through licensed recycling third parties or collected by refuse management and sanitation board (REMASAB) Sewage will be collected in a properly closed constructed septic tank and will be evacuated in conjunction with (REMASAB) at least twice during the 18month period or as required.
B				
REHABILITATION				
1	Movement of vehicles on unpaved surface and engine exhaust	Emission	COx, SOx, NOx, CO, Dust	<ul style="list-style-type: none"> Use water suppression to prevent dust emission Maintain vehicles and machineries to reduce emission Maintain low speed to reduce dust and gaseous emission Use of cleaner technologies and modern equipment
2	Civil works Workers' camp/offices	Non-Hazardous /Industrial	<ul style="list-style-type: none"> Spoils Waste Packaging and Dunnage such as scrap wood, scrap metal, steel, glass, plastic, paper and cardboard, empty metal containers, excess concrete, broken equipment, or components Domestic-type waste: wastepaper and food scraps, metal cans 	<ul style="list-style-type: none"> Segregated and kept securely in closed containers on site. To be evacuated by (KASEPPA) or transferred to approved recycling third parties for reuse/recycling. Non-recyclables to be removed by (KASEPPA) or other approved waste SBMC by the state To be transferred to locals for use as compost and animal feed. Plastic and other packaging to be evacuated by (KASEPPA) or recycled through licensed recycling third parties.
3	Civil Works	Hazardous Waste	<p>Solid Wastes: used batteries, chemical containers, concrete etc</p> <p>Liquid Waste: spent lubricating oils, hydraulic fluids, brake fluids, battery electrolyte, and dielectric fluids, chemical cleaning agents, paints, primers, thinners, and corrosion control coatings; sealants and adhesives etc</p>	Store on site in closed and labelled containers with secondary containment to be evacuated by (KASEPPA) or registered waste SBMC with off-site permitted hazardous waste treatment, storage, or disposal facilities in accordance with (KASEPPA) policies

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	Civil works	Waste Water	Wastewater from equipment washing and concrete production	Discharged to the ground as only very small quantity is envisaged at this stage.
	Civil works	Electrical and electronic waste (e-waste)	Electrical wirings, cables, damaged computers etc.	This will be sent to Material Recovery Facilities/ recycling facilities in the state for proper management
C	OPERATION			
1	Movement of vehicles	Emission	CO _x , SO _x , NO _x , CO, Dust	See A1
2	Operations	Solid waste Chemical waste Sewage E-waste	Maintenance of buildings, roofing sheets, iron sheets, paint. Sewage evacuation from constructed toilets	Segregated and kept securely in closed containers on site to be collected by (KASEPPA). Non-recyclable solid waste to be sent to approved (KASEPPA) dumpsites. Recyclable waste to be sent to MRF facilities and recycling facilities, this will be done in liaison with (KASEPPA). Liaise with WASH departments at the LGA and other WASH projects like SURWASH ON Sewage management and WASH facilities
Cost (Also captured the relevant section of ESMP Matrix Table)				

Annex 9 – Occupational Health and Safety Plan

Every project poses its own HSE risks. This plan is developed to meet up with OHS standards and to achieve the objectives set for the project. The project team shall undertake to ensure high performance standards and conformity with contract requirements by managing the works in a systematic and thorough manner.

- **Competency**

All personnel required to operate or work with any equipment or machine must be competent, be tested for each equipment that he/she shall be operating. All personnel who as part of their profession require licensing or certification must obtain the necessary certification before he/she shall be allowed to work on the site.

- **Fitness**

All personnel working on site shall be required to be certified medically fit to do so by an approved medical facility or Medical Doctor (pre-employment medical examination)

- **HSE Training**

- **Induction/Orientation**

Every new or rehired employee and SubSBMCs employees must undergo mandatory OHS orientation / induction. The purpose of the Induction is to educate workers and make them aware of the major potential hazards he or she shall come into contact with while working on the site; also, it is one more opportunity to stress the importance of HSE being the first priority in the operations.

The content of the HSE orientation / induction shall cover the following subjects:

- Site safety rules.
- Personnel protective equipment requirements (PPE).
- Environmental sensitivity and protection.
- Preparation and planning of the job (Daily Pre-task talk).
- Emergency plan and muster points.
- SEA/SH and GBV prevention strategies
- COVID-19 prevention strategies

- **Project Specific HSE Training**

In addition to the HSE orientation /induction, there shall be specific site HSE trainings which shall cover the following topics:

- Manual handling.
- Electrical Safety
- Emergency Prevention, Preparedness and Response
- Work at height training
- First Aid training (for site First Aiders)
- Lifting and Rigging
- Safe Driving techniques (for drivers)

EMERGENCY PREPAREDNESS AND RESPONSE

Emergency procedures and evacuation plan shall be developed by the HSE Department and displayed on the notice board. These procedures shall be communicated to all staff. Also each section/department shall have at least a trained first aider at all times.

- **HSE IMPLEMENTATION AND PERFORMANCE MONITORING**

- **HSE Meetings**

HSE management meetings shall be held once a month. The meeting is to help identify safety problems, develop solutions, review incident reports, provide training and evaluate the effectiveness of our safety program. Some of the meetings shall be:

- Project/Site Management HSE Meeting for management and supervision (Monthly).
- Tool box talk meetings for all workforce (Weekly).
- Pre-task briefing for all workforces (Daily).
- Special situation meeting (As required).

- **HSE Reporting**

All incidents and illnesses must be reported to site supervisor after which investigation shall commence and recorded so that appropriate corrective actions shall be implemented to prevent any re-occurrence and report findings shall be forwarded to management for review. Reporting requirements shall include notification of incident, investigation report, and monthly report. Notification of Incident form shall be developed which shall be filled and submitted to HSE department for investigation.

- **HSE Inspection and Audits**

For continual improvement of HSE management system, HSE inspection and audit shall be conducted. An inspection checklist shall be developed. This is to ensure that the HSE management system is being adhered to. The inspection shall be conducted by the HSE department together with site management.

Corrective and Preventive Actions and Non Conformities

During the course of inspections, concerns raised shall be addressed and closed out. It is expected that in a period of two weeks, a close out inspection shall take place to verify that the corrective actions have been closed.

Project HSE Rules

The project HSE rules shall be developed and supervision shall develop specific rules and procedures when necessary.

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The following site rules shall be implemented at all times. The Site Manager shall draw these rules to the attention of their own workmen or staff. All sub-SBMCs must ensure that these rules are drawn to the attention of their workmen and staff.

The Principal SBMC may implement additional site rules during the contract programme. Any such additional rules shall be notified to all personnel engaged on the project prior to their implementation. The HSE rules shall include but not limited to:

1. Personal Protective Equipment must be worn at all times.
2. All instructions issued by the Site Manager regarding the storage, handling or cleaning of materials, plant and equipment must be followed.
3. All vehicles must be parked in the designated areas.
4. Any workman suffering from a medical condition that might affect his work and/or that could require specific Medical treatment must inform the supervisor before commencing work.
5. All site tools shall either be battery operated or 110 volts.
6. No one shall be permitted on site if it is believed that they are under the influence of alcohol or drugs.
7. Vehicles must not reverse without a banksman in attendance.
8. All visitors to site must undergo a site-specific induction and operative Identity badges must be worn at all times.
9. All excavations must be secured.
10. Smoking and eating shall only be permitted in the designated area. This area shall be identified during induction.
11. No hot works operations are permitted without a hot work permit in place.
12. There shall be no radios or other music playing devices on site.
13. Good housekeeping practices to be adopted.
14. Compliance with all Ethical Power Permit to Work systems
15. The site keyed access procedure must be strictly adhered to.
16. All SBMCs must comply with Site Health & Safety Guidelines / Site Safety Method Statement
17. No untrained worker shall be permitted to operate heavy machineries.
18. COVID-19 protocols to be adhered to including frequent handwashing, use of nose masks when in crowded spaces, timely reporting of any symptoms to HSE officer and immediate isolation

- **Safe Work Practices/Personal Protective Equipment (PPE)**

The basic PPE required for the project shall be Safety Glasses, Safety Boots, Hand Gloves, Hard Hat, ear plugs and Coverall. Any other PPE shall be used as applicable. Management is responsible for the provision of PPE and usage shall be enforced at all time.

PPE shall be provided in circumstances where exposure to hazards cannot be avoided by other means or to supplement existing control measures identified by a risk assessment. An assessment shall be made to ensure that the PPE is suitable for purpose and is appropriate to the risk involved.

Information, instruction & training shall be given to all employees on safe use, maintenance and storage of PPE. Employees shall, in accordance with instructions given, make full use of all PPE provided and maintain it in a serviceable condition and report its loss or defect immediately to the maintenance department where it shall be replaced.

PPE shall be replaced when it is no longer serviceable and returned on a new for old basis. Employees shall sign to state that they have received PPE when issued.

- **Welfare Facilities**

The provision of welfare facilities on the site shall be communicated to all operatives at site induction.

A cleaning regime shall be implemented and maintained for the duration of the construction phase to ensure the site welfare facilities remain in a clean and tidy condition.

If mains drinking water becomes unavailable during the construction phase bottled water shall be brought to site for all operatives for the necessary period.

- **Signage**

Adequate provision for warning and directional signs shall be made.

Annex 10 – Traffic Management Plan (TMP)

The main objective of this TMP is to provide safe passage for community members, pedestrians, motorcyclist, cyclists and vehicular traffic in the project areas during the construction.

The SBMC should designate a TMP Supervisor who will oversee traffic management along major roads within the project corridors.

The following are the minimum requirements for traffic management on the project:

a) Design and layout of Road Systems

The SBMC in conjunction with the community, SPIU and FRSC must: -

- a) Plan traffic routes to give the safest route between places within the project route
- b) Make traffic routes wide enough for safe movement of the largest vehicle using them.
- c) Ensure all drops and falls are adequately protected.
- d) Avoid traffic routes passing close to vulnerable areas such as fuel tanks.
- e) Ensure there are designated safe areas for loading, unloading and plant maintenance.
- f) Avoid sharp corners or blind bends, if these cannot be avoided install mirrors.
- g) Road crossings and junctions, should be clearly signed and marked.
- h) Make entrances and gates wide enough.
- i) Set speed limits and clearly mark on traffic routes; (5mph).
- j) Give prominent warning of limited headroom and overhead cables.

b) Liaisons with Government Traffic Agencies

The TMP will ensure liaisons with the FRSC at the State level. In situations where heavy traffic impacts are envisaged, the SBMC will liaise with the FRSC to ensure traffic coordination and mitigate adverse traffic impacts.

c) Pedestrians

- a) Provide separate routes for pedestrians and where needed provide suitable barriers.
- b) If traffic routes are used by both pedestrians and vehicles they should be wide enough.
- c) Provide suitable well marked crossing points.

S/N	Aspects	Descriptions	Responsible Party
1	Traffic/Safety Signage	<ul style="list-style-type: none"> ▪ Safety signage should be put at strategic locations to warn road users of the ongoing construction activities. ▪ Signages should also be located along borrow pits, engineering yards and workers' camp. 	SBMC
2	Movement of Vehicles and Equipment	<ul style="list-style-type: none"> ▪ Mobilization of equipment and materials should be done at off-peak period (10am – 4pm), mainly on weekends, holidays ▪ Enforce speed limit. ▪ Ensure vehicles and equipment are parked at Camp site and designated areas ONLY. ▪ Untarred access roads shall be sprinkled with water frequently to suppress dust emissions. ▪ The SBMC must ensure that trucks carrying sand/soil to and from the sites are well covered in order not to cause injury to the public. ▪ Station flagmen at junctions, diversion points, near public crossings such as schools and speed bumps will be installed in built up areas and near public facilities such as schools, mosques, churches to reduce speed and dust ▪ During peak periods, such as market days FRSC will also be involved in assisting traffic and road safety management. Furthermore, the SBMC will engage the services of FRSC to train all project drivers. 	SBMC
3	Training	<ul style="list-style-type: none"> ▪ Hire drivers with appropriate driver's license. ▪ Liaise with FRSC to train drivers ▪ As part of refresher course for construction workers, train drivers on defensive driving and enforce speed limits 	SBMC
4	Communication	<ul style="list-style-type: none"> ▪ All Traffic and Safety signages should be boldly written in English & local languages. ▪ Any incident/ accidents should be reported immediately to the SPIU within 24hrs. The SPIU will also report to the NPCU/WB within 48hrs including immediate action taken 	SBMC SPIU SBMC
	Cost	All actions and costs have been embedded in the ESMP Matrix Table	

Annex 11 – Sample Code of Conducts

Individual Code of Conduct

Preventing Gender Based Violence and Violence Against Children

Definitions:

Gender Based Violence (GBV) - is an umbrella term for any harmful act that is perpetrated against a person's will, and that is based on socially ascribed (gender) differences between males and females. It can be sexual, physical, psychological and economic in nature, and includes acts, attempted or threatened, committed with force, manipulation, or coercion and without the informed consent of the survivor. A SURVIVOR is a person who has experienced GBV.

Sexual Exploitation and Abuse (SEA) is the actual or attempted abuse of a position of vulnerability, power, or trust for sexual purposes including but not limited to profiting monetarily or socially from sexually exploitation of another

Sexual harassment (SH) is the unwanted behavior of a sexual nature

Violence Against Children (VAC) is both physical and non-physical forms including neglect, maltreatment, exploitation and sexual abuse

I, _____, acknowledge that preventing gender-based violence (GBV) and violence against children (VAC) is important. The company considers that GBV or VAC activities constitute acts of gross misconduct and are therefore grounds for sanctions, penalties or potential termination of employment. All forms of GBV or VAC are unacceptable be it on the work site, the work site surroundings, or at worker's camps. Prosecution of those who commit GBV or VAC may be pursued if appropriate.

I agree that while working on the project I will:

- Consent to police background check.
- Treat women, children (persons under the age of 18), and men with respect regardless of race, colour, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.
- Not use language or behaviour towards women, children or men that is inappropriate, harassing, abusive, sexually provocative, demeaning or culturally inappropriate.
- Not participate in sexual contact or activity with children—including grooming or contact through digital media. Mistaken belief regarding the age of a child is not a defence. Consent from the child is also not a defence or excuse.
- Not engage in sexual favours—for instance, making promises or favourable treatment dependent on sexual acts—or other forms of humiliating, degrading or exploitative behaviour.
- Unless there is the full consent⁸ by all parties involved, I will not have sexual interactions with members of the surrounding communities. 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.
- Attend and actively partake in training courses related to HIV/AIDS, GBV and VAC as requested by my employer.
- Consider reporting through the GRM or to my manager any suspected or actual GBV or VAC by a fellow worker, whether employed by my company or not, or any breaches of this Code of Conduct.

With regard to children under the age of 18:

- Wherever possible, ensure that another adult is present when working in the proximity of children.
- Not invite unaccompanied children unrelated to my family into my home unless they are at immediate risk of injury or in physical danger.
- 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.
- 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” below).
- Refrain from physical punishment or discipline of children.
- Refrain from hiring children for domestic or other labour which is inappropriate given their age or developmental stage, which interferes with their time available for education and recreational activities, or which places them at significant risk of injury.
- Comply with all relevant local legislation, including labour laws in relation to child labour.

Use of children's images for work related purposes

When photographing or filming a child for work related purposes, I must:

⁸**Consent** is defined as the informed choice underlying an individual's free and voluntary intention, acceptance or agreement to do something. No consent can be found when such acceptance or agreement is obtained through the use of threats, force or other forms of coercion, abduction, fraud, deception, or misrepresentation. In accordance with the United Nations Convention on the Rights of the Child, the World Bank considers that consent cannot be given by children under the age of 18, even in the event that national legislation of the country into which the Code of Conduct is introduced has a lower age. Mistaken belief regarding the age of the child and consent from the child is not a defense.

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- Before photographing or filming a child, assess and endeavour to comply with local traditions or restrictions for reproducing personal images.
- Before photographing or filming a child, obtain informed consent from the child and a parent or guardian of the child. As part of this I must explain how the photograph or film will be used.
- Ensure photographs, films, videos and DVDs present children in a dignified and respectful manner and not in a vulnerable or submissive manner. Children should be adequately clothed and not in poses that could be seen as sexually suggestive.
- Ensure images are honest representations of the context and the facts.
- Ensure file labels do not reveal identifying information about a child when sending images electronically.

Sanctions

I understand that if I breach this Individual Code of Conduct, my employer will take disciplinary action which could include:

- Informal warning.
- Formal warning.
- Additional Training.
- Loss of up to one week's salary.
- Suspension of employment (without payment of salary), for a minimum period of 1 month up to a maximum of 6 months.
- Termination of employment.
- Report to the police if warranted.

I understand that it is my responsibility to avoid actions or behaviors that could be construed as GBV or VAC or breach this Individual Code of Conduct. I do hereby acknowledge that I have read the foregoing Individual 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 VAC. I understand that any action inconsistent with this Individual Code of Conduct or failure to take action mandated by this Individual Code of Conduct may result in disciplinary action and may affect my ongoing employment.

Signature: _____
Printed Name: _____
Title: _____
Date: _____

SBMC's Code of Conduct

Preventing Gender Based Violence (GBV) and Sexual Exploitation & Abuse (SEA)

Definitions:

Gender Based Violence (GBV) - is an umbrella term for any harmful act that is perpetrated against a person's will, and that is based on socially ascribed (gender) differences between males and females. It can be sexual, physical, psychological and economic in nature, and includes acts, attempted or threatened, committed with force, manipulation, or coercion and without the informed consent of the survivor. A SURVIVOR is a person who has experienced GBV.

Sexual Exploitation and Abuse (SEA) is the actual or attempted abuse of a position of vulnerability, power, or trust for sexual purposes including but not limited to profiting monetarily or socially from sexually exploitation of another

Sexual harassment (SH) is the unwanted behavior of a sexual nature

Violence Against Children (VAC) is both physical and non-physical forms including neglect, maltreatment, exploitation and sexual abuse

1. The company is obliged to create and maintain an environment which prevents Gender Based Violence (GBV) and Sexual Exploitation & Abuse (SEA) issues. The company is also required to maintain an environment where the unacceptability of GBV and actions against children are clearly communicated to all those involved in the project. In order to prevent GBV and SEA, the following core principles and minimum standards of behaviour will apply to all employees without exception:
2. GBV/SEA constitutes acts of gross misconduct and are therefore grounds for sanctions, penalties and/or termination of employment. All forms of GBV/SEA including grooming are unacceptable, be it on the work site, the work site surroundings, project neighbourhoods or at worker's camps. Prosecution of those who commit GBV or SEA will be followed.
3. Treat women, children (persons under the age of 18), and men with respect regardless of race, colour, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.
4. Do not use inappropriate language or behaviour towards women, children and men. This includes harassing, abusive, sexually provocative, derogatory, demeaning or culturally inappropriate words, gestures or actions.
5. 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 defence.
6. Sexual favours or other forms of humiliating, degrading or exploitative behaviour are prohibited.
7. Sexual interactions between SBMC's and consultant's employees at any level and member of the communities surrounding the work place 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

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or non-monetary) to community members in exchange for sex – such sexual activity is considered “non-consensual” within the scope of this Code.

8. 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.
9. 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.
10. 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

Preventing Gender Based Violence (GBV) and Sexual Exploitation & Abuse (SEA)

Definitions:

Gender Based Violence (GBV) - is an umbrella term for any harmful act that is perpetrated against a person's will, and that is based on socially ascribed (gender) differences between males and females. It can be sexual, physical, psychological and economic in nature, and includes acts, attempted or threatened, committed with force, manipulation, or coercion and without the informed consent of the survivor. A SURVIVOR is a person who has experienced GBV.

Sexual Exploitation and Abuse (SEA) is the actual or attempted abuse of a position of vulnerability, power, or trust for sexual purposes including but not limited to profiting monetarily or socially from sexually exploitation of another

Sexual harassment (SH) is the unwanted behaviour of a sexual nature

Violence Against Children (VAC) is both physical and non-physical forms including neglect, maltreatment, exploitation and sexual abuse

Managers at all levels have particular 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 SBMC'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 RAMP-PIU safeguards teams, as well as the World Bank prior to mobilization.
4. Update the Action Plan to reflect feedback and ensure the Action Plan is carried out in its entirety.
5. Provide appropriate resources and training opportunities for capacity building so members of the compliance team will feel confident in performing their duties. Participation in the Compliance team will be recognized in employee's scope of work and performance evaluations.
6. Ensure that SBMC, consultant and client staff are familiar with the AGILE GRM and that they can use it to anonymously report concerns over GBV and SEA.
7. Hold quarterly update meetings with the compliance team to discuss ways to strengthen resources and GBV/SEA support for employees and community members.
8. In compliance with applicable laws and to the best of your abilities, prevent perpetrators of sexual exploitation and abuse from being hired, re-hired or deployed. Use background and criminal reference checks for all employees.
9. Ensure that when engaging in partnership, sub-grant or sub-recipient agreements, these agreements
 - a) Incorporate this Code of Conduct as an attachment;
 - b) Include the appropriate language requiring such contracting entities and individuals, and their employees and volunteers to comply with this Code of Conduct; and
 - c) expressly state that the failure of those entities or individuals, as appropriate, to take preventive measures against GBV and SEA, to investigate allegations thereof, or to take corrective actions when GBV/SEA has occurred, shall constitute grounds for sanctions and penalties.

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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 effectiveness of training.
5. Prevention
6. 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.
7. Managers must verbally and in writing explain the company and individual codes of conduct to all direct recruits.
8. 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.
9. 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.
10. Managers will explain the GRM process to all employees and encourage them to report suspected or actual GBV/SEA
11. Managers should also promote internal sensitization initiatives (e.g. workshops, campaigns, on-site demonstrations etc.) throughout the entire duration of their appointment in collaboration with the compliance team, service providers and in accordance to the Action Plan.
12. Managers must provide support and resources to the compliance team and service provider NGOs to create and disseminate the internal sensitization initiatives through the Awareness-raising strategy under the Action Plan.

Response

1. Managers will be required to provide input, final decisions and sign off on the Standard Reporting Procedures and Response Protocol developed by the compliance team as part of the Action Plan.
2. Once signed off, managers will uphold the Accountability Measures set forth in the Action Plan to maintain the confidentiality of all employees who report or (allegedly) perpetrate incidences of GBV/SEA (unless a breach of confidentiality is required to protect persons or property from serious harm or where required by law).
3. Once a sanction has been determined, the relevant manager(s) is/are expected to be personally responsible for ensuring that the measure is effectively enforced, within a maximum timeframe of 14 days from the date on which the decision was made.
4. Managers failing to comply with such provision can be in turn subject to disciplinary measures, to be determined and enacted by the company's CEO, Managing Director or equivalent highest-ranking manager. Those measures may include:
 - 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: _____

Annex 12 – Campsite Management Plan (CMP)

The objectives of the Camp Management Plan are:

- Avoid or reduce negative impacts on the community and maintain constructive relationships between local communities and workers' camps; and
- Establish standards on worker welfare and living conditions at the camps that provide a healthy, safe and comfortable environment.

Legal Requirements and Grievances

The SBMC is required to operate within the parameters of the Nigeria Labour Law and the International Labour Organization guidelines. The World Bank Performance Standards are applicable to AGILE and its sub projects. Furthermore, the Grievance Redress Mechanism contained in this ESMF is required to be adhered to by the SBMC. SBMC personnel shall conduct regular safety walks and an HSE committee will track performance against requirements stipulated in this plan. The SBMC will also have its grievance mechanism developed for the project.

Additionally, SBMC would be required to sign and acknowledge the Code of Conduct and agree to abide by its provisions.

Management and Monitoring

Figure below presents a flow chart summarising key management step associated with implementation and review of this Plan, including steps to allow for continued improvement. Table 1 presents a summary of the potential impacts related to camp activities, together with mitigation and management measures to avoid or reduce these impacts, and the monitoring required to assess the performance of these measures.

The SBMC shall develop a SBMC Plan which shall, as a minimum, incorporate the camp management measures described in the Table below. The SBMC shall not be limited to these measures.

Monitoring to be undertaken as part of this Plan is described in the table below. The SBMC is responsible for developing area or site-specific procedures for the monitoring program (where necessary) based upon the final design details of the infrastructure.

Management and Monitoring of SBMCs Campsite

Aspect	Potential impact	Mitigation & Management	Monitoring	Frequency	Responsibility
Community Relations	<p>Unauthorized movements of construction workers (during and after working hours) could result in trespassing, damage to local land and property and create amongst local residents a sense of their privacy being invaded. Residents may feel vulnerable and there may be increasing incidents of crime and or violence (GBV etc) and threats to the safety of community members.</p> <p>Disparity of pay, increase in disposable income and potential availability of illegal substances, illicit or culturally inappropriate lifestyle choices, leading to increased tension between local communities and the workers at camps.</p>	<ol style="list-style-type: none"> 1. SBMC shall enforce a 'closed' camp policy unless otherwise agreed and approved by Company. Workers will comply with the agreed camp closure hours. 2. SBMC shall implement suitable measures to maintain the closed camp policy which may include perimeter security fences, security controls and guard houses, monitoring transfer of goods into and out of camps for contraband and stolen goods. SBMC should refer to the Project Security Management Plan. 3. SBMC, as appropriate, shall provide adequate recreation facilities for workers to reduce incentive for leaving camps during leisure time. 4. SBMC shall limit workers interaction with the community when outside the camp e.g., by organising transport directly to and from the worksite. 5. If community members or local businesses express grievances in relation to camp related activities/operations, the Project shall respond to the grievance in accordance with the Grievance Redress Mechanism contained in the ESMF. 6. NPCU/SPIU may request that camp related activities/operations be amended to address community grievances. SBMC shall comply with these requests. 7. Workers shall abide by camp rules which include a disciplinary process to be developed by the SBMC once appointed. 8. The Project shall, be cognisant of the environment in which it works and shall, where practicable, respect local cultural events such as religious events, funerals and the like. 9. The Project shall provide training to all workers on camp management including: <ol style="list-style-type: none"> a. A briefing on camp rules, including closed camp policy, behaviour between fellow workers and the community; 	Monitoring and Verification	<p>Continuous</p> <p>Every 3 months</p> <p>Every 6 months</p> <p>Continuous</p> <p>Continuous</p> <p>Continuous</p> <p>Every 3 months</p> <p>Continuous</p> <p>Every 3 months</p>	<p>SBMC, Supervising Consultant and SPIU</p> <p>CBMC</p>

Aspect	Potential impact	Mitigation & Management	Monitoring	Frequency	Responsibility
		<ul style="list-style-type: none"> b. Procedures for dealing with camp related complaints, worker issues and community issues and c. Community relations orientation. The objective of this orientation will be to increase awareness about the local area and cultural sensitivities. 			
Health	<p>Potential interaction between workers, persons engaged in illicit activities and the community increases the risk of spreading communicable diseases, particularly in more remote communities.</p> <p>Camp operations have the potential to develop favourable conditions for pests and disease, which could impact the health of workers and the community, as well as affect community livelihoods</p>	<ol style="list-style-type: none"> 1. SBMC shall comply with the Minimum Health Requirements for Project Execution and the Community Health and Safety Management Plan which set out requirements and management measures on controlling communicable diseases within camps and to outside communities 2. SBMC shall enforce the closed camp policy to limit interaction with community 3. Posters and informational sessions will be conducted to raise awareness among the workforce and communities locally around the worker camps. 	Verification	<p>Every three months</p> <p>Continuous</p> <p>Every three months</p>	<p>SBMC</p> <p>Supervising Consultant</p> <p>SPIU E&S Team</p>
Waste management, pollution and environmental impacts	<p>Camp has the potential to have off site pollution impacts from waste disposal, emissions and spills. Camp operations may also cause environmental issues including deteriorating water quality, erosion, sedimentation, noise and air quality issues. These factors have the potential to affect the community if not adequately managed.</p>	<ol style="list-style-type: none"> 1. SBMC shall exercise all reasonable due diligence to conduct its operations in a manner that will minimize pollution. 2. SBMC shall comply with the Waste Management Plan and Hazardous Materials Management Plan which define requirements to contain, transport, handle and dispose of camp wastes and hazardous materials to avoid impacts to human health and the environment. 3. SBMC shall also apply appropriate mitigation measures as contained in this ESME. 	Verification & Notification	Continuous	<p>SBMC</p> <p>Supervising Consultant</p> <p>SPIU</p>
Community resources	<ul style="list-style-type: none"> • Any infrastructure, services or resources used by camps (e.g. water abstraction) that result in reductions/ shortage/interruptions for the local community will have a negative impact. • There is potential for social envy and increased resentment from the community towards the Project and project team if camp facilities are perceived to be superior to those in the community. Services of note include camp health facilities, power supply, clean running water. Restricted ability to access these services may increase frustration at the 	<ol style="list-style-type: none"> 1. SBMC shall utilise water sources for camp use in a manner that minimises impacts on local supply and use. Where necessary, water supply should be sought outside of the community source(s). 2. The Project shall routinely monitor quality and supply of water source used by camp through quarterly sampling exercises. 3. SBMCs shall be encouraged to extend Corporate Social Responsibility projects to host communities. 	Verification and On-going	<p>Prior to establishing the camps</p> <p>Every 3 months</p> <p>Annual</p>	<p>SBMC</p> <p>Supervising Consultant</p> <p>SPIU</p>

Aspect	Potential impact	Mitigation & Management	Monitoring	Frequency	Responsibility
	level of the services available to them.				
Camp location	<ul style="list-style-type: none"> Construction camps may result in a noticeable increase in traffic, noise, air emissions and light intrusion which could negatively affect the amenity and lifestyle of nearby communities and pose a potential safety issue. 	<ol style="list-style-type: none"> Potential camp locations will be selected in consultation with SPIU and affected communities. Necessary permits will be obtained from the relevant Local Authorities for the approved camp location. The Project shall refer to those Environmental & Social Management Plan's (ESMP) that include mitigation/avoidance measures that relate to the local community, including: <ul style="list-style-type: none"> Noise and Vibration Management Plan; Air Emissions Management Plan; and Waste Management Plan. 		<p>Prior to establishing the camp</p> <p>Continuous</p>	<p>SBMC and/or Company</p> <p>Community</p> <p>SPIU</p>
Labour Influx	<p>There is a likelihood of influx of non local labour into areas around the construction camps. However, people from outside of the local area may migrate into existing settlements or develop new settlements in proximity to camps and the Project area. Labour Influx can result in disputes and sometimes violence between the new settlers and the resident community. Migrants moving into existing settlements may increase demand and inflate prices for housing, goods and services. Increased population and development of new and uncontrolled settlements increase pressure on infrastructure, services and resources. Major labour influx related risks include workers' sexual relations with minors and resulting pregnancies, presence of sex workers in the community, the spread of HIV/AIDS, sexual harassment of female employees, child labour and abuse, increased drop out rates from school, poor labour practice and lack of road safety.</p>	<ul style="list-style-type: none"> SBMC shall enforce a 'closed' camp policy. This is intended to deter individuals setting up near camp. SBMC shall develop a Labour Influx Management Plan. SBMC is to coordinate with Local government to ensure that no illegal and unsafe settlements develop. SBMC shall review and ensure adherence to labour influx management plan. 	Verification	Continuous	SBMC and SPIU
Worker welfare and living conditions	<p>Construction workers living in camps may encounter stresses and discomforts that negatively impact their health and welfare. These stressors or discomforts may be caused by Poor living conditions (accommodation, ablution and sanitary, health, recreation catering and laundry).</p>	<p>SBMC shall comply with minimum standards for camp buildings, facilities and services in line with the Bank standard or as contained in the Project Invitation to Tender (ITT) requirements. This will include separate sleeping spaces and toilets for male and female workers with ability to lock from inside, WASH facilities should comply with WHO standards including portable water with well-placed overhead tanks, wash basins and concrete and covered septic tanks Sleeping mattresses should be provided for all workers to avoid them sleeping on the floor</p>	Verification	Continuous	SBMC, Supervising Consultant and SPIU

Aspect	Potential impact	Mitigation & Management	Monitoring	Frequency	Responsibility
		<p>First aid kits should be provided in the Camp sites and the HSE officers should receive training on first aid</p> <p>The area should be secured and security arrangements should be made to ensure workers safety</p>			
	Cultural issues (nationality, religion, discrimination, GBV and harassment, etc.).	<ul style="list-style-type: none"> SBMC shall ensure that applicable ESMF mitigation measures for specific issues are applied. SBMC may provide prayer rooms and other facilities, as necessary and to the extent practicable, to satisfy the religious needs and customs of its workforce. SBMC's personnel shall not engage in any discrimination, GBV, SEA or harassing behaviour. SBMC shall establish an Equal Opportunity Policy to promote non-discrimination in accordance with Labour and Worker Conditions Management Plan. SBMC shall implement a worker grievance procedure to address grievances between workers. . 	Verification	Continuous	SBMC
	Mental health issues (morale, isolation, family attachments, boredom).	<ol style="list-style-type: none"> Camps will be treated as closed camps. Camp rules in relation to alcohol consumption and drug prohibition will be complied with. SBMC shall provide recreational facilities where practicable. SBMC will provide counselling for all workers, with no discrimination by race, sex or religion. 	Verification	Continuous Every 6 months	SBMC
	Personal security (crime, and emergencies).	<ul style="list-style-type: none"> Camps will be controlled by security to avoid intrusions from outside community. Work Site Security Plan to be developed by SBMC shall include security measures to be provided at the camps which may include fencing, locks, alarms, pass card systems, badge and pass system, access points, safe transport of personnel as appropriate. SBMC shall develop an Emergency Response Plan that meets requirements set out in ITT package 	Verification	Prior to establishing camp	SBMC
	Environmental stress (climate, noise etc.).	<p>SBMC shall comply with Minimum Health requirements for Project Execution including the following:</p> <ul style="list-style-type: none"> Accommodation will be designed to suit climatic conditions; Accommodation and surroundings shall be constructed so that noise does not interfere with 	Verification	Continuous	SBMC

Aspect	Potential impact	Mitigation & Management	Monitoring	Frequency	Responsibility
		<p>sleep to the extent that is reasonably practicable; and</p> <ul style="list-style-type: none"> Health and hygiene inspections shall be carried out. 			
Decommissioning	<p>Decommissioning of camps has several potential impacts:</p> <ul style="list-style-type: none"> Local employment and provision of local goods and services at camps will no longer be required; Locals employed and previously accommodated in camps will no longer have access to services and benefits available at camps (e.g. health services, recreation facilities); and Infrastructure which provides benefits to communities may no longer be maintained (e.g. roads, camp boreholes) and may be decommissioned and removed. 	<ul style="list-style-type: none"> SBMC is to follow retrenchment procedure contained in Labour and Worker Conditions Management Plan (if available) Where Community requests, some infrastructure and services may be retained as advised by the NPCU and the World Bank: <ul style="list-style-type: none"> Disturbed areas will be reinstated; Where practicable, SBMC will return camp areas to former landforms; No facilities will be maintained in or near especially environmentally or socially sensitive areas; and Where there are negative consequences of induced access, the facility will also be decommissioned and the area reinstated. 	Verification	Continuous	SBMC SPIU

Annex 13 – Labour Influx Plan

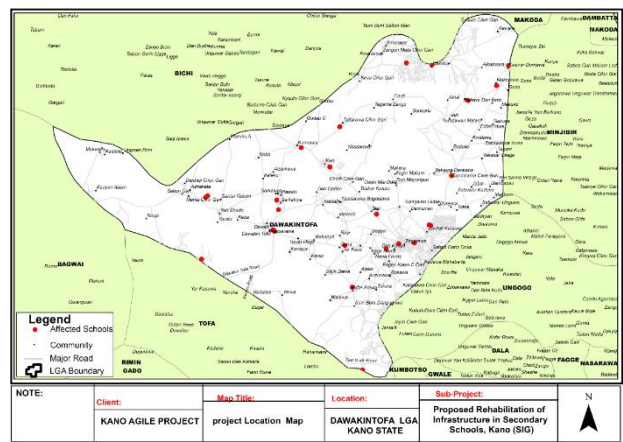
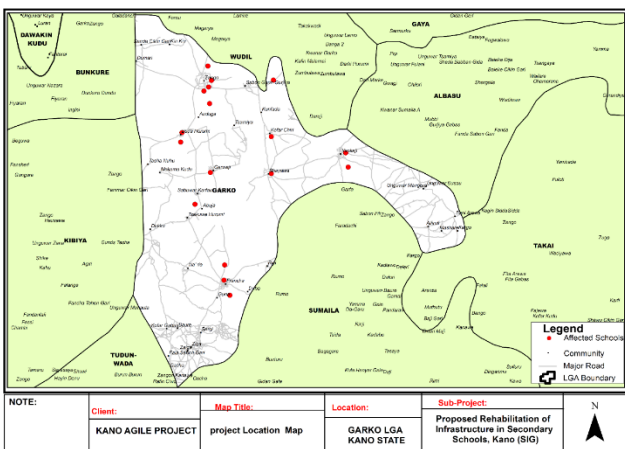
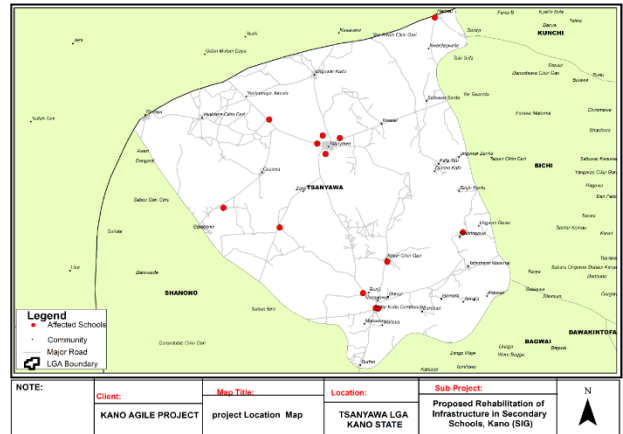
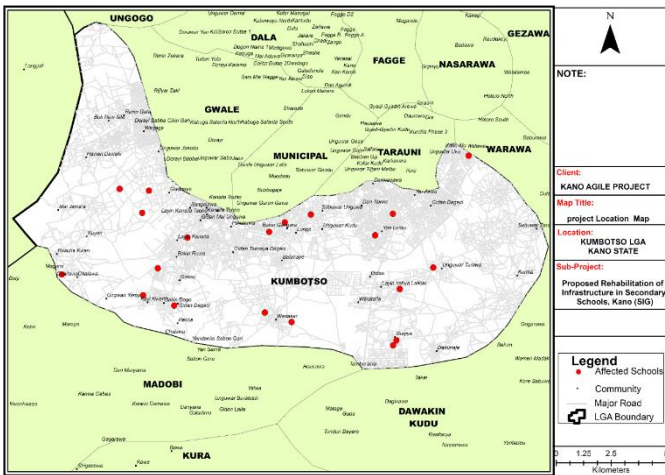
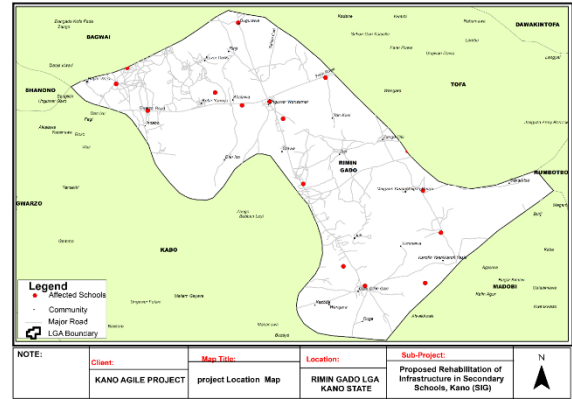
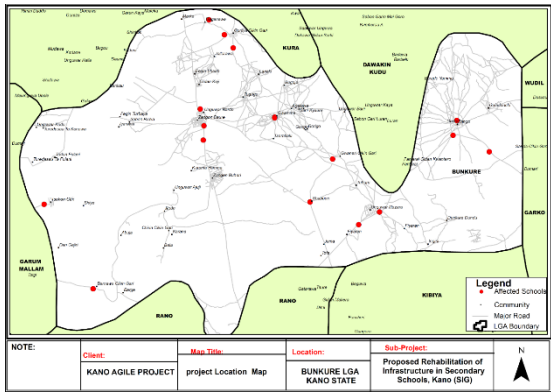
This plan identifies labor requirements and sets out the procedures for addressing labor conditions and risks associated with the proposed project, which is aimed at helping Kano AGILE to determine the resources necessary to address project labor issues.

SUB-CATEGORY	WORKER IMPACTS\RISKS	PROJECT IMPACTS\RISKS	MITIGATION MEASURES	MONITORING	MONITORING FREQUENCY	RESPONSIBILITY
Employment	Influx of many foreigners into project communities	Competition on livelihood and job opportunity with locals	Unskilled labour shall be from the project communities. Where possible qualified skilled workers on contract shall also be sourced within the community	Verify	Onset of Project and bi-weekly	SBMC Monitoring: Supervision Consultant SPIU E&S team
Housekeeping.	The general appearance of the camp deteriorates making camp life unpleasant.	The overall camp experience is compromised which in turn leaves workers demoralised and unproductive.	Ensure that camp grounds and common areas are routinely cleaned and organised with appropriate signage in place, and that grounds are maintained (e.g., grassed areas are regularly mown). Establish easily accessible, designated smoking areas which are clearly highlighted and regularly cleaned.	Verify	Monthly	SBMC Monitoring: Supervision Consultant SPIU E&S team
Recreation.	Workers spend most of their time in the camps and could become disenchanted and bored. They may want to leave the camps and go into the local towns and villages in search of recreation.	Tensions arise from the local communities as workers impact their activities in search of recreation. An increase in alcohol consumption and prostitution could result due to the influx of workers into local communities.	Provide appropriate recreational facilities and activities, that are suitable to the workers interests, while also been mindful of the community's cultural norms. These should be discussed with the camp residents committee.	Assessment	Quarterly	SBMC Monitoring: Supervision Consultant SPIU E&S team
Spiritual /Religion.	Workers will want access to places of worship for their chosen religion. They may leave the camps and go into the local towns and villages in search of an appropriate place of worship.	Tensions arise from the local communities as workers impact their activities.	Provide appropriate places of worship where residents express a need for this in accordance with cultural sensitivities, and assess transport arrangements on a case-by-case basis. Ensure that equipment and facilities are kept clean and well maintained.	Assessment	Quarterly	SBMC Monitoring: Supervision Consultant SPIU E&S team
SUB-CATEGORY	WORKER IMPACTS\RISKS	PROJECT IMPACTS\RISKS	MITIGATION MEASURES	MONITORING	MONITORING FREQUENCY	RESPONSIBILITY
Security.	Workers may be exposed to security risks such as banditry and kidnapping	Workers are kidnapped and stop work is issued until the issue is resolved	Security management to be prepared by the SPIU, SBMCs, supervision consultant in conjunction with the State Government and security agencies. Areas that have high security	Assessment	Continuous	SBMC Monitoring: Supervision Consultant SPIU -E&S Team

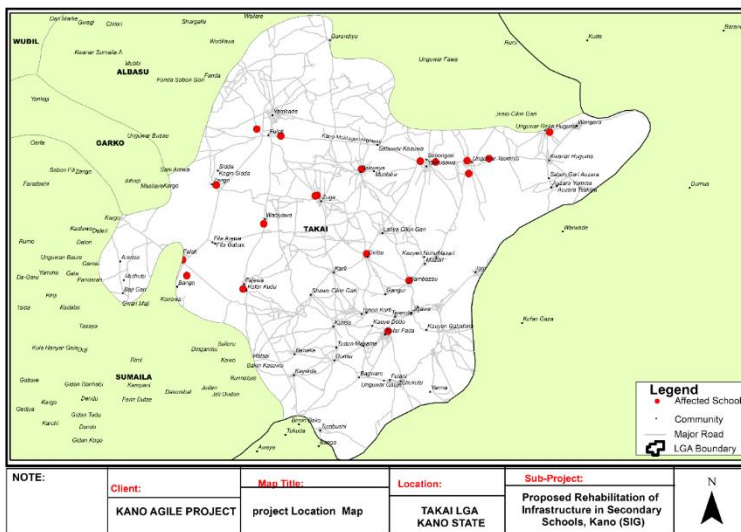
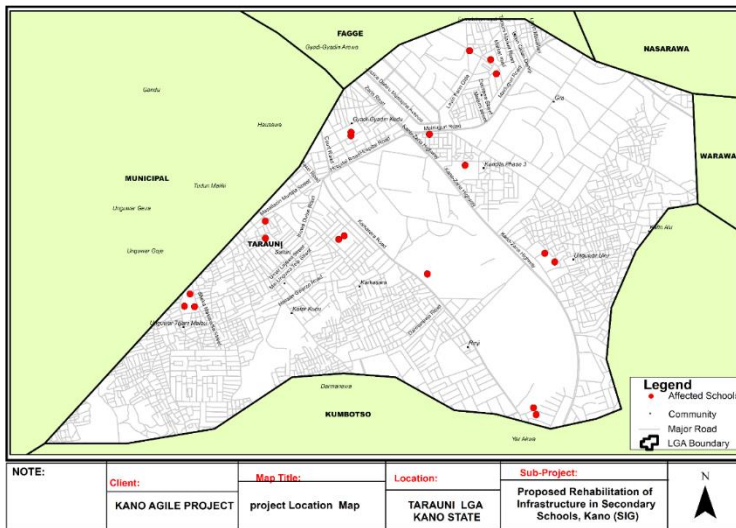
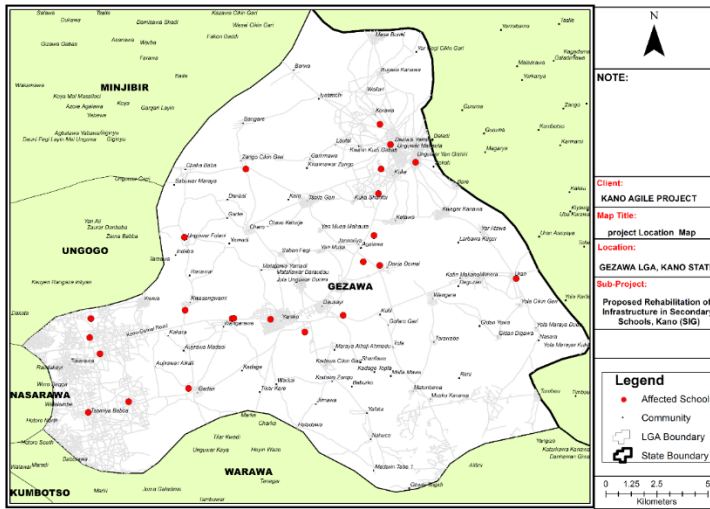
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			threats should be avoided			
Community relations.	Communities are negatively impacted by camp activities: noise, waste, traffic, lighting and so forth. This may result in negative actions towards camp operations such as road closures and the prevention of workers or suppliers from entering the worksite.	Workers are stopped from going to work, which affects productivity.	Implement control measures to avoid and minimise the impacts of camp and living conditions on communities. Limit foreign worker interaction with communities and provide cultural sensitivity awareness training to facilitate appropriate interaction with communities.	Assessment	Quarterly	SBMC Monitoring: Supervision Consultant SPIU E&S TEAM

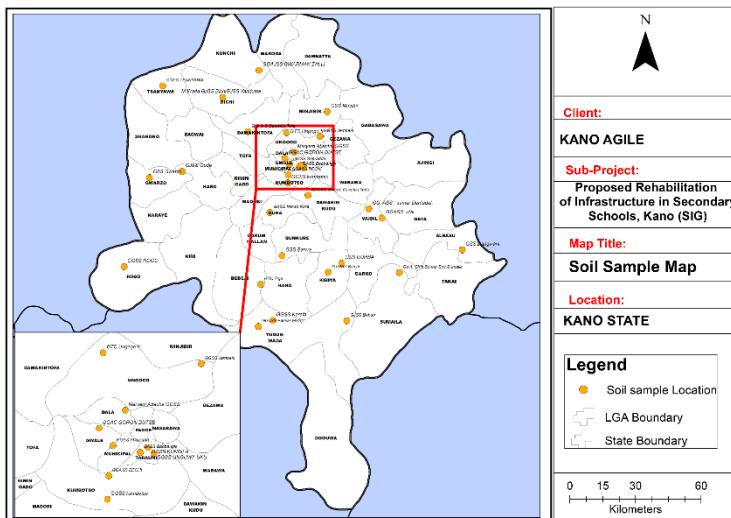
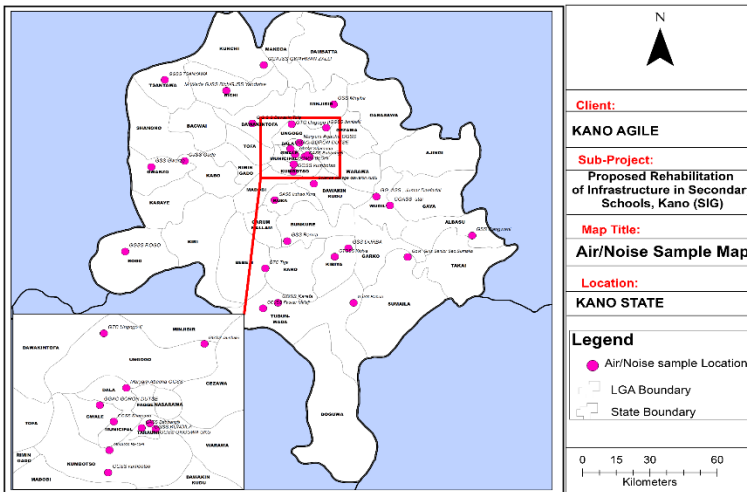
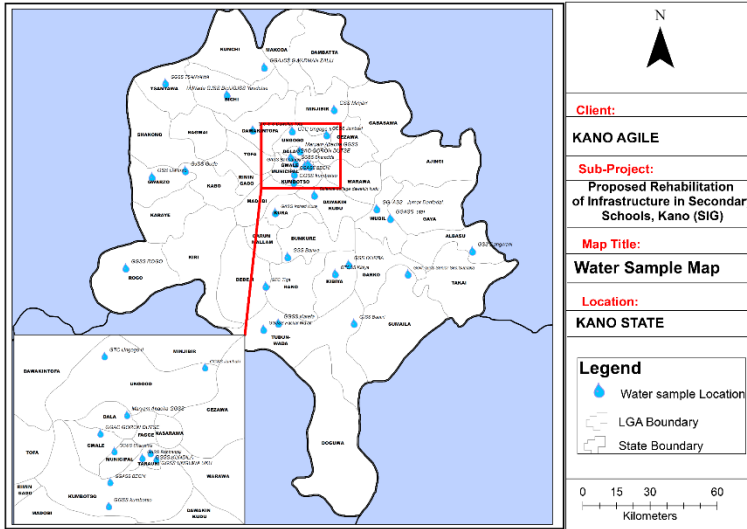
Annex 14: DISTRIBUTION OF SCHOOLS SAMPLED IN SELECTED LGAs



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Annex 15: Sampling Location



Annex 16: General Security Assessment -North West (Kano)

Kano falls under northwest of the country and the city is predominantly Muslim and an important centre of Islamic learning in Nigeria. Hoodlum attacks and banditry are major security challenges in the state.

First responders to security incidents within the local communities are vigilantes. Government Security Agencies' (GSA) interaction within the rural communities is largely insignificant. The complexity of the terrain poses significant accessibility constraints as most communities in the hinterlands are only accessible using motorcycles and in rare cases can they be reached by vehicles.

On a general note, activities of armed bandits associated with physical assault and kidnapping is the most impacting threat in the state. Kano is currently assessed as a MEDIUM to HIGH Risk State. Some major risks are

- ✓ **TERRORISM:** The possibility of terror attack in the future, particularly in the eastern part of the state, remains **LIKELY** with the risk rating **MEDIUM**.
- ✓ **CRIME:** Crimes such as robbery, theft, fraud, mugging, carjacking are considered medium across the state. However, physical attack, sexual attack, robbery and community invasions perpetrated by OCGs have increased significantly over the past 3 years in the state. While the likely exposure of staff to other related crimes is medium, risk of exposure to banditry is currently rated **HIGH** due to presence of armed OCGs. Without significant reduction in the threat level, the activities of OCGs will have a significant impact on the programme's access to a number of LGAs and continuity of delivery.
- ✓ **CIVIL UNREST:** Compared to other states in the region, Kano has historically experienced low levels of civil unrest. Although there is occasional religious protest, such as when statements credited to a popular Christian cleric in the state were alleged to be 'anti-Islamic', causing tension in some quarters of the state. The risk that civil unrest impedes access remains likely, thereby rating it as **MEDIUM**
- ✓ **TRAVEL RISK:** The frequency of road traffic accidents in Kano is considered Low according to available data from the National Bureau of Statistics. However, road travel risk needs to be judged against the country's record of fatal RTAs. Data by the FRSC and the National Bureau of Statistics put Nigeria's road casualty average at 33.7 per 100,000 people annually. So, reported incidents of road traffic accidents at least compared to other states in the region is rated **MEDIUM**. This can largely be attributed to the good road condition connecting LGAs in the state
- ✓ **KIDNAP:** Kidnap has become a major threat to operations in Kano State and region at large. Activities of armed OCGs have been associated with kidnapping of local residents including farmers, school children and businessmen. In many instances, homes are raided and family members taken away by bandits' groups until ransoms are paid. Some isolated cases have seen the victims being killed, even after the paying of a ransom by the family of the victim(s). This threat is rated as **HIGH**
- ✓ **MEDICAL EMERGENCY:** Although, endemic diseases such as cholera and cerebral meningitis have been common in the state in past years. The major medical safety concern for the state is the ongoing Covid-19 pandemic and the recent Monkey Pox. This threat is rated as **MEDIUM**.
- ✓ **FIRE EVENT:** There have been many reported cases of fire incidents in the state. In the past, major markets and private homes have been reportedly exposed to major fire incidents, largely fueled by the extreme hot weather in the state and dryness. This can be considered a **MEDIUM** threat that can be reduced to **LOW** with adequate mitigative measures
- ✓ **ENVIRONMENT (WEATHER):** Flooding, Erosion in Kano can be a major hazard at the peak of rainy season due to inadequate water channels and whenever there is a release of water from dams. A major seasonal threat and is rated as **MEDIUM**.
- ✓ **POLITICAL:** The risk associated with influence of political class, traditional institutions as well as activities of armed opposition groups having the capability to contest control of certain areas. This is considered **MEDIUM**.

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SECURITY RISK ASSESSMENT.

TERRORISM.

RISK SCENARIOS:

Risk name	Description of risk	Estimation
(VBIED) Vehicle Borne Improvised Explosive Device	An attack using a parked or moving vehicle (including lorry, car, motorized rickshaw or moped) to deliver an explosive charge against the entrances or adjacent areas around the programme storage or vaccination delivery points.	Although this is a recognized method of terrorist attack, there is no history of the use of this method of attack against any medical facilities or vaccination programmes and no intelligence that suggests such targeting presently, but it remains a possibility.
(PBIED) Person Borne IED	An attack using a person(s) to deliver an explosive charge(s) to deliver an explosive charge against the entrances or adjacent areas around the programme storage or vaccination delivery points.	Common method of delivery and extremely effective if access can be gained to the interior of a target location. This TTP was commonly used in NE Nigeria and places like Kano and Kaduna by Boko Haram, often causing injury and death in specific areas: markets, mosques, SF checkpoints, IDP camps. Secondary attacks can often follow primary attacks. No records of similar attacks have been reported in Kano
Armed attack	An attack by single or teams of people using guns, IED's and grenades to injure or kill people at close quarters, either during the attack or by a delayed hostage scenario, using the media to maximum effect.	This method was commonly used in the NE and Kano. Handheld grenades or RPGs are initially used which sets confusion amongst civil population or SF formations, before teams using guns directly attack their victims. This is a common TTP of OCGs and, since government proscription, such attacks can be classified as terrorism.

OVERALL RISK RATING:

Risk name	Likelihood	Severity	Score
1 - Terrorism	2	4	MEDIUM

CRIME.

RISK SCENARIOS:

Risk name	Description of risk	Estimation
Armed Attack	An attack by single or teams of people, including OCGs, using guns to injure or kill people at close quarters. This is often associated with community invasion for looting rustling and kidnap.	Directed attack on civil population and/or government security forces using small arms fire. Significantly common in eastern Kano, Gudu and Kebbe LGAs and has the capability of constituting risk to staff at vaccination centres.
Sexual Attack	Programme member of staff falling victim to a sexual assault resulting in harassment, sexual disease, injury or death.	As is common with OCGs, sexual assault is associated with their MO. Staff who walk on lonely roads that are unlit and/or which are under the control of armed OCGs are susceptible to such incidents
Organised crime	Infiltration of an organised criminal group into the running of the vaccination programme itself, resulting in fraud, theft, loss of assets/funds, employment malpractice or adverse publicity for NCDC and State Health Ministry if exposed.	Local groups, mostly youths whose leadership is not carried along or who have a perceived reservations about a program are more likely to negatively impact the programme. In some instances, even when involved they find a means of short-changing the process causing disrepute to the implementing body (NCDC)
Theft	Programme member of staff falls victim to a criminal act, either losing valuables or money, by mugging or pickpocketing, or some other form of theft from their person or the items are taken whilst unattended in common areas,	This risk can impact on vaccine availability or staff being exposed to mugging where criminal groups capitalize on vulnerability of staff. Staff will be vulnerable if they set patterns or demonstrate wealth in poor areas. There will also be a risk of theft of project equipment in

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	programme storage or delivery sites, or from staff accommodation.	the event of poor logistic accounting and controls.
Drug taking or smuggling	Instance of drug taking within program premises for individual use, or the taking place of drug dealing either retail, i.e., to users, or wholesale, to other drug dealers. Use of methanol to enhance low grade alcohol resulting in death or injury of the imbiber	Illicit drug consumption is reported in Kano state particularly in DangeShuni and Ilella general area. This is however not reported in the immediate vicinity of programme
Staff dishonesty	A member of staff engaging in dishonest conduct, such as fraud or embezzlement of funds, equipment or vaccines from the programme itself.	Findings have revealed frauds of this nature occur in other routine immunization programmes, particularly at the vaccination point. The possibility of insider fraud or theft on the COVID-19 vaccination exercise cannot be overruled

OVERALL RISK RATING:

Risk name	Likelihood	Severity	Score
2 - Crime	4	3	HIGH

CIVIL UNREST.

RISK SCENARIOS:

Risk name	Description of risk	Estimation
Community clash/ Riot	Incidence of a member of staff or a programme delivery site being caught in a localised civilian clash or riot	Occasional protests/riots are organized against government policies, based on perceived failures of government. In Goronyo and Tureta LGAs, similar threats were reported. The tendency fo security forces to intervene to disperse formal protest is likely. SF response can be overly robust.
Demonstration/ Protest	Incidence of a member of staff or a programme delivery site being caught in a protest or demonstration either directed towards the programme or a local but unconnected issue.	Occasional protests/riots are organized against government policies based on perceived failures of government. In Goronyo and Tureta LGAs, similar threats were reported
Political violence	Incidence of a member of staff or a programme delivery site being affected or injured by political violence associated by an election or local political issue that is associated with the area or specifically in relation to the vaccination programme	The political froth leading to next year's elections is likely to generate regular and sometimes violent protests. This could lead to the escalation of security measures with the associated application of lock-down measures in tempo with the rise in threat.

OVERALL RISK RATING:

Risk name	Likelihood	Severity	Score
3 - Civil Unrest	3	3	MEDIUM

TRAVEL RISK.

RISK SCENARIOS:

Risk name	Description of risk	Estimation
RTA	Incidence of a programme vehicle being involved in a road traffic accident whilst effecting delivery of personnel or vaccine supplies to programme sites.	Over speeding, non-usage of seat belt, dangerous overtaking, use of phones while driving and bad road condition all lead to road traffic accidents. In comparison to other states in the northwest, available data reveals this risk is average in Kano with frequent incidents reported along Kano-Ilella road
Vehicle Theft or Hijack	Incidence of a programme vehicle being stolen whilst parked and unattended, or actively hijacked from programme personnel following and encounter with an IVCP.	For communities with a local presence of OCGs, this is a common risk. Usually, the MO is to dispossess residents of their vehicles and, in some instances, kidnap the victims.

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Boat Accident	Incidence of a boat accident where programme activities require the movement of personnel and stores by water.	This is more common in those LGAs with large water bodies or where rivers pass through. This risk is present in Goronyo, Wurno, Wamakko and Silame
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OVERALL RISK RATING:

Risk name	Likelihood	Severity	Score
4 - Travel Risk	2	4	MEDIUM

KIDNAP

SCOPE OF RISK: A programme member of staff is kidnapped either during work or out of hours, resulting in disruption to programme delivery.

RISK SCENARIOS:

Risk name	Description of risk	Estimation
Kidnap for Ransom	The kidnap and detention of a programme member of staff until a cash ransom is paid.	Kidnap for ransom remains an enduring risk across the state. In the past 18 months, every Kano resident and visitor has become a possible target for kidnap, from wealthy individuals to the poorest subsistence farmer.
Express Kidnap (One Chance)	The short term kidnap of a programme member of staff in order to force the removal of available cash from ATMs.	Although Express kidnap is particularly prevalent where there is wealth and a high frequency of ATMs, the incidence of this type of kidnap is not common to northern states. Major towns like Ilella and Kano town are likely to be more susceptible to this kind of threat.
Ideological kidnap	The kidnap and detention of a programme member of staff in order to achieve political aims.	Health workers have in the past been abducted by organized criminal groups based on their experience to render medical care to injured victims of organized criminal groups (OCGs). Many of such incidents have been reported in eastern Kano and western Zamfara where local pharmacy owners or PHC staff are targeted

OVERALL RISK RATING:

Risk name	Likelihood	Severity	Score
5 - Kidnap	3	4	HIGH

MEDICAL EMERGENCY

RISK SCENARIOS:

Risk name	Description of risk	Estimation
Disease	Incidence of a member of staff contracting an endemic disease as a result of their programme delivery and/or interaction with target stakeholders, causing them to be unable to work or requiring their hospitalisation/isolation.	Diseases present a documented health hazard in Kano, although they can be anticipated and treated with specific medication, hygiene and personal health and wellness care. Records of Malaria, Diarrhoea, Cholera and Meningitis have been reported
Sickness	Incidence of sickness due to personal physiology or due to the ingestion of a sick bug, causing them to be unable to work.	Even though the work force of this project are local staff, the likelihood of ingesting food items that upsets the system is likely.
Accident	Incidence of a work-related accident during programme delivery which is of such severity that they are temporarily or permanently unable to continue their duties.	Accidents regularly occur in work environments and particularly where there are high numbers of people. The risk of serious accident will be reduced by proper planning, rehearsals, and the strict adherence to safety SOPs.

OVERALL RISK RATING:

Risk name	Likelihood	Severity	Score
7 - Medical Emergency	3	3	MEDIUM

FIRE EVENT:

RISK SCENARIOS:

Risk name	Description of risk	Estimation
Arson	The malicious use of fire to cause the damage or destruction of programme facilities, equipment or personnel.	The risk that ex-staff, disgruntled staff as well as persons with reservations against the programme set stores and vaccination centres on fire remains possible, even though no reports of such were reported in the state
Fire outbreak	The collateral involvement in a fire event causing damage or destruction of programme facilities, equipment or personnel due to the dense and chaotic nature of the urban landscape.	Uncontrolled fires at bins, power surge and lack of adequate fire safety equipment presents a real threat of fire incidents. Cold chain management requires connection to power which forms a risk of fire outbreak where there is poor, shoddy workmanship in premises or loosely connected power cables. Poor electrical workmanship and the chance of power fluctuation means that the risk of a fire outbreak remains likely.

OVERALL RISK RATING:

Risk name	Likelihood	Severity	Score
8 - Fire Event	3	3	MEDIUM

ENVIRONMENTAL - NATURAL CATASTROPHES:

RISK SCENARIOS:

Risk name	Description of risk	Estimation
Flood	Incidence of a programme member of staff being killed or injured by drowning or crush injuries created by the force of water	Poor drainage system within Kano town has in the past led to flooding, in most instances during the peak of rainy season (July-September), as well as when there is excessive release of water from Goronyo and Lugu dams
High wind	Incidence of a programme member of staff being killed or injured, or the damage or destruction of programme assets, due to very high wind gusts.	This occurs majorly during rainy season (June to October) and has the capability to carry objects with it causing harm and discomfort, as well as potential interruption of power supply.
Lightening	Incidence of a programme member of staff being killed or injured as a result of lightening.	Usually associated with storms that occur shortly before rainfalls. This has the capability to strike individuals as well as cause serious havoc to buildings, trees etc.
Excessive Heat	Employee, SBMC, member of the vaccination team adversely affected by high heat. Impact to supplies or facilities due to elevated temperatures (e.g., lack of refrigeration to vaccine etc.).	This can affect staff or cooling systems. This may cause heat-related injuries, like heatstroke; if untreated, can lead to staff death. Excessive heat can also affect functionality of cooling systems, particularly when transporting vaccines with ice packs (Most likely to occur between March-May).

OVERALL RISK RATING:

Risk name	Likelihood	Severity	Score
8 - Environmental	3	3	MEDIUM

POLITICAL

RISK SCENARIOS:

Risk name	Description of risk	Estimation
Elections	Concurrent political campaigns causing dilution to programme communications or directly impacting the effectiveness of the vaccine delivery programme.	Electoral news will take more and more news time as the election nears. Communication of vaccine roll out risks being squeezed out of airtime and print space. Political activists could use the vaccine programme as a vehicle to attack the political opposition. This is very likely in Kano
Traditional Rulers	Failure to apply the correct notification protocols in the lead up to vaccine delivery causing a snub to the traditional ruler in that area. A withdrawal of royal or religious approval could result in a loss of buy in by the local community.	Current COVID-19 emergency response team has traditional institutions inculcated even though their knowledge of protocols could not be ascertained.
Contested Areas	Incidence of restricted access. Programme delivery might not be possible in certain parts of the country where the legitimate government's authority is being challenged.	The presence of armed OCGs in eastern Kano has seen the appointment of OCG affiliated village heads in some communities, as well as the collections of a levy or 'tax' from local farmers before they are allowed to access their farms. This and other similar contestation constitutes risk to programming
Discrimination	Incidence of an employee, SBMC, or member of the vaccination team not being impartial during vaccine administration	Likelihood of administering vaccine based on politics, religion, race, tribe and gender remains very unlikely in Kano

OVERALL RISK RATING:

Risk name	Likelihood	Severity	Score
11 - Political	3	3	MEDIUM

OVERALL MITIGATION MEASURES

- Ensure timely engagement of the project security adviser in conjunction with the state Government and security apparatus like the police, Army, Nigerian Security and Civil Defence Corps (NSCDC)
- The security adviser is expected to conduct a robust risk assessment and develop security protocols for prevention and response.
- The security management plan will be treated confidentially as not to fall in the wrong hands or public consumption.
- Some of the designs for the schools should include security lights in areas highly volatile to kidnapping, in and around the school vicinity as way of protection of the structures/properties and movement in and around the school premises (recommend solar powered flood lights) and CCTV camera to capture the vicinity
- There should be a monthly security briefing from the security adviser to the state project coordinator

Prevention Strategies

- For high-risk areas and as may be identified subsequently, it is recommended to use local existing labour for civil works, and existing school structures (principal and school management) for monitoring in those areas to avoid exposing new entrants to kidnapping and banditry attacks`
- The PIU should ensure all workers engaged by the project and implementing parties such as SPIU/NPCU staff receive security training/ briefing coordinated by the security adviser before any site visits
- Visiting teams to any site should ensure they liaise with the school management to inform them of their visit ahead of time

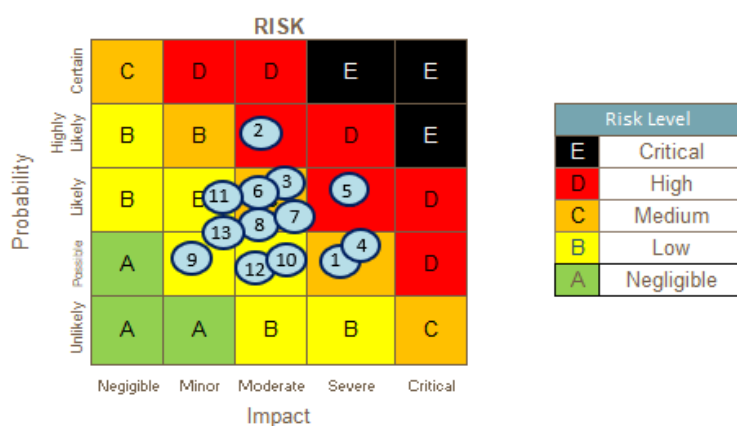
Response Strategies

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- Contact number of key personnel of security infrastructure in the state and LGA respectively should be made available to all workers/consultants and project personnel. Contact number of whom to contact in the event of any incident should also be provided to project workers
- The security response protocol for the project should be developed by the security adviser in conjunction with the state Government and the Project Coordinator should be aware of it.

Reporting of Incidents

- The security management plan should have a detailed reporting protocol which should include the following minimum requirements:
- All security incidents emanating from the project locations/SBMC / consultants/PIU etc. should be reported to the Project Security Adviser and the State Project Coordinator immediately/ within an hour of the incident
- The response protocol as will be defined by the project security adviser/state Government should be triggered, including reporting to the Commissioner of Education and the Nigerian Police Force for due action
- The Project Coordinator to inform the National Project Coordinator and the World Bank within 24hrs of the incident including an incident report and what actions have been taken.



	Threat Scenario	Impact	Probability	Risk
1	Terrorism	4 Severe	2 Possible	Medium
2	Crime	3.2 Moderate	4.2 Highly Likely	High
3	Civil Unrest	3 Moderate	3 Likely	Medium
4	Travel risk	4 Severe	2.1 Possible	Medium
5	Kidnap	3.8 Severe	3.3 Likely	High
6	Medical Emergency	2.8 Moderate	2.8 Likely	Medium
7	Fire Event	3 Moderate	2.8 Likely	Medium
8	Environmental (Weather)	2.7 Moderate	3.3 Likely	Medium
9	Programmatic	2 Minor	2 Possible	Low
10	Deployment	3.1 Moderate	1.9 Possible	Low
11	Political	2.6 Moderate	3.4 Likely	Medium
12	Corruption	2.8 Moderate	1.8 Possible	Low
13	Communication	2.7 Moderate	3 Likely	Medium

- ✓ In terms of analysing the impact and likelihood of the highlighted threats, the two headline threats are crime and kidnapping which constitutes High risk levels amongst other risks. Aside from crime and kidnap, threats like terrorism, civil unrest, travel, medical emergency, fire event, weather, deployment, political, corruption and communication all have significant impacts (a minimum of moderate).
- ✓ Like other north-western states where concerns of terror groups continually grow, activities of organised criminal groups categorised under 'Crime' remain the major security threat in the Kano as it is reported to have impacted on economic and social lives of people in the eastern part of the state. Consistently, high levels of banditry and kidnapping exists in Kano, notably within communities that share borders with Zamfara State. The major security issues identified include kidnap for ransom, banditry, sexual assault and armed robbery.

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- ✓ Attention must also be given to other risks like civil unrest, travel, fire, environmental as well as other internal risks like deployment and communication as they will also impact on vaccine roll out and administration. An element of these risks can be addressed by security design, but equal importance must be placed on security procedures, training and management of staff to reduce them to the lowest level possible.
- ✓ The remainder of the risks, some of which can have a significant impact, are also unlikely in the context of the current situation in Kano state. Although the tolerance for the risk is unlikely to be any higher, they should become accepted as reasonable norms of operating in such an environment. This does not reduce the requirement to manage them to the lowest level possible and management should consider the introduction of all reasonable precautions as part of its longer-term planning

Annex 17: General Environment Challenges in School Environment

General key information on prevailing situational description gathered from field visitations to schools located in some rural and urban⁹ are highlighted below.

- ✓ **Inadequacy of facilities** - Dilapidated classrooms, pot holes, damaged roofs with leaking ceilings, lack of sufficient classrooms and laboratories and workshop spaces. Abandoned buildings are also a major challenge in many schools, absence of chairs and tables for students to receive lectures, hence they sit on the floor. Staff rooms and staff quarters are also grossly inadequate, quite a number of schools do not have perimeter fence thus exposing the school to unauthorized access, physical danger and encroachment with only few having perimeter fence. Electricity is almost not available in the school and even if available it is often sporadic. Absence of schools do not have sick-bays/clinics. Other available infrastructures and facilities are overstretched, in poor condition and unable to meet the demands of students.
- ✓ **Hygiene and sanitation facilities** - Toilets are inadequate in number and type; traditional pit latrines are still being used in many schools with limited access to water supply and has discouraged a lot of adolescent girls from going to school, especially during their monthly menstrual cycle. Absence of sick-bays/clinics in most schools denies these girls the opportunity for proper medical attention which also keeps them out of school.
- ✓ **Physical Environment:** Poor learning environment including untidy environment with uncut grasses especially in Girls only schools and poor waste management techniques including open dumping (A- GSS RiminGado), open burning of waste (B - GGSS Maryam Musa Kurmawa) and local incinerator (C – GSS Kofar Nasarawa) as shown in Plate 3 below.

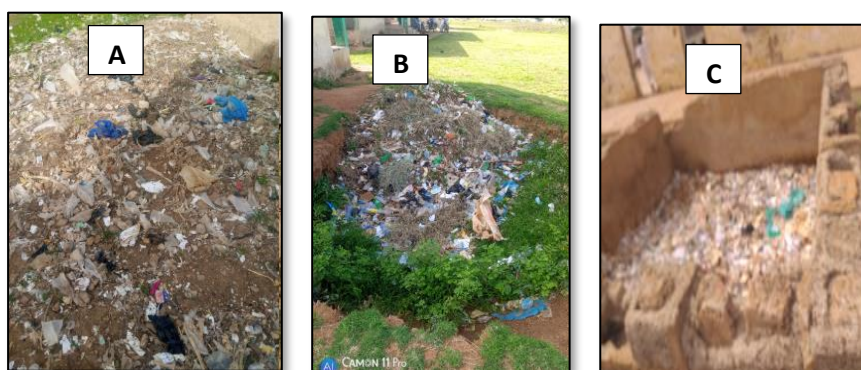


PLATE 79: WASTE MANAGEMENT PRACTICE IN BEBEJI, GARKO,

While most schools seem to have a defined/planned layout, there are dilapidated and abandoned buildings that may require demolition, in addition to those in dire need of rehabilitation. Some school facilities are located in areas prone to erosion which could lead to building collapse and future hazards

- ✓ **School Materials:** Lack of sufficient textbooks for students to use and absence of well-furnished libraries to cater for the needs of students and teachers; use of obsolete and environmentally unfriendly equipment; ICT classrooms, science laboratories, and skills training workshops are often nonexistent, or grossly inadequate and/or without any functional equipment.

⁹ Kano Municipal Council, Garko, Bebeji, Albasu, RiminGado, Kibiya, Karaye, Dawakin Tofa, Dawakin Kudu, Kunchi, Gezawa LGA

- ✓ **Funding and Poverty** - Poor funding of the sector leading to low quality of education. Unfortunately, due to poverty some parents in the rural areas are not able to send their children to school; even when school fees are free, provision of uniforms, books, bags, transportation, food is a problem. Thus, these parents opt for using their children to hawk and make some money for the family upkeep. In Kano, some girls are put into hawking early, so they begin to save up for their marriage. Across the country, where financial resources are limited parents prioritize boy child education over Girls.
- ✓ **Access to secondary schools-** There is also a huge deficit in the number of secondary schools available for these primary school leavers to transit to, and in most cases, students need to travel a distance to access the available secondary schools.
- ✓ **Insecurity:** Adolescent girls are more at-risk of molestation, Gender Based Violence (GBV) and Sexual Exploitation and Abuse (SEA). The rate of kidnapping in girls' school has also become alarming in the northern part of the country, which has further discouraged parents from enrolling their girl child in school.
- ✓ **Availability and Quality of teachers** - Inadequate number and lack of qualified teachers; teacher to student ratio is very low about 1:32 and grossly inadequate to deliver quality learning. More-so, GBV issues can be exacerbated as there are only very few female teachers in Girls schools as most parents are not comfortable leaving their girls in the hands of male teachers especially in the rural areas.
- ✓ **Access Road:** the access road to the proposed sites are mostly uneven earth roads. During the rainy seasons, some of the access roads become meshy (see A - *GGASS Rogo Sabon-Gari*) below). Although the SBMCs may easily gain access to the sites, the earth roads may worsen from mobilization of heavy-duty equipment and construction materials to site. SBMCs should make use of alternative routes to gain access the site. However, where there are no alternative routes, measures should be taken to restore the access road upon completion and decommissioning of SBMC's equipment and machinery from the site. In some project sites, the access road is lined on one side with electric poles as in (C - GGSS Sharadda) Some access roads have culverts across (B- GGSS kutama) below.

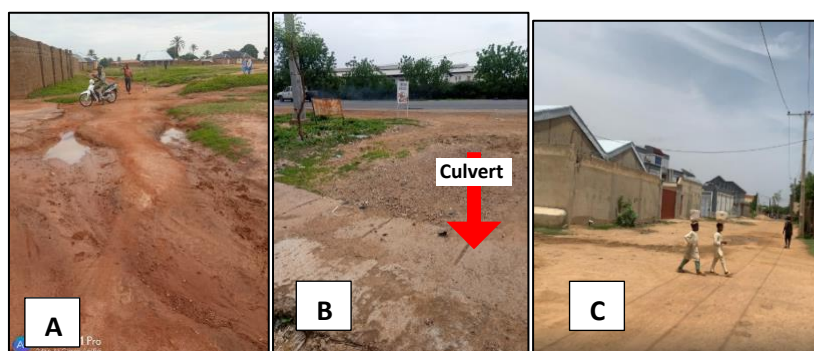


PLATE 80; ACCESS ROADS TO SOME SCHOOLS

- ✓ **Socio-cultural norms:** Early marriage and childbearing, high fertility, gender inequality, large family size, less importance placed on Girl child development as opposed to their male counterpart. Age of marriage in the North 13 – 15 years, conversely, in the south early pregnancy is a major impediment to adolescent girl education.

- ✓ **Vulnerability:** Girls with disabilities are usually disadvantaged in accessing education facilities as most schools do not have disable-friendly structures. Girls who have also become internally displaced (IDPs) due to insurgency are also at a disadvantage from limited/lack of access to education.
- ✓ **Erosion Issues:** typically, kano state constitutes of lateritic, clayey, and loamy closely-packed soil type, and comprises of flat and rolling terrains. The project sites are mostly lacking proper drainages which predispose some areas with slight uneven topography to minor to medium sized environmental issues such as erosion as shown in the figure below. Since the state experiences a considerable amount of rainfall during the rainy season, areas with less compact (loose) soil formations may experience washing off of topsoil along some sections. Although this is not prevalent in the proposed project area, issues of minor-medium erosion were identified.



PLATE 81: ACCESS ROAD TO GSS GARKO



PLATE 89: SOME ROAD WITHIN GGASS & GSS BEBEJI