# DEVELOPMENT OF ENVIRONMENTAL AND SOCIAL MANAGEMENT PLAN (ESMP) FOR REHABILITATION AND RENOVATION OF 578 JSS AND SSS SCHOOLS IN KATSINA STATE









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## **EXECUTIVE SUMMARY**

#### ES 1: Background

The Government of Nigeria in collaboration with the World Bank, has received an Investment Project Financing (IPF) for the implementation of the Adolescent Girls Initiative for Learning and Empowerment (AGILE) project to 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 is in line with the FGN's commitment to promote gender equality and girls' empowerment by introducing a number of initiatives including putting forward a set of prioritized policy and programmatic actions on doubling girls' secondary education enrolment and completion rates. The Project Development Objective (PDO) is to improve completion of quality secondary education and comprehensive life-skills training for adolescent girls. With this in view, AGILE aims to address the critical binding constraints adolescent girls face in enrolment, retention, completing secondary school education and empowerment with life skills that are relevant and marketable, in participating states across the country (Borno, Ekiti, Kaduna, Kano, Katsina, Kebbi, and Plateau). 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 Katsina 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 Katsina 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 578 JSS and SSS Schools. The consultancy service also includes Training of Community Project Management Committees (CPMCs) on the Importance of using the ESMP on Project Execution and other Related Issues.

#### **ES 2: Project Selection and Location**

The Katsina AGILE Project has proposed to apply some of its credit received from the IDA for the renovation and rehabilitation of existing priority infrastructures at 578 JSS and SSS schools spread across the 34 LGAs within Katsina State. The distribution is as follows;

- 1. 11 Junior Secondary and 9 Senior Secondary Schools in Bakori LGA.
- 2. 9 Junior Secondary and 7 Senior Secondary Schools in Batagarawa LGA.
- 3. 7 Junior Secondary and 5 Senior Secondary Schools in Batsari LGA.
- 4. 10 Junior Secondary and 8 Senior Secondary Schools in Baure LGA.
- 5. 10 Junior Secondary and 8 Senior Secondary Schools in Bindawa LGA.
- 6. 9 Junior Secondary and 7 Senior Secondary Schools in CharanchiLGA.
- 7. 7 Junior Secondary and 5 Senior Secondary Schools in Dandume LGA.
- 8. 7 Junior Secondary and 5 Senior Secondary Schools in Dan Musa LGA.
- 9. 6 Junior Secondary and 5 Senior Secondary Schools in Danja LGA.
- 10. 10 Junior Secondary and 8 Senior Secondary Schools in Daura LGA.
- 11. 13 Junior Secondary and 10 Senior Secondary Schools in Dutsinma LGA.
- 12. 7 Junior Secondary and 4 Senior Secondary Schools in Dutsi LGA.
- 13. 17 Junior Secondary and 12 Senior Secondary Schools in Faskari LGA.
- 14. 11 Junior Secondary and 10 Senior Secondary Schools in Funtua LGA.
- 15. 10 Junior Secondary and 8 Senior Secondary Schools in Ingawa LGA.
- 16. 8 Junior Secondary and 6 Senior Secondary Schools in Jibia LGA.
- 17. 12 Junior Secondary and 10 Senior Secondary Schools in Kafur LGA.
- 18. 10 Junior Secondary and 7 Senior Secondary Schools in Kaita LGA.
- 19. 10 Junior Secondary and 8 Senior Secondary Schools in Kankara LGA



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- 20. 9 Junior Secondary and 7 Senior Secondary Schools in Kankia LGA.
- 21. 13 Junior Secondary and 12 Senior Secondary Schools in Katsina LGA.
- 22. 11 Junior Secondary and 8 Senior Secondary Schools in Kurfi LGA.
- 23. 7 Junior Secondary and 6 Senior Secondary Schools in Kusada LGA.
- 24. 10 Junior Secondary and 9 Senior Secondary Schools in Maiadua LGA.
- 25. 14 Junior Secondary and 11 Senior Secondary Schools in Malumfashi LGA.
- 26. 10 Junior Secondary and 8 Senior Secondary Schools in Mani LGA.
- 27. 10 Junior Secondary and 7 Senior Secondary Schools in Mashi LGA.
- 28. 6 Junior Secondary and 4 Senior Secondary Schools in Matazu LGA.
- 29. 10 Junior Secondary and 8 Senior Secondary Schools in Musawa LGA.
- 30. 7 Junior Secondary and 5 Senior Secondary Schools in Rimi LGA.
- 31. 6 Junior Secondary and 4 Senior Secondary Schools in Sabuwa LGA.
- 32. 9 Junior Secondary and 6 Senior Secondary Schools in Safana LGA.
- 33. 11 Junior Secondary and 9 Senior Secondary Schools in Sandamu LGA.
- 34. 7 Junior Secondary and 5 Senior Secondary Schools in Zango LGA.

#### **ES 3: Proposed Intervention Works**

The proposed rehabilitation and renovation of 578 JSS and SSSs will generally and broadly include the following civil works:

- Roofing Removal of old and dilapidated roofing sheets and replacement with aluminium roofing.
- Ceiling Finishes Removal of old, damaged and dilapidated aluminium ceilings and board ceilings
- Floor Finishes Repair and re-rehabilitation of damaged terrazzo floors along classroom block corridors, and within classrooms.
- Doors and windows Replacement of windows and doors with steel-types.
- Wall Finishing: Wall filling and smearing and finishing with cement
- **Painting –** Wall screeding with painting
- Electrical Installations fresh electrical wire installations and connection including rewiring. Installation of energy saving Light-Emitting Diode (LED) bulbs and switches.
- External Works This will include cement, sand, gravel and water mixing. It will also include the transport of materials for civil works into the schools' premises.
- Fittings and Fixtures Installation of White boards
- Furniture Supply Supply and installation of desks and benches for students.
- Toilet Rehabilitation Rehabilitation of dilapidated and abandoned toilets; including construction of new
  ones. Toilet rehabilitation and renovation will also include water pipe reticulation to assure equitable water
  supply to toilets and sanitary infrastructure such as wash hand basins.

A certain level of material resources and labour requirements have been conceptualized and are anticipated for the proposed rehabilitation and renovation works in all 578 schools. See table below

S/	N Projec	t Phase	Activities	Labour <sup>1</sup> /Staffing	Su	pport Facilities
1.	Precor Phase	nstruction	Movement and Transportation of Equipment & Materials.	Skilled Labour (estimate of 1-person x 578 schools) = 578 persons	•	Staging Areas for Equipment and Materials.

<sup>&</sup>lt;sup>1</sup> The rehabilitation/renovation works will require the use of different categories of workers. These will include:

<sup>-</sup> Direct workers (Katsina AGILE SPIU, Zonal Education Quality Assurance (ZEQA)/SUBEB.

<sup>-</sup> Contracted workers: Skilled personnel hired by the SBMCs to assist with civil works

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S/N	Project Phase	Activities	Labour <sup>1</sup> /Staffing	Support Facilities	
		<ul> <li>Mobilization of workers to site</li> <li>Establishing equipment staging areas</li> </ul>	Unskilled Labour     (estimate of 8-person's x 578 schools) = 4,624     persons.	<ul> <li>Personal Protective Equipment (PPE).</li> <li>First Aid Kits.</li> </ul>	Commented [GOF3]: Is there no workers camp?
2.	Construction Phase	<ul> <li>Installation of Electrical Fittings (wires, bulbs and switches).</li> <li>Installation of Windows and Doors</li> <li>Removal of dilapidated ceilings and installation of new ceiling fittings</li> <li>Wall Finishing</li> <li>Painting</li> <li>Roofing</li> <li>Toilet Rehabilitation</li> <li>External Works</li> <li>Fittings and Fixtures (including borehole installation and water reticulation works).</li> <li>Floor Finishes</li> <li>Supply of Furniture,</li> <li>Demobilization from site (removal of equipment, disposal of construction waste, dismantling of scaffolds, etc.).</li> </ul>	<ul> <li>Skilled Labour (Estimate of 2-person x 578 schools) = 1,156 persons</li> <li>Unskilled Labour (estimate of 10-person's x 578 schools) = 5,780 persons.</li> </ul>	<ul> <li>Staging Areas for Equipment and Materials.</li> <li>Personal Protective Equipment (PPE).</li> <li>First Aid Kits.</li> <li>Scaffolds/Ladders.</li> <li>3.</li> </ul>	Commented [GOF4]: Workers camp?
3.	Operation and Maintenance Phase	<ul> <li>Academic and school activities</li> <li>Building maintenance</li> <li>Maintenance of WASH facilities.</li> </ul>	<ul> <li>Skilled Labour (Estimate of 2-person x 578 schools) = 1,156 persons</li> <li>Unskilled Labour (estimate of 4-person's x 578 schools) = 2,312 persons.</li> </ul>	<ul> <li>Water for WASH facilities.</li> <li>Maintenance workshop</li> <li>Maintenance equipment.</li> </ul>	

**WB** The SBMCs' Contractors will not require setting up labour camps as they live around the school premises and are also part of the SBMCs. The SBMCs' Contractors will only have onsite materials/equipment staging areas. A minimum onsite number of 7-10 persons per school is envisaged. Nonetheless, labour requirements will increase as community participation and work schedules are more defined.

#### Details on materials sourcing and staging areas are elaborated in Chapter 3

The school rehabilitation and civil works are estimated to be implemented over a 4 months' period. See Table below.

	Phase	Activities		Implementation Period (Mont			Months)													
				Mo	nth 1	L		Mor	nth 2	2		Mor	nth 3			Mor	nth 4	L	Onwar	ds
			1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
1.	Pre- Construction	Preparatory Works																		
2.	Construction	Civil Works																		
3.	Operation	Maintenance Works																		

**Commented [GOF5]:** What does this mean?1 year? 10 months? specify

#### ES 4: Description of the Projects' Environment and Social Baseline

The 578 schools are spread across all 34 LGAs in Katsina State. The state is predominantly covered by Sudan Savanna which consists of scattered trees with shrubs and grasses (this is evident in the schools). Trees such as *Azadiracha indica* (Neem) and *Parkia biglobosa* (Locust Bean) are predominant in most schools. Katsina State falls within the dry sub-humid agro-climatological zone of Sudan and Guinea Savannah vegetation zone. Generally,

- Community workers: Artisans (majorly from the communities where schools are located) who through the SBMCs will undertake some of the proposed works.

- Primary suppliers: suppliers of construction materials including cement, sand, wood, stone, iron rods etc.

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the climate of the project areas is semi-arid tropical climate with marked wet and dry seasons. Rainfall is concentrated mainly in the northern hemisphere in summer when the Inter Tropical Discontinuity (ITD) or the Inter Tropical Convergence Zone (ITCZ) which forms the boundary between the moist equatorial air and the drier tropical air is located over the state.

Due to the large number of schools, only few site-specific scenarios are presented in this Executive Summary.

#### a) Katsina Senior College Secondary School and Katsina Junior College Secondary School

Both the senior and junior secondary schools which are secured by perimeter fencing are located within the same premises, though the administration and management of each is carried out by separate school administrations comprising of a school principal, vice principals, teachers and other staff. The schools are located off the Muhammadu Dikko Road which is a major road leading to the quite proximal SUBEB, Education Resource Centre (ERC), AGILE Project office, Kafar Sauri Market and other numerous small-scale businesses. The access road within the school is tarred, with some portions of the ground covered with tar and sand. There are also some flowers and trees (*Azadiractha indica* – Neem in the school premises; serving for aesthetics and shade in certain parts of the school). The current water source for the SSS is from a borehole and supporting overhead tank (which is leaking); while water supply for the JSS is from a borehole, which will require reticulation to the toilets. The total number of students are: SSS - Girls (4,200), Boys (2,800); JSS – Girls (3,127), Boys (3,455). Both schools have guidance and counselling officers who provide guidance to students, especially girls on both academic and other school-related matters e.g., managing students emotional or social problems, mediating and resolving teacher/parent/student conflicts and improving relationships, assisting with prospective students' applications, sexual education, etc.

#### b) Senior and Junior Government College Katsina

Similar to Katsina College Secondary School (JSS and SSS), both JSS and SSS is secured by perimeter fencing and located within the same premises with the administration and management of each carried out by separate school administrations. The schools are also located off the Muhammadu Dikko Road. The access road within the school is tarred, with some portions of the ground covered with tar and sand. There is water supply in the schools but requiring new reticulation to the existing and proposed toilets: SSS - Girls (3,005), Boys (3,267); JSS – Girls (2,424), Boys (2,760). Both schools have guidance and counselling officers who provide guidance to students, especially girls on both academic and other school-related matters. Additionally, they also have School-related GBV clubs (SRGBVCs), drug free clubs etc, which are mainly responsible for promoting gender equality in schoolrelated activities and awareness on SEA, VAC and GBV.

#### c) Government Pilot Senior Secondary School and Government Pilot Junior Secondary School

Seemingly being the recurrent situation in most cases, both the senior and junior secondary schools are located within the same premises (with perimeter fencing). The affairs of both schools are overseen and managed by separate school administrations. The schools are located about 400m from part of the built-up parts of Katsina Town. Renown features close to the schools' premises include Baffason textile and tailoring services; Iyasu suya meat spot, a community mosque. All portions of the schools' ground areas covered with earth. The school premises is quite large, with clusters of trees (Neem) and shrubs. The total number of students are: SSS - Girls (1,800), Boys (2,100); JSS - Girls (1,243), Boys (2,347). Both schools have guidance and counselling officers including disciplinary committees.

#### d) Senior Government Girls College, Katsina

The Senior Government Girls College is located off the Hassan Usuma Road in Central Katsina Town. It is typically an all-girls secondary school with a student population of 2,805 girls. Due to the ongoing insurgency in some parts of Katsina state which have obstructed normal day school learning activities and curricula, Senior Government Girls College Katsina has been mandated by SUBEB and the Katsina State Ministry of Education to temporarily provide learning and accomodation for female students from schools within affected LGAs, namely: a) Government Unity Girls Secondary School, Jibia; b) Remaye Government Girls School, Kankia; c) Shema Government Girls School, Dutsinma and d) Dutsin Safe Girls Secondary School. This has adversely resulted in a population increase and subsequently an overburden on the existing resources within the school.

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#### **Environmental Baseline Studies**

Groundwater Water: The heavy metal levels of Chromium (Cr), Lead (Pb) and Zinc (Zn) of groundwater samples collected from all schools were within the FMEnv limits (Cr - 0.05mg/l, Pb - 0.01mg/l, Zn - 3.0mg/l). However, the values of Cadmium (Cd), Nickel (Ni) and Iron (Fe) in some schools (such as Government Junior Secondary School Kusada (Cd - 0.005mg/l, Ni - 0.323mg/l, Fe - 7.671mg/l), Government Senior Secondary School Dan Nakola (Cd - 0.004mg/l, Ni - 0.425mg/l, Fe - 1.698mg/l), Government Senior Secondary School Barde (Cd - 0.049mg/l, Ni -0.199mg/l, Fe - 5.574mg/l), Government Senior School for the Deaf Malumfashi (Cd - 0.029mg/l, Ni - 0.449mg/l, Fe - 3.585mg/l), etc.) were above the FMEnv limits, of ., Cd - 0.003mg/l, Ni - 0.1mg/l, Fe - 0.3mg/l). The high concentration of iron (Fe) recorded may be due to the high solubility of both the ferric and ferrous forms of Iron in the groundwater within the locations. While the reason for the high level of Nickel is uncertain, it is important to state that high levels of Nickel can cause a variety of side effects on human health, such as allergy, cardiovascular and kidney diseases, lung fibrosis, lung and nasal cancer. High levels of Iron in drinking water can lead to hemochromatosis - which can cause damage to the liver, heart, and pancreas. For microbial analysis, the most predominant bacterial organisms identified in the water samples collected from the school boreholes were Faecal Coliform (ranging from 1-51 cfu/ml), Escherichia coli (ranging from 1-18 cfu/ml) and Enterobacter Aurogenes (ranging from 1-22 cfu/ml). The high concentration of Faecal Coliform, E. coli and Enterobacter Aurogenes recorded in most schools could be attributed to the close proximity of the septic tanks to the borehole which could have led to infiltration of faecal waste into groundwater via seepage.

**Soil:** The pH of 58.8% of the schools where samples were collected fell within the FMEnv permissible limits (6.5 – 9.0); however, 41.2% of the schools showed acidic pH levels (<6.5). Other parameters such as Conductivity, Total Organic Carbon (TOC), Total Hydrocarbon Content (THC), Soil Organic Matter (SOM) and Phosphate ranged between 105 – 168µs/cm, 1% – 2.82 (%), 2.1 – 4.96 (mg/kg), 1.3% – 4.9 (%) and 0.1 – 13.4 (mg/kg) respectively, however, there are no FMEnv/NESREA and WHO limits available to compare these parameters. The predominant bacteria were *Bacillus Spp., Pseudomonas Spp. and Salmonella Spp* 

Noise and air quality levels of the project area were both within FMEnv and WHO Levels

#### Socio-Economic Baseline Studies (Project Boundaries – Katsina)

Of the sampled population consisting mainly of Principals, Vice Principals, Staff and Students of the 578 schools, 90% (520) were male while 10% (58) were of the female gender<sup>2</sup> whose age ranges all fell between 18-64 years. 58% (335) of the respondents were married, 22% (127) were either Widows or Widowers, 17% (99) were Single and only 3% (17) were Divorced. The respondents were found to be predominantly (72% - about 416) Muslims, Christians constituted 15% (87), the rest (about 6%) practiced the African Traditional Religion (ATR). The results of the socioeconomic survey revealed a very high literacy rate amongst the respondents as 572 of 578 (99%) had acquired tertiary education (out of which 4%, about 23 had higher degrees). Only 1% (6) had O'Level results alone. 79% (455) of the schools had over 1500 students and as such were referred to as **"Large Sized Schools"**; Schools with less than 500 students were categorized as **"Small Sized Schools"** and these were 24 in number (4%).

The survey recorded malaria as the most prevalent disease associated with most 71% (410) schools; Typhoid 16% (92), Infections 6% (35), Diarrhoea 5% (29), and Cough 2% (12) was also recorded. Considering that majority of the schools were located in the peri-urban and rural areas of the state, the roads leading to most schools (88% - 509 of the 578) were untarred, inaccessible and in poor/deteriorating condition. Only about 8% (46) of the schools were situated in locations with good road networks. The respondents attested to the presence of Public Health Institutions and Primary Health Care facilities within the communities where the schools are based, however their

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**Commented [GOF10]:** This does not convey any meaning? State the values for clarity

**Commented [GOF11]:** Result of environmental data have not been presented in a scientific manner. State the values

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**Commented [GOF13]:** Information presented here does not speak to the socio-economic checklist. This section has been grossly under reported

<sup>&</sup>lt;sup>2</sup> The sampled population had more male respondents than female. This is majorly because there were more male staff (including Principals & Vice Principals) than females across most of the schools visited. Nonetheless, the survey ensured to leverage female respondents in cases where they were available.



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functionality (effectiveness and efficiency in the prompt management of health related issues) were questionable. Only 16% (92) of the schools were within communities with a robust and functional Public Health Institutions and Primary Health Care facilities. Access to portable water was also found to poor as majority of the schools 68% (393) relied on wells (and streams in some areas) go down in the dry season.

- Gender disaggregated Population of Girls and Boys in the Schools: 90% of the schools are mixed • (boys and girls) while 10% are all girls' schools. In general, girls account for 35% and boys 65% of the student population in all schools.
- Percentage of Schools with Bad Toilet Facility: According to the questionnaire and SIPs assessment 85% of the toilet/sanitary facilities in the schools will require toilet rehabilitation/renovation/re-construction, while 15% will not require toilet rehabilitation.
- Water Supply Infrastructure: Similarly, only 50% of schools' water supply infrastructure will require rehabilitation.
- Bandit occupied territory: 30% of the schools are located in bandit occupied territories while 70% are not located in bandit occupied territories.
- Percentage of Schools with Asbestos ceiling to be removed: 1% of the schools require removal of • asbestos ceiling while 99% of the schools does not require removal of asbestos ceiling.



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ES 5: Identified Potential Project Environmental and Social Impacts The project impacts are highlighted in Chapter 4 of this document. Nonetheless, the aspects considered when assessing the potential impacts of the Project are listed below:

#### Summary of the E&S Impacts and Mitigation Measures

Environmental Impacts	Mitigation measures	Social Impacts	Mitigation measures	
Asbestos waste: The sub-projects will result in the generation of quantum of asbestos wastes and possible release of asbestos dust and fibrils during removal of asbestos ceilings.	<ul> <li>Implement Asbestos Management Plan (AMP) (See Annex 11);</li> <li>Apply caution in the removal of asbestos;</li> <li>Ensure removed asbestos are carefully cut into conveyable pieces, carefully transported to a designated storage area within the school premises before eventual evacuation and final disposal.</li> </ul>	Traffic: Traffic impacts will be negligible or minor; only occurring along Muhammadu Dikko Road, especially during Kafor-Sauri market peak days and hours. This will impact schools along those locations. Essentially, this will be short-term as it is only likely to cause slight and temporary hold-ups for about 2-3 minutes only when trucks carrying construction materials and construction wastes in and out the school premises.	<ul> <li>Specify transport time for SBMCs of those schools (non-peak travel hours and market days) for movement of equipment and materials into schools.</li> <li>Liaise with Federal Road Safety Corps (FRSC) for easy control of traffic.</li> <li>Implement Traffic Management Plan (TMP) (See Annex 8)</li> </ul>	Commented [OTA14]: Rephrase
<ul> <li>Noise: Maximum but localized noise impacts are envisaged during removal of old classroom roofs and demolition extremely dilapidated toilet building in Senior and Junior Government College, Katsina.</li> <li>Groundwater: Possible contamination of groundwater as a result of leakages (during operation and maintenance of work vehicles) which may occur from oil seepages into the soil, depending on the quantity.</li> <li>Soil: Soil contamination from construction wastes such as oil (lubricants), cement, and paint may occur. This impact is localized.</li> <li>Air: Minimal increase in fugitive dusts during movement of vehicles bringing in construction materials; including asbestos dusts and cement dusts during civil works.</li> </ul>	<ul> <li>For minimal disturbance/noise nuisance, it will be advised works are done in the evening hours when classes are over and schools are closed for the day or during holidays</li> <li>Provide stacking points for project equipment</li> <li>Tighten loosed oil valves;</li> <li>Ensure regular checks and maintenance of equipment and possibly hired vehicles;</li> <li>Collect slurry into designated containers; label appropriately before final disposal by KTSEPA</li> <li>Ensure watering of project areas prior to and during civil works in order to reduce the release of dusts</li> </ul>	<ul> <li>Disturbance Noise from demolition of dilapidated structures may exceed the WHO/FME acceptable noise level limits, resulting in nuisance to staff and students of the school.</li> <li>Temporary disruption of learning activities at some of the schools during the rehabilitation works of classrooms</li> <li>Labour Influx: Labour influx may lead to:         <ul> <li>Risk of social conflict between school staff and the construction workers resulting from operational differences (school norms, rules and regulations) etc.</li> <li>Risk of illicit behaviours and practices such as theft, physical assaults, substance abuse and smoking.</li> </ul> </li> <li>Sexual Exploitation and Abuse (SEA) and Sexual Harassment (SEA/SH): Women and girls</li> </ul>	<ul> <li>For minimal disturbance it will be advised that materials are transported in the evening or night hours when classes are over and schools are closed for the day</li> <li>Retrofit with suitable cost-effective vehicle sound proofing materials/ technologies.</li> <li>Censure continuous trainings and sensitization of SBMC workers, students, school staff and corps members</li> <li>Adequate provision of security in all the schools (Armed security personnel where possible).</li> <li>Implement Security Mgt. Plan (Annex 20)</li> <li>Train workers and organize workshops on GBV and SEA for SBMC workers.</li> <li>Enforce and ensure proper orientation on acceptable behaviours for construction personnel on/off-site.</li> </ul>	<b>Commented [GOF15]:</b> Noise is an environment component, not social. It has been mentioned as an environmental impact. Delete from social

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	Potential Adverse Impacts & Mitigation Measures							
Environmental Impacts	Mitigation measures	Social Impacts	Mitigation measures					
<ul> <li>Waste Generation: The demolition of some dilapidated structures will result to the stockpile of demolition wastes and disused asbestos materials.</li> <li>Occupational Health and Safety risk: Resulting from all works activities.</li> <li>Occupational accidents and injuries to workers</li> <li>Risks related to community health and safety</li> <li>Increased respiratory and eye problems from exposure to dusts and gaseous emissions.</li> <li>Possible injury to school children, as a result of horse play around stockpile of demolition wastes and construction materials.</li> <li>Other Hazardous conditions or practices likely to impact on occupational health and safety will include:</li> <li>Works involving asbestos removal and roof repairs <i>linstallations</i></li> <li>Conveying and lifting of heavy equipment</li> <li>Use and exposure to hazardous materials i.e., paints, cements etc.</li> </ul>	<ul> <li>Ensure proper sorting, storage and final disposal by KTSEPA or an accredited thirdparty waste disposal agency</li> <li>Implement waste management plan (WMP).</li> <li>Food waste and other organic and biodegradable waste should be composted and reused for maintenance of gardens and flowers and flora within the school premises</li> <li>Implement OHS Management Plan (OHSMP) See Annex 10;</li> <li>Conduct OHS training and education;</li> <li>Use of PPEs must be enforced.</li> <li>JHA/PHA; Safe Work Practices</li> <li>If possible, SBMCs should leverage off peak periods for the demolition activities and for civil works. These include students' holidays, after-school hours, weekends, public holidays, etc.</li> <li>Use fall protection equipment.</li> <li>Implement JHA.</li> </ul>	<ul> <li>in the school premises and communities may be exposed to sexual exploitation, abuse and violence as a result of interactions with construction workers.</li> <li>Potential use of child labour for unskilled workers.</li> <li>Grievances arising from project activities, operations, stakeholders concern etc.</li> </ul>	<ul> <li>Ensure that labour is sourced within the SBMCs and locally, especially unskilled labour;</li> <li>Cooperation with local law enforcement</li> <li>VAC sensitization Campaign against child labour</li> <li>Early notification of affected classrooms, learning buildings and offices.</li> <li>Propose alternative classrooms for temporarily displaced students as well as staff.</li> <li>Carryout rehabilitation works at a time that is not likely to disrupt learning and training activities such as holidays, weekends</li> </ul>					
roofs								

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**ENVIRONMENTAL IMPACTS** 

#### POTENTIAL POSITIVE IMPACTS

#### SOCIAL IMPACTS

Water Supply and Sanitiation: These intervention works will improve water supply to toilets mainly, and improve overall water supply, sanitation and hygiene (WASH) in benefitting schools.

Healthy and Safe School Environment: These include;

- Environmental Safety in Classrooms: Floor repairs will disrupt and inhibit the thriving and/or habitation of dangerous arachnids such as scorpions living within in-use and dilapidated classrooms and other blocks of building requiring renovation. This is quite important as students are predisposed to scorpion stings and injuries, especially considering that they sit on the floor for classes
- Sheltering from UV Radiation, Improved Infrastructural Aesthetics: Roofing repairs (to be done in most schools) will also provide shelter from rain and intense sun rays; likewise improving the outward appearance and aesthetics of buildings. Similarly, exterior and interior painting works will also improve building aesthetics and comfortability especially interiorly.
- Environmentally Safe Working Infrastructure: Environmentally safe and friendly roofing and ceiling fittings, such that will not expose students and staff to asbestosis.Rehabilitated and reconstructed buildings void of defects that could cause health and safety risks and impacts to staff and students.
- Conducive Built Environment for Studies: Following the replacement of asbestos with environmentally and public health safer options, including repairs in the plumbing systems, classrooms and hostels will be in a better state for studies and resting.

Public Health: Construction of new toilets and rehabilitation of existing sanitary facilities will reduce the rate of diseases and infections experienced by female students in most of the schools. Stakeholders' Engagement: The stakeholder engagement process is seen to be a positive impact, as it will form a basis for project concept decisionmaking and implementation for all school sub-project locations in Katsina State.

Capacity Building: The SBMCs including Staff and management of the schools, CPMCs and other critical stakeholders will benefit from trainings on ESMP implementation and monitoring. Public awareness and social mobilization programs on the project will be conducted in order to keep the public abreast of the developments.

Promote Organizational and Community Cohesion: The project will stimulate linkages and effective working relations between the SBMCs, State Universal Basic Education Board (SUBEB), Education Resource Centre (ERC), the World Bank funded Better Education Service Delivery for All (BESDA) project, Federal Road Safety Corps (FRSC) and the Katsina State Environmental Protection Agency (KTSEPA). Also important are nearby Lockup shops, Kiosks and Artisanal businesses in close proximity to the schools. Essentially, working cohesion (between schools/SBMCs and the environmental protection agencies) will be most significant in the temporary onsite storage and final evacuation of asbestos wastes to designated disposal areas.

Employment Generation: Short-term employment of skilled and unskilled labour will be promoted. This will help promote community goodwill. Increase in employment and economic activity is expected to occur as School Based Management Committees (SBMCs) will leverage on the skills or and services rendered by members of the immediate community of each school. Basically, carpenters, craftsmen, masons etc will be engaged by the SBMCs to carryout rehabilitation and renovation works. Furthermore, community members engaged in the sales, of cement, timber, wood planks, piping, sand etc will also be patronized to supply needed civil works commodities. Generally, employment will be direct and indirect, usually short-term.

Security: Construction activities will encourage the engagement of security personnel within the school premises which may directly or indirectly reduce the occurrence of social vices within and around the premises.

Livelihoods: This phase will encourage economic activities within around the project facilities/locations. Whilst facility management will ensure to prevent unauthorized persons from providing economic services within their facility premises; since there will be presence of workforce, petty traders and food-spot owners will benefit from the demand of workers/personnel.

Health & Safety: Community health and safety efforts will be intensified during the construction phase as traffic signs, warning and hazard signs will be put up on major roads leading to the schools and within the respective schools to inform staff, students, residential communities and others, about the on-going rehabilitation works.

Continuity/Future Investments: The intervention works will directly and indirectly encourage similar interventions and/or investments in the same or other secondary schools in Katsina State.

•Create the potential for Public Private Partnerships (PPP) focusing on improving the school learning environment and infrastructure.

Staff Productivity: Rehabilitated facilities such as staff and administrative quarters, laboratories, etc, will enhance service delivery and productivity of teaching staff within the schools. **Commented [GOF16]:** Merge and harmonise these three under one sub title "Healthy and Safe School environment" The three sub titles entails are saying the same thing in different ways. Repetition. Reconcile please.

**Commented [GOF17]:** Repetition. Reconcile with healthy and safe school environment

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POTENTIAL POSITIVE IMPACTS				
ENVIRONMENTAL IMPACTS	SOCIAL IMPACTS			
	<ul> <li>Strengthened demand for admissions: A better learning environment, improved sanitary conditions, comfortable classroom furniture and water supply are drivers to increasing demand for admissions in public schools benefiting from the AGILE project in Katsina State.</li> <li>Improvement of public goodwill and satisfaction towards education system support and development efforts by the Government of Nigeria and the AGILE Project.</li> <li>Revenue: Increase in revenue generation for the schools resulting from the influx of new students</li> </ul>			

#### ES 6: Environmental and Social Monitoring Programme and Costing

A singular ESMP Matrix table has been prepared for the respective project locations. As part of this ESMP, a project specific management and monitoring plan has been developed. This plan establishes environmental and social actions with well-defined desired outcomes to address all potential environmental and social impacts including Occupational health and safety risks identified for the project. This also includes indicators, institutional arrangement, roles, responsibilities, and an estimated budget. Details are documented under Chapter 5.

#### Capacity Building and Training

Capacity building measures will be required to ensure that institutions involved in implementing the various ESMP components have the necessary knowledge and skills to fulfil their roles. Groups to be trained include; Katsina State AGILE PIU, SBMCs and other relevant MDAs (Katsina AGILE has informed that a minimum of 600 CPMCs will be trained on ESMP implementation). The training for the ESMP will include modules such as Occupational Health and Safety Management, Onsite Waste Management, SH/SEA and VAC Awareness and Application to the rehabilitation works – orientation on acceptable behaviours for construction personnel on/off-site, Introduction to Environmental and Social Framework (ESF), Environmental and Social Standards (ESSs) applicable to the AGILE project while the training for the monitoring component of the ESMP will include Monitoring and Evaluation Basics - Establishing Monitoring Indicators and Evaluating Performance, Communication Management, GRM Implementation and Monitoring, etc. ,

#### Implementation Schedule

The activities related to environmental management and monitoring will be integrated in the overall construction schedule. The project implementation phase for each project location will be completed in six (6) months.

#### **ES 7: ESMP Cost Estimates**

The total estimated cost for the ESMP Implementation, Monitoring and Capacity Building for all 578 schools is estimated at Four-Hundred and Fifteen Thousand, Six Hundred and Ninety-Six US Dollars and Sixty Cents Only **USD 415,696.60.** This is equivalent to One Hundred and Eighty-Four Million, Six Hundred and Six Thousand, Seven Hundred and Eighty-Nine Naira Only (**NGN 184,606,789**).

S/N	ltem	Responsibility	Estimated Cost (NGN)	Estimated Cost (USD)
1.	Mitigation	SBMCs	126,867,693	285,680
2.	Monitoring	Katsina State AGILE PIU Safeguards Unit; Respective KSMEnv; KTSEPA; NGOs, NPF etc.	22,856,699	51,469
		Sub-total	149,724,392	337,149
3.	Capacity Building	Katsina State AGILE PIU, CPMCs, SBMCs and Other relevant MDAs	18,099,962	40,757
	_	Sub-total	167,824,354	377,906
5.	Contingency	10% of Sub-Total	16,782,435.4	37,790.6
		TOTAL	184.606.789	415.696.60



**Note:** USD to Naira exchange rates as of December, 2022 (1 USD = 444.09 Naira) was applied and figures rounded up

The activities related to environmental and social risk management and monitoring will be integrated in the overall construction schedule. The ESMP mitigation costs will be included in the biding documents for SBMCs Contractors, to enable them, implement intervention works consistent with environmental and social requirements of this ESMP document.

#### ESMP Disclosure

S/N	Action	Remarks
1	Disclosure on 2 state newspapers	The PIU will disclose the ESMP as required by the Nigeria EIA public notice and review procedures
2	Disclosure on 2 local newspapers	The PIU will disclose the ESMP as required by the Nigeria EIA public notice and review procedures
3	Disclosure at Federal Ministry of Education and SUBEB, Federal Ministry of Environment office and the Katsina State Ministry of Education	The PIU will disclose the ESMP as required by the Nigeria EIA public notice and review procedures
4	Disclosure at the Katsina State AGILE office	The PIU will disclose the ESMP as required by the Nigeria EIA public notice and review procedures
5	Disclosure at the Local Government Office & the respective schools	The purpose will be to inform stakeholders about the project activities; environmental and social impacts anticipated and proposed environmental and social mitigation measures.
6	Disclosure on the World Bank external website or infoshop	The ESMP will be disclosed according to the World Bank ESF ESS 10

### ES 8: Stakeholder Engagement

The consultation processes were conducted between the 15-17<sup>th</sup> and 10<sup>th</sup> – 17<sup>th</sup> respectively of May and June 2022. In these consultations, special care was taken to ensure the appropriate participation of female teachers, corps members and students (especially girls) within the project areas and to understand and appreciate their views. Critical stakeholders identified and consulted included: i) Katsina AGILE PIU; ii) School Management and SBMCs of selected schools (iii) Katsina state Environmental Protection Agency - KTSEPA, iv) Federal Road Safety Corps and other stakeholders within the boundaries of the project locations including women groups (locations for stakeholder engagement were at the sites, and offices of the respective agencies). Vulnerable Groups were identified at the level of consultations. The criteria utilized were based on establishing members of the project area of influence likely to be at the most risk of the adverse impacts of the proposed intervention works. This is with regards to: (*i*) easy predisposition to SH and SEA, contracting STIs and STDs or unwanted pregnancies (social vulnerability); (*ii*) individuals likely to suffer temporary effects of renovation of classrooms, toilets, laboratories and on-site infrastructure and may face psycho-social impacts (physical and social vulnerability); (*ii*) staff and visitors with physical disabilities; and (*iv*) elderly persons (social and probably, economic vulnerability). In line with the criteria above, these include:

- Female Students in both Junior and Senior Secondary Schools: These, especially from schools
  where intervention works will be carried out, (majorly schools located in more developed towns such as
  Katsina, Funtua and Daura), stand the risk of suffering SH, SEA, contracting STIs, STDs or unwanted
  and/or early pregnancies caused by migrant workers, especially at the pre-construction and construction
  phases.
- Persons with Disabilities: Negative impacts may be associated to restriction of movement and access
  to work areas/classrooms during the construction phase especially for teachers, students, corps members

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with disabilities. Barricaded or waste stacked routes or work areas may restrict and impede movement of staff living with disabilities to their office blocks.

• Elderly Persons: Considering that most schools have administrative personnel and security personal who are above 55years, it's imperative to put them into cognisance, as they might easily be susceptible to adverse environmental and social impacts associated with the intervention works.

#### Summary of Key Consultation Concerns

S/N	Stakeholders Concerns	Remarks/Response from Consultant/PIU
	Consultations with SBI	MCs Represented by Principals
	A Major concern for the principals was to understand the nature of adverse environmental and social impacts envisaged, and if they might have any residual effects. The principal of Government Senior Secondary School (GSSS) Yanduna specifically, enquired about modalities for waste evacuation from all 578 schools after the rehabilitation and renovation works are completed	The Consultant responded to the concern pertaining to the nature of adverse environmental and social impacts envisaged and informed the SBMCs' representatives that most impacts are likely to be short-term, localized, minor and will not be residual in nature. The Consultant also explained that mitigation measures will be proffered and documented in the ESMP so as to enable responsible parties implement them accordingly and within a stipulated timeframe. As regards waste management, SBMCs were informed that a Waste Management Plan will be prepared as an annexure, including an Asbestos Management Plan to address proper management of construction wastes and asbestos. Furthermore, the Ministry of Education. Katsina State will be responsible for the state state will be responsible fo
		facilitating arrangement with the KSEPA for the evacuation and final disposal of these wastes. Importantly, prior to evacuation of wastes (especially asbestos); some schools where asbestos waste will be generated, have designated temporary onsite storage locations.
	The principals of GSSS Yanmaulu, Government Pilot Junior Secondary School (GPJSS) Ungirai, and GSSS/ Government Junior Secondary School (GJSS) Hui suggested that a follow-up activity to the proposed civil works should be the awarding of scholarships and creation of empowerment programs. In their opinion, this will prolong goodwill amongst the schools about the AGILE project and serve as a positive reinforcement, therefore keeping school management, students and teacher motivated to assuring environmental and social compliance, especially to the ESMP, especially during the operation phase of the civil works.	The Social Safeguards Specialist from the Katsina AGILE project stated that while these suggestions/recommendations are highly valued, the PIU will work in line with the implementation requirements for the AGILE project as provided in the PAD and PIM. Nonetheless, it the eventual plan for the AGILE project's outputs to be sustainable in the long-term. With this in view, the Ministry of Education will be able to plan and incorporate initiatives such as scholarships and empowerment programs into the overall Katsina State annual school calendar(s).
	There was also a general recommendation made by all schools and other members of the SBMCs present at the stakeholders' engagement, for the AGILE project to conduct a capacity building on E&S impacts identified at implementation of the ESMP.	The Social Safeguards Specialist from the Katsina AGILE project informed SBMCs that a major component of the ESMP consultancy is the conduct of a capacity building program on ESMP implementation for all parties responsible in implementing and monitoring mitigation measures. He also stated that the capacity building will commence after the Draft ESMP report has been submitted by the Consultant.