



Program Information Document (PID)

Concept Stage | Date Prepared/Updated: 14-Oct-2024 | Report No: PIDPC00147

**BASIC INFORMATION****A. Basic Program Data**

Project Beneficiary(ies)	Region	Operation ID	Operation Name
Nigeria	WESTERN AND CENTRAL AFRICA	P507001	HOPE for Quality Basic Education for All
Financing Instrument	Estimated Appraisal Date	Estimated Approval Date	Practice Area (Lead)
Program-for-Results Financing (PforR)	17-Jan-2025	20-Mar-2025	Education
Borrower(s)	Implementing Agency		
Federal Ministry of Finance	Federal Ministry of Education, Universal Basic Education Commission		

Proposed Program Development Objective(s)

To improve learning outcomes and reduce out-of-school children in basic education

COST & FINANCING (US\$, Millions)**Maximizing Finance for Development**

Is this an MFD-Enabling Project (MFD-EP)? No

Is this project Private Capital Enabling (PCE)? No

SUMMARY

Government program Cost	1,800.00
Total Operation Cost	554.00
Total Program Cost	523.00
IPF Component	31.00
Total Financing	554.00
Financing Gap	0.00

FINANCING

Total World Bank Group Financing	500.00
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World Bank Lending	500.00
Total Non-World Bank Group Financing	54.00
Trust Funds	54.00

Concept Review Decision

The review did authorize the preparation to continue

B. Introduction and Context

Country Context

- Nigeria, Africa's most populous country and home to the second-largest population living below US\$2.15 per day, possesses substantial untapped economic potential yet is one of the least developed nations globally.** It is among the largest economies in Africa, with a gross domestic product (GDP) of approximately US\$363 billion in 2023, but over 40 percent of its population live in poverty.¹ Economic growth over the past decade has not maintained pace with population growth: real income per capita in 2023 was US\$2,455, lower than US\$2,490 recorded in 2010. Nigeria’s key development constraints include the high dependence on oil, insufficient economic diversification and inclusive growth, and a poor scorecard on good governance and service delivery including investments in human capital.² As a diverse federation of 36 autonomous states and 220 million people, federal-state coordination is a challenge.³ Pathways for development include improving economic governance and generating more trust in State institutions, boosting government investments in human capital, expanding social assistance programs to sustain the move away from fuel subsidies, and improving opportunities for the young and entrepreneurial to diversify the economy and invest in inclusive economic growth.
- Elections in 2023 brought in a new President and administration committed to improving macroeconomic stability.** Confronted with a fragile economic reality, the new administration that took office in May 2023 made two critical macro-fiscal reforms: the increase in the price of gasoline or premium motor spirit which was subsidized at a fiscal cost of 2.2 percent of GDP in 2022, and the liberalization of the exchange rate.⁴ These policies are expected to help boost revenues. Nonetheless, the fiscal deficit remains above 3 percent of GDP for 2024-2027 limiting scope for essential public investments and services in inclusive and sustainable development. Furthermore, continuing concerns about insecurity in the country, price inflation, flood-related vulnerabilities, and long-standing perceptions of corruption, weak transparency and accountability hinder business confidence as well as service delivery in the public sector.

Sectoral (or multi-sectoral) and Institutional Context of the Program

- According to the World Bank's Human Capital Index (HCI), Nigeria scores 0.36, positioning it substantially below the average for Sub-Saharan Africa (0.40) and lower-middle-income countries worldwide (0.48).** This indicates that a child

¹ “World Bank. 2022. A Better Future for All Nigerians: Nigeria Poverty Assessment 2022. Washington, DC. World Bank. <https://openknowledge.worldbank.org/handle/10986/37295>

² See World Bank Systematic Country Diagnostic 2020. <https://elibrary.worldbank.org/doi/epdf/10.1596/33347>

³ <https://www.unfpa.org/data/world-population/NG>

⁴ Subsidies were deducted from gross oil and gas revenues resulting in lower remittance of oil and gas revenues to the Federation.



born in Nigeria today will achieve only 36 percent of their productive potential if current levels of health and education services remain unchanged.⁵ In health, only 88 out of every 100 children born survive to age five years; 37 percent of children under five years are stunted, and therefore at risk of cognitive and physical limitations that can last a lifetime. In education, a child who starts school at age four years can expect to complete 10.2 years of school by her 18th birthday; but if one factors in what is actually learned, the expected years of school is only five years.

4. **The Nigerian education system is one of the world's largest.** According to the Compulsory, Free Universal Basic Education (UBE) Act (2004), basic education includes three levels: Early Childhood Care, Development and Education (ECCDE); six years of primary; and 3 years of junior secondary. At the pre-primary level, the federally-funded UBE program finances only one year, for children aged five years, in compliance with a 2014 decision of the National Council on Education (NCE). The overall system enrolls over 47 million children taught by roughly 1.7 million teachers in nearly 1.3 million classrooms.
5. **Formal education covers roughly one third of all children at the pre-primary level, four fifths at primary, and one half at junior secondary.** In 2021, 37.8 percent of children aged 3-5 years attended early childhood education; ranging from 11.9-38.0 percent in the Northern zones to 68.1-74.5 percent in the Southern zones. The net primary attendance rate was 64.3 percent; it was lowest (45.0 percent) in the North-East and highest in the South-East (84.0 percent). At Junior Secondary School (JSS), the net attendance rate was 42.5 percent, ranging from 24.7 percent (North-East) to 59.2 percent (South-West). The primary Gender Parity Index (GPI) was 0.99; it was 0.97 in the North-West, 0.96 in the South-East and 1.02 in the South-South. The JSS GPI was 1.05, though there is one zone below parity (the South-East, at 0.93). The net primary attendance rate of children in the richest quintile (75.9 percent) was more than 30 percentage points than that of children in the poorest (45.0 percent). The urban net primary attendance rate was 75.8 percent; in rural areas, it was 51.2 percent.⁶
6. **Nigeria has the world's largest population of out-of-school children (OOSC).** Children who attend non-formal education only or do not attend any form of education are both categorized as being out-of-school. Of the estimated 64.0 million children aged 5-14 years, there are an estimated 17.1 million OOSC (or 27 percent) (Figure 1). In the primary school age range, of every four OOSC, one is a drop-out, one attends a non-formal Islamic school, and the remaining two have never attended any school at all.⁷ Non-formal education through Qur'anic schools is widespread in the Northern zones. NLSS 2018-2019 finds that 44 per cent of girls with disabilities of primary school age were out of school.⁸

⁵ World Bank, 2022. Human Capital Index database. <https://www.worldbank.org/en/publication/human-capital#Briefs>

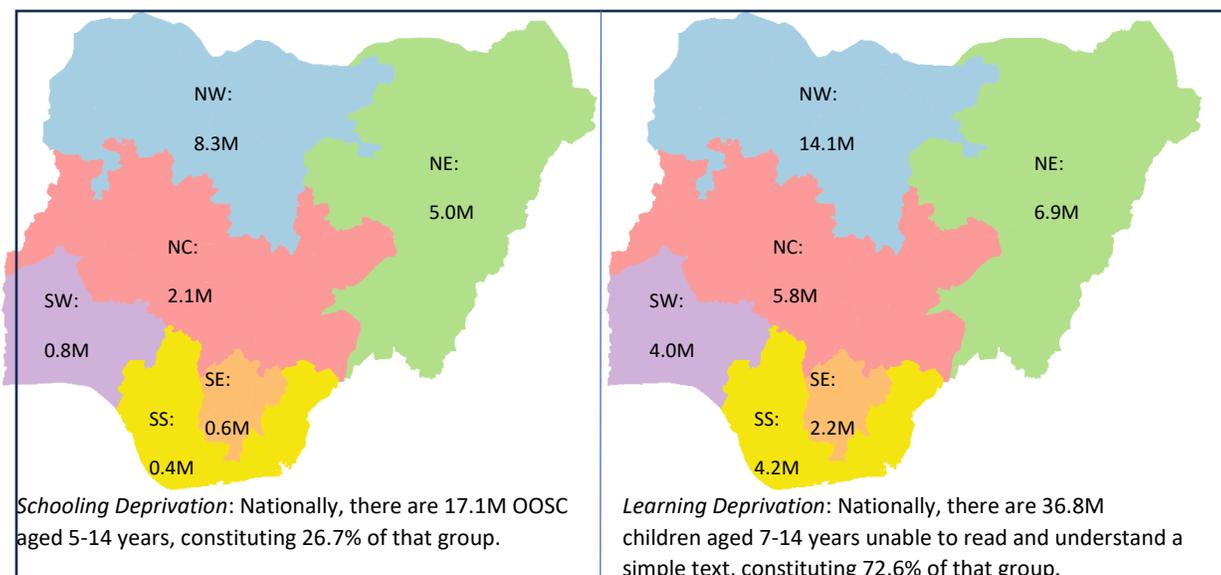
⁶ All data in this paragraph are sourced from UNICEF, 2022. Nigeria 2021 Multiple Indicator Cluster Survey (MICS) & National Immunization Coverage Survey (NICS), Survey Findings Report.

⁷ National Education Data Survey (NEDS) 2020. The net attendance rates for formal education reported here are somewhat higher than those reported in MICS 2021.

⁸ Nigeria National Bureau of Statistics. Living Standards Survey (NLSS) 2018/19.



Figure 1: School and Learning Deprivation of Children, by geopolitical zone



Sources: MICS 2021. Note: Estimates of proficiency in foundational literacy obtained from MICS 2021. These will be revised once NALABE 2022 data becomes available. The OOSC numbers will be updated once NLSS2022/23 data becomes available.

- An estimated 37 million children (out of 50.7 million) aged 7-14 years are unable to read and understand a simple text.** The primary school completion rate is 73.1 percent, and the junior secondary completion rate is 67.7 percent.⁹ Among students attending Grade 3, 22.5 percent and 21.5 percent demonstrate foundational (Grade Two level) reading and numeracy skills, respectively; the rates among students attending Grade 6 are 39.2 and 35.4 percent, respectively; and among students attending the final year of JSS are 71.1 and 60.2 percent, respectively. Only 3.5 percent of children aged 7-14 years who are not in school demonstrate foundational reading skills and 3.9 percent demonstrate foundational numeracy skills. Overall, only about 1 in 4 children aged 7-14 years demonstrate foundational literacy, and even among children who attend school in these age-corresponding grades, only 4 in 10 demonstrate foundational literacy.¹⁰ While the country does not yet have official learning poverty figures, estimates using available data suggests that more than 75 percent of Nigerian children are unable to read and understand a simple text by age 10. The share is slightly higher for males when compared to females.
- Access to a formal school is not universal.** Among reasons given by parents whose children do not attend school, either distance or the lack of a school are commonly cited. In rural areas, these reasons were given in 24 percent of cases, together constituting by far the most common responses; in urban areas, they were given in 8.3 percent of cases.¹¹ Lack of access is more pronounced in the Northern states. The average student to classroom (SCR) ratio is 38:1 at the pre-primary level; 60:1 at primary; and 64:1 at JSS. The percentage of pre-primary and primary schools with access to safe

⁹ MICS, 2021. The National Personnel Audit (NPA) 2002 estimates that the primary completion rate is 82.9 percent, and the junior secondary completion rate is 45.1 percent (p. 19).

¹⁰ The same Grade Two level questions were administered regardless of age, indicating that learning increases with the number of grades attended. Children 'not in school' includes those in non-formal education.

¹¹ NEDS 2020.



drinking water is only 29 percent; at JSS, the rate is 53 percent. The percentage of public primary schools with toilets ranges from 32 percent in the North-Central to 53 percent in the South-West.¹²

9. **The quality of teaching has room for improvement.** At the pre-primary level, only 28 percent of students have access to instructional materials for English studies, and 24 percent for mathematics. In public primary and JSS schools, the subject in which textbooks are the most available is mathematics, yet in all grades there is on average only one textbook for every five students.¹³ Visual teaching aids needed to support language learning are commonly unavailable.¹⁴ It was found in 2019 that 55.6 percent of public primary-school teachers had less than adequate skills in the selection of material to prepare a lesson and in the selection of statements to evaluate student work; 35.4 percent of primary teachers did not demonstrate an adequate grasp of the subject content knowledge that learners were expected to learn.¹⁵
10. **There is a shortage of teachers, particularly those who are qualified.** The national average pupil-teacher ratio (PTR) for public pre-primary education is 35:1; for primary education is 49:1; and for JSS is 29:1. If one takes into account teacher qualifications, at pre-primary level, the pupil to qualified teacher ratio is 109:1; at the primary level it is 98 (without one state having a ratio below 44:1); and at JSS, it is 75:1. Many have not received adequate training to ensure adequate content knowledge and pedagogical skills to teach effectively. For pre-primary teachers in particular, teacher training does not cover the appropriate nurturing care practices and integrated early childhood services, including the early identification and intervention for children with disabilities. Once in service, teacher professional development training provided by states is sporadic; in 2022, 79 percent of basic education teachers reported not having received any form of training in the previous five years.¹⁶
11. **Costs and domestic and community factors impact school attendance.** Among urban parents, cost was cited in 25.6 percent of cases as the reason for their children not attending formal school; in rural areas, it was cited in 12.7 percent of cases. Domestic obligations were the most common reason given for rural girls (15.2 percent of cases), and the third most common reason (12.5 percent) for rural boys; in urban areas, for girls it was 12.5 percent and for boys it was 13.1 percent.¹⁷ Some families, particularly in the rural North, enroll their children in faith-based, non-formal education programs rather than formal schools. Insecurity and insurgent activities can pose significant challenges. While the situation in this regard is dynamic and zone-specific, overall, in 2020 roughly 1.6 percent of rural families and 3.1 percent of urban families reported safety/security concerns for not sending their children to formal school.¹⁸
12. **Government spending on education is low and inequitable.** Public sector spending on education (10 percent of the national budget, 1.2 percent of GDP and \$23 per capita) is among the lowest in the world.¹⁹ Federally earmarked funds have largely displaced investments by the sub-national tiers, while poor governance arrangements result in cumbersome procedures for accessing them, untimely disbursements, and lack of transparency, predictability, and accountability for the funds.
13. **Human resource management suffers from a lack of planning, is often not properly costed, and is not always based on merit and transparency.** Teacher representation by gender is also unequal: the share of female teachers in primary

¹² National Personnel Audit (NPA) 2022.

¹³ NPA 2022, pp. 273-278.

¹⁴ See e.g. American Institutes for Research, 2024. Early-grade literacy instruction in Edo. A review of the lesson plans and its implementation. Draft Report, p. 20.

¹⁵ Bank staff estimates using National Learning Assessment (NLA) 2019 data.

¹⁶ NPA, p. 337.

¹⁷ NEDS 2020.

¹⁸ NEDS 2020.

¹⁹ World Bank Service Delivery Indicators Survey, 2015.



schools is significantly more than 50 percent in Southern Nigeria, but significantly below 50 percent in Northern Nigeria due to cultural, socio-economic, and security barriers. Teacher deployment is suboptimal, and absenteeism is common.²⁰ These issues will be addressed under a parallel and complementary operation, Nigeria Human Capital Opportunities for Prosperity and Equality (HOPE GOVERNANCE, P181476).

14. **Public schools lack operating resources and have limited capacities in management and governance.** Schools receive few or no financial resources from public budgets for non-salary recurrent expenses, though it is not uncommon for them to charge fees for students. Management committees are generally in place, but with limited capacity to constitute, manage and report on school budgets and expenditures.
15. **Education management information systems and learning assessments need strengthening.** The Annual School Census is managed by the FME and SMEs; its publication is typically delayed, often by years, and the data submission rate by schools during the period 2016-20 was 38.6 percent. There is also a National Personnel Audit, which is conducted every four years by UBEC and reports within one year with near-universal coverage. Between 2001 and 2022 the UBEC has conducted six rounds of the National Assessment on Learning Achievement in Basic Education (NALABE).²¹ The NALABE typically surveys only the two last years of primary and JSS, and does not benchmark learning against clearly articulated proficiency levels; nor does it include strata for children in non-formal basic education.²²
16. **Strengthened sectoral coordination would improve synergies on planning, budgeting, monitoring and result in a more efficient use of resources.** There is room to strengthen the coordination between UBEC, FME, SUBEBs and SMEs; as well as between donor partners. Further, at state and federal levels, JSS is managed separately from pre-primary and primary education; while the UBE program has traditionally given greater focus and financial priority to the primary sector. Consequently, the management of JSS is somewhat disarticulated from basic education and has generally weaker capacity.

Relationship to CAS/CPF

17. **The proposed Program is aligned with the Country Partnership Framework (CPF) (FY21–FY25) for Nigeria** (Report No. 153873-NG) and contributes to the achievement of (i) Core Objective 2 of increasing access to quality basic education, and (ii) Complementary priority 2 of enhancing the efficacy, transparency and accountability of public institutions and systems for service delivery. It is further aligned with Nigeria’s National Development Plan for 2025, and will support fulfilling its human capital vision of reaching an educated, and productive population for a globally competitive nation by 2030, whose thematic areas include education and labor force participation.²³ The operation is aligned with the objectives of the World Bank’s Africa Human Capital Plan, whose vision is to ensure children grow up ready to learn, acquire real learning in the classroom, and enter the job market as healthy, skilled, and productive adults. It also aligns with the regional education strategy for Western and Central Africa launched in 2022, which aims to reduce learning poverty through investments in high-impact interventions on improving foundational teaching and strengthening implementation capacity.

Rationale for Bank Engagement and Choice of Financing Instrument

18. **There is a strong justification for the Bank’s engagement to support the Government of Nigeria to meet its basic education objectives.** First, investments in human capital in Nigeria are facing a critical financing gap that a World Bank instrument can help fill, focusing on increasing access, strengthening foundational elements of teaching literacy and

²⁰ The World Bank Service Delivery Indicators Survey (2015) reported 14 percent of teachers were absent from school.

²¹ The NALABE 2022 results are not yet published, but are expected to be available for program preparation phase.

²² The Nigerian government has also announced its first ever participation in PASEC, scheduled for 2024.

²³ Nigeria. Human Capital Development Strategy Document. <https://hcdnigeria.org/resources-2/#>



numeracy, and building systems for sectoral management. Second, the World Bank brings research, experience and lessons learned of decades of engagement in basic education in Nigeria and globally. The operation directly supports the Universal Basic Education (UBE) Program, enacted through the 2004 UBE Act, which aims to ensure universal access to quality basic education for all children. It is also aligned with the new Federal Minister of Education's system-wide policy priorities, particularly those pertaining to the strengthening of information systems, reducing the number of out-of-school children, and continuous professional development.²⁴

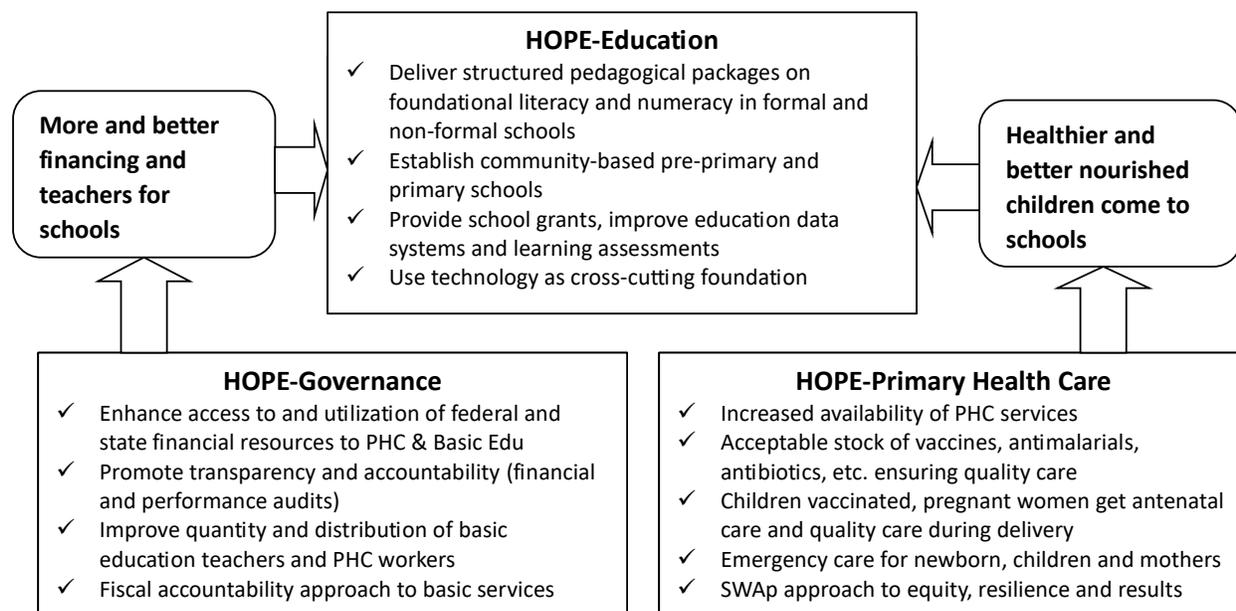
19. **The operation is one of three interdependent operations strategically positioned to address different challenges, but synergistically designed to address human development.** HOPE-Governance (HOPE-GOV, P181476) focuses on increasing the availability and effectiveness of financing, enhancing transparency and accountability, and improving the recruitment, deployment and performance management of workers in basic education and primary healthcare; while HOPE-Primary Health Care (HOPE-PHC, P504693) focuses on the quantity and quality of primary healthcare services. These two operations should support this proposed operation, HOPE-Basic Education (HOPE-EDUCATION), to achieve its objectives by ensuring increased financial allocations that are more equitably distributed and effectively managed; raising the preparedness of teachers, increasing their recruitment and improving their distribution and attendance; and enabling children to better participate in school through improved health and nutrition.
20. **The PforR instrument is the proper choice of financing instrument for this operation.** Directly supporting the national UBE program, it financially incentivizes and supports all levels of government to achieve critical results while allowing flexibility for states to set their own objectives and to implement programs that are aligned to the operation's incentives yet can be adapted to suit their context and capacities. Given the diversity in education challenges and systems across states, this flexibility is vital. Further, the instrument's ability to reward key steps along the results chain incentivizes states to implement key programmatic interventions while enabling oversight and overall coordination by the Federal government; and is thus well suited to the country's federal/state division of responsibilities in education. The PforR instrument also leverages and strengthens key sectoral systems pertaining to M&E and learning assessments that will be needed to keep program implementation on track and promote and check the achievement of results. Finally, the Nigeria country portfolio has increasingly deployed the PforR instrument, in recognition of its effectiveness as well as the familiarity of the federal and state governments with, and their capacities to manage, this instrument. The education sector alone has included three PforR instruments over the past five years.²⁵
21. **The proposed operation is a hybrid that will include a part allocated to technical assistance (TA), which uses an Investment Project Financing (IPF) instrument.** The capacities of the Federal and State governments need strengthening to plan, coordinate, and design DLI-specific policy and programs, and conduct M&E and learning assessments; the financing of TA is therefore included.
22. **As noted above, the operation is supported by two complementary sister operations, HOPE-GOV and HOPE-PHC.** HOPE-GOV seeks to increase the availability and effectiveness of financing, enhancing transparency and accountability, and improving the recruitment and deployment of workers, in basic education and primary healthcare. HOPE-PHC aims to increasing the quantity and quality of primary healthcare services for all, particularly children and women. Together, these sister operations should help the proposed HOPE-EDU operation to achieve its objectives by ensuring increased financial allocations for basic education that are more effectively managed; and improving the number of available teachers, their distribution and attendance; and enabling children to better participate in school through improved health and nutrition. See Figure 2.

²⁴ FME, 2024 (April). Brief on the Implementation of System-Wide Policies in the Education Sector, pp. 1-2.

²⁵ Better Education Service Delivery for All Operation (BESDA, P160430); BESDA Additional Financing, which is financed by the Global Partnership for Education; and EDO Basic Education Sector and Skills Transformation Operation (EDOBESST, P169921).



Figure 2: Complementarities between HOPE-Education, HOPE-Governance and HOPE-Primary Healthcare



23. HOPE-EDU and its sister operations build on the findings and recommendations of the World Bank’s Human Capital Public Expenditure and Institutional Review (HC-PEIR).²⁶ For this operation in particular, the HC-PEIR findings on learning, OOSC, limited ECE availability and primary classroom shortages are addressed under Results Areas One and Two; while the recommendations pertaining to school grants, management information and learning assessments are acted upon in Result Area Three. The operation also builds upon lessons learned from, and provides some continuity with, prior Bank-financed projects, including AGILE, BESDA, CSDP and EDOBESST.

C. Program Development Objective(s) (PDO) and PDO Level Results Indicators

Program Development Objective(s)

24. To improve learning outcomes and reduce out-of-school children in basic education

PDO Level Results Indicators

25. The PDO indicators are:

- Percentage of children in Grade 3 who are proficient in reading, disaggregated by sex
- Percentage of children in Grade 3 who are proficient in mathematics, disaggregated by sex
- Number of out-of-school children aged 5-14 years who have been brought into a formal or non-formal literacy and numeracy program
- Number of participating states that publish the citizens’ performance audit report using same-year data from the Annual School Census with at least 80 percent coverage of schools

²⁶ World Bank, 2024. Human Capital Public Expenditure and Institutional Review.



D. Program Description

PforR Program Boundary

26. **The operation will support the government's Human Capital Development (HCD) Program.** The Program was launched at a special session of Nigeria's National Economic Council (NCE) in March, 2018. The Program is integrated into the National Development Plan (2021-2025) and is guided by NCE's Human Capital Development Steering Committee and implemented by a Core Working Group (CWG). The HCD Program's vision for 2030 is to achieve healthy, educated and productive Nigerians for a globally competitive nation; and its strategy is structured around health and nutrition, education, and the labor force. The HCD Program will be the overall program boundary for the operations in the HOPE series covering governance, basic education and primary health care. For this operation focused on basic education (HOPE-EDUCATION), the government's Universal Basic Education (UBE) Program will provide the program boundary.
27. **The UBE Program was first introduced in 1999 as a reform program in education aimed at providing greater access to and ensuring the quality of basic education in Nigeria.** The law underlying the Program mandates that basic education financing is the responsibility of state and local governments, and that the Federal Government supports the provision of basic education using at least 2 percent of its Consolidated Revenue Fund (CRF). It also established the UBE Commission (UBEC), which together with State Universal Basic Education Boards (SUBEBs) and in partnership with other stakeholders including State Ministries of Education (SMEs), plan and implement programs designed to meet the objectives of UBE.²⁷ The proposed PforR would be mapped to the Government's 10-year basic education roadmap for 2021-2030 which is built around seven pillars. Five of the pillars are supported by the operation; while the other two are supported under another operation in this series, HOPE Governance (P181476). The specific boundaries of the operation will also be defined by the geographical participation of states in this operation. Table 1 describes the PforR boundary with respect to the larger Government Program. To address demand-side constraints such as direct and indirect costs of school attendance and high incidence of malnutrition among young children, some countries implement conditional cash transfers schemes and school feeding programs. While Nigeria has the National Home-Grown School Feeding Program (implemented by the Federal Ministry of Humanitarian Affairs) and conditional cash transfer programs (usually supported through the National Social Safety Nets Projects), neither of these interventions are part of the national UBE program and thus not included in the proposed operation. It should be noted that global evidence on the effectiveness of school feeding is mixed, and the governance issues surrounding the implementation aspects make them financially less sustainable.
28. **The HOPE-Education operation will be financed by a World Bank IDA credit of US\$500 million and a GPE grant of US\$54 million.** The Bank has been selected as one of two Grant Agents (along with UNICEF that will manage the other US\$54 million) for the implementation of the System Transformation Grant (STG²⁸) of \$107.59 million; program design, oversight and TA for implementation support will be aligned across both Agents.
29. **The operation will be structured around three results areas: improving quality; increasing access; and enhancing key systems.** There are nine DLIs. These have been selected to be manageable in number, offer interventions that interest all, and include others that will respond to the particular needs of states. All states can prioritize DLIs pertaining to foundational learning (though states may vary in the number of grades covered, and whether they wish to focus on one

²⁷ UBEC, 2021. 10 Year UBE Roadmap (2021-2030), p. 4.

²⁸ It is proposed that the full 100 percent of the allocation US\$107.59 million is programmed under GPE 2025, which means that 30 percent of the amount will be disbursed as top-up triggers as financial incentives to the federal/states' achievements on agreed policy reforms on data and sector financing.



or both of the foundational learning DLIs), management information systems, and learning assessments; states with low levels of primary access may wish also to focus on non-formal basic education for out-of-school children or the creation of community schools; while states with high levels of primary enrollment may include interventions to increase early childhood education. Further, many of the DLIs are designed to accommodate different approaches that states may take in pursuit of the same goals. For instance, different foundational learning programs will qualify for DLI financing, which is non-prescriptive in terms of the specific program to be adopted while nonetheless incentivizing the inclusion of standards-based elements that make up a package for structured pedagogy.

Table 1: HOPE-Education Program Boundary

	Government’s UBE Program	HOPE-Education PforR Program	Extent of alignment
Objective	Accelerated, sustained, inclusive and equitable provision of quality basic education for all children	To improve learning outcomes and reduce out-of-school children in basic education	Aligned
Duration	2021-2030	2025-2028	Aligned
Geographic coverage	National	Open to states that express interest and meet eligibility criteria (Annex 4)	Aligned
Results areas	1) Access and Equity; 2) Crisis and Emergency Response; 3) Quality and Learning Outcomes; 4) Teacher Quality and Management; 5) System Strengthening; 6) Financing and Resourcing; 7) Sector Coordination, Partnership and Collaboration	RA1: Improving quality RA2: Increasing access RA3: Enhancing key systems	HOPE-EDUCATION focuses on Pillars 1, 3, 5 and 7. Pillar 2 will be incorporated into all three results areas on cross-cutting basis. Nb. Pillars 4 and 6 are supported by HOPE-GOV.
Overall Financing	US\$1,840 million for 2025-2028	US\$500 million IDA Credit US\$54 million GPE Grant	PforR financing accounts for more than 25%

30. **In each of the three results areas, the DLIs build upon prior experience from interventions undertaken by government with donor partner support, including World Bank-financed operations.** Under Results Area 1 (RA1), the DLIs to deliver foundational literacy and numeracy packages build upon the design and implementation lessons of EDOBESST, BESDA and other development partner-supported operations that implemented packages such as Reading and Numeracy Activity (RANA) and Teaching at the Right Level (TaRL), all of which promoted the design and delivery of structured pedagogy packages to improve quality of education. As a result, there is a range of existing packages that have already been evaluated for effectiveness, and for which teacher guides, textbooks and observation tools and mechanisms have been selected and training modules developed. The DLI to provide non-formal basic education to out-of-school children is continuous with yet goes beyond the BESDA operation (P160430). It will allow states to strengthen and expand the coverage of this intervention, including incentives to enroll girls, reward learning and incorporate higher levels of non-formal basic education. In RA2, the DLI to increase access to primary education through the creation of community-based classrooms will build upon the community mobilization methodology of the World Bank-financed Community and Social Development Project (P090644) and AGILE (P170664). In RA3, the DLI to strengthen education management information systems carries on from BESDA while incorporating its lessons by incentivizing the production of state-level, automated and simplified ASC reports that incorporate a minimum percentage of schools’ data. As mentioned earlier, all three results areas are further aligned with the three pillars and the theory of change found in the recently developed Nigeria Partnership Compact (2024).

31. **Participating states will be required to meet certain eligibility criteria each year.** There are three sets of eligibility criteria (ECs). The first set require that the state be a participating state in the HOPE-GOV operation, and therefore meet its



annual eligibility criteria. The second set are annual criteria that pertain to budgeting sufficient funds to achieve DLRs for the respective year. The final set includes a criterion that at the start of the operation the participating states publish basic essential information about the education system. Eligibility criteria at entry for IDA financing will be that the states need to submit an expression of interest with a commitment to allocate sufficient resources to the achieve the DLIs each year for HOPE-Education and be a participating state under the HOPE-GOV operation.

E. Initial Environmental and Social Screening

- 32. **At this concept stage, the Environmental and the Social risk of the program is rated moderate** as the key activities under the program may generate moderate environmental and social risks and impacts. Some activities under Result Area two will involve some civil works related to school construction/renovation of classrooms, toilets, laboratories, supply of ICT equipment development of e-learning platforms. These works will pose a moderate threat to the environment. The project potential risks and impacts to the environment, are typical to construction activities may include noise, dust emissions, vegetation clearance, soil erosion, accidents and injuries and are manageable within the confines of the construction’s sites. Some of the likely social risks that may arise and be mitigated during implementation and operation include possible minor land acquisition for classroom construction as per DLI 6, potential exclusion of some minority group or vulnerable groups from the SBMC composition that would manage the grant under DLI 7, potential limited access to Grievance mechanisms from complaints attributed to the procurement and delivery of civil works for the establishments of classrooms, labor risks such as child labor, program induced Gender-Based-Violence risks including Sexual Exploitation and Abuse/ Sexual Harassment (SEA/SH) risks and potential security risks related to the community mobilization for enrollment in programs activities. To mitigate these risks, an Environmental and Social System Assessment would be developed to examine the relevant Government regulations, guidelines and laws relevant to the identified risks and their suitability to manage these risks. The HOPE Education ESSA that would be prepared would leverage the HOPE GOV ESSA to develop measures to address the identified risks and impacts under HOPE Education.
- 33. **The environmental and social risks of the IPF component is rated Low** since the proposed activities under the IPF will not involve civil works or any activities that will have environmental footprint or that would warrant land acquisition, displacement, or pose risks to beneficiaries. The major activities to be financed under the IPF include technical assistance to support the design of policies, programs, trainings / capacity building, community mobilizations, creation of community development association, provision of ICT etc. Anticipated risks and impacts are minimal. Some potential social risks attributed to the IPF components include exclusion in the school enrollment process of children in the literacy/numeracy programs and in the design of workable agreements between established community development associations (CDA) and state and local governments. As required, the details of these risk and mitigation measures would be detailed out in the CESRS and in the Environmental and Social Commitment Plan (ESCP). To further strengthen complementarity and strategic alignment among financing partners and build trust in government systems, the Program will ensure a grievance mechanism (GM) with capacity to accommodate SEA/SH complaints is in place, which will be incorporated into the Stakeholder Engagement Plan.

Legal Operational Policies	
Policies	Triggered?
Projects on International Waterways OP 7.50	No
Projects in Disputed Area OP 7.60	No



Summary of Screening of Environmental and Social Risks and Impacts of the IPF Component

CONTACT POINT

World Bank

Dilip Parajuli
Senior Economist

Aisha Garba Mohammed
Senior Education Specialist

Borrower/Client/Recipient

Federal Ministry of Finance

Implementing Agencies

Federal Ministry of Education

Mr. Nasir Sani-Gwarzo
Permanent Secretary
drgwarzo@education.gov.ng

Universal Basic Education Commission

Dr. Hamid Bobboyi
Executive Secretary
info@ubec.gov.ng

FOR MORE INFORMATION CONTACT

The World Bank
1818 H Street, NW
Washington, D.C. 20433
Telephone: (202) 473-1000
Web: <http://www.worldbank.org/projects>