STAKEHOLDER ENGAGEMENT PLAN

FOR

Adolescent Girls Initiative Learning and Empowerment Project (AGILE)

(P170664)







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LIST OF ACRONYMS AND ABBREVIATIONS

AGILE	Adolescent Girls Initiative Learning and Empowerment
AoI	Area of Influence
BESDA	Better Education Service Delivery for All
CDA	Community Development Association
CCT	Conditional Cash Transfers
CCTV	Closed Circuit Television
CSOs	Civil Society Organizations
CLO	Community Liaison Officer
EFA	Education for All
EMIS	Education Information Management System
EIA	Environmental Impact Assessment
ESIA	Environmental and Social Impact Assessment

ESST	Environmental and Social Safeguards Team
ESP	Education Sector Plan
ESS	Environmental and Social Standards
FGD	Focus Group Discussions
FPIC	Free Prior Informed Consent
GRM	Grievance Redressal Mechanism
GER	Gross Enrolment Ratio
GO	Grievance Officer
IDP	Internally Displaced Person
JSS	Junior Secondary School
KGIS	Keeping Girls in School
LALRP	Land Acquisition and Livelihoods Restoration Plan
LGA	Local Government Area
LRP	Livelihood Restoration Plan
MDAs	Ministries, Departments and Agencies
MPA	Multi-phase Programmatic Approach
MWA	Ministry of Women Affairs
NGO	Non-Governmental Organization
PAF	Project Affected Families
PAP	Project Affected Person
PDO	Project Development Objective
PID	Project Identification Document
RAP	Resettlement Action Plan
RPF	ResettlementPolicy Framework
SAEA	Schools Agriculture Enterprise Agency
SBMC	School Based Management Committee
SEB	Secondary Education Board
SESP	State Education Sector Project
SGBV	Sexual and other Forms of Gender-Based Violence
SPEB	State Primary Education Board
SSS	Senior Secondary School
SUBEB	State Universal Basic Education Board
VDC	Village Development Committee
WBG	World Bank Group
WDR	World Development Report
WOFAN	Women Farmers Advancement Network

EXECUTIVE SUMMARY

The World Bank is supporting the Federal Government of Nigeria to implement the Adolescent Girls Initiative for Learning and Empowerment (AGILE) to reduce gender gap in secondary education attendance and completion rates and labour market transition among adolescent girls. The proposed Project Development Objective (PDO) is to Improve secondary education opportunities among girls in targeted areas in participating states. Specific objective of this SEP is to establish a systematic approach to stakeholder engagement at project level that will identify stakeholders and build/ maintain a constructive relationship with them to enable stakeholders' views to be considered in project design and environmental and social performance.

Applicable *National Legal Provisions* and Regulations for Environmental and Social Safeguards and Citizen Engagement include: Constitution of the Federal Republic of Nigeria (1999) as amended; The Freedom of Information Act (2011); Nigerian Environmental Impact Assessment (EIA) Act Cap E12, LFN 2004; The Nigerian Urban and Regional Planning Act, Cap N138, 2004.

Applicable *World Bank Policies include:* World Bank Environmental and Social Framework; A Vision for Sustainable Development; The World Bank Environmental and Social Policy for Investment Project Financing; The Environmental and Social Standards.

The level of success and sustainability of the AGILE project is crucial and dependent upon proper Stakeholder Engagement and its associated activities taking place. The AGILE project seeks to improve secondary education opportunities among girls by constructing new schools and refurbishing existing dilapitaed existing learning conditions. It further seeks to provide cash-based scholarships to improve girls transition to and attendance of secondary school, provide life-skills and digital training, as well as engage in behavioural campaigns that seek to address social norms that have enabled negative attitudes and behaviours towards girl's education and empowerment.

Given the above objectives, the process will be important in:

- ascertaing key project risks as the communities see them;
- developing preventive and mitigtation measures to address risks;
- ensuring concerns of communities are acknowledged and addressed;
- informing targeting mechanisms for the identification of schools as well as for recipients of financial packages (special care will be given to ensuring that vulnerable groups are included in the dialogue – notably students with disabilities and their parents/gurdians, displaced girls, GBV survivors, among others)
- helping to identify the best monitoring mechanisms for activities;
- seeking inputs from stakeholders on how to develop an adaptive behavioral campaign that addresses differentiated concerns in communities, and the likely varied adoption rates of social norms that support girls education and their empowerment (notably, norms associated with child marriage, exclusionary education, SGBV and school-based violence (e.g. corporal punishment);

- strenghthening the projects 'safe school' approach

The Stakeholder Engagement Cycle includes: Identification of Stakeholders (Who?); Creation and analysis of stakeholder profiles (Why? What?); (Re)definition of the Stakeholder Engagement Strategy (How?); Planning of Engagements (When?); Engagement with Stakeholders (The Doing); Measurement of Effectiveness (The Results).

For the purposes of effective and tailored engagement, the stakeholders of the AGILE Project can be divided into three core categories:

1. Implementing Agencies (e.g. MDAs)
2. Affected Parties (Beneficiaries, PAPs, etc.)
3. Interested Parties (local population who can benefit indirectly, EPA, etc.)

Table 3.3 provides a brief profile of the various stakeholders identified, along with their key expectations, concerns in terms of the Project activities and their level of significance.

In keeping with the applicable reference framework and the expectations of the stakeholders, the project will undertake regular engagement with the key stakeholder groups identified through the life of the project. Table 4.1 outlines Proposed Stakeholder Engagement Activities at the different stages of project lifecycle. The engagement methods identified for the purpose of this project includes: Focus Group Discussions; Semi-structured and Structured Interviews and Questionnaires; Open Public Meetings; and Information Disclosure.

The process of information disclosure can be undertaken in two ways: either voluntary disclosure or disclosure as part of the regulatory requirements (EIA requirements, public hearing). As a standard practice, this SEP in English will be released for public review for the period of 21 days in accordance with Nigerian Regulatory Frameworks. Free printed copies of the SEP in English will be made accessible for the general public. Other Stakeholder Engagement and Disclosure Methods have been presented in Table 4.2.

The management, coordination and implementation of the SEP and its integral tasks will be the responsibility of dedicated team members within participating state PIU, and local sub-contractors. The specific roles and responsibilities of the organizations/stakeholders are presented in section 5.1 and table 5.1.

In compliance with applicable local and national laws and essentially the World Bank's ESS 10, a project-specific mechanism is being set up to handle complaints and issues. This process (referred to as the Grievance Redress Mechanism) would be specially designed to collect, collate, review and redress stakeholders' concerns, complaints and grievances. The Grievance Redress Mechanism (GRM) will be accessible and understandable for all stakeholders in the project and for the entire project life. The process to be followed for the redressal of grievances can be summarized as follows: Publicizing and Disclosure of the GRM;

Receiving and Recording Grievances; Maintaining a Grievance Register; Acknowledgement of Grievance; Resolution and Closure; Update of Records.
A summary of the nature of the grievance and the personnel to be involved in the grievance resolution is presented in Table 6.4.

Monitoring and evaluation of the stakeholder process is considered vital to ensure the AGILE can respond to identified issues and alter the schedule and nature of engagement activities to make them more effective. A series of key performance indicators for each stakeholder engagement stage have been developed and outlined in Table 7.1. All stakeholder engagement activities as mentioned in the previous sections will be documented, in a standard engagement activities format, as can be seen in Table 7.2. The performance of the SEP-GRM will be reviewed on a bi-annual basis during the initial years of SEP implementation. For the purpose of review, quarterly reports will be considered for analysis and discussion.

CHAPTER ONE: INTRODUCTION

1.1 Background Information

The World Bank is supporting the Federal Government of Nigeria to implement the Adolescent Girls Initiative for Learning and Empowerment (AGILE) to Improved secondary education opportunities among girls in targeted areas in participating states. because girl's secondary education in Nigeria is faced with many challenges. These include poverty, cultural norms and practices that hinder girls' education, substandard service delivery, poor infrastructure, and fragility.

The AGILE project is a multi-sectoral approach to overcome these challenges. Recognizing the importance of female education in Nigeria will support increased economic growth, higher productivity and earnings, reduce poverty at household levels, reduce gender inequality, promote economic competitiveness, lower infant and child mortality as well as maternal mortality rates through increased awareness/enlightenment and improved health and nutrition.

The SEP seeks to define a technically and culturally appropriate approach to consultation and disclosure, to improve and facilitate decision making and create an atmosphere of understanding that actively involves project-affected people and other stakeholders in a timely manner, and to ensure that these groups are provided sufficient opportunity to voice their opinions and concerns, which may influence Project decisions. ESS 10 recognizes the importance of a systematic approach to open and transparent engagement between the project proponent and project stakeholders as an essential element of good international practice.

For the Adolescence Girls project and its sub-project activities in the participating states, there is need for open and inclusive engagements/dialogues with stakeholders affected or likely to be affected by the project (project affected parties), and other interested parties throughout the project lifecycle as required by the World Bank's Environmental and Social Standards 10 on Stakeholder Engagement and Information Disclosure.

This SEP is designed to fulfil the project's requirements as stated in ESS-10 of the ESF. Its goal is to promote and support inclusive and transparent participation of all stakeholders in the design and implementation of the AGILE. Where properly designed and implemented, stakeholder engagement supports the development of strong, constructive and responsive relationships that are important for successful management of a project's environmental and social risks. Stakeholder engagement is most effective when initiated at an early stage of the project development process and is an integral part of early project decisions and the assessment, management and monitoring of the project's environmental and social risks and impacts.

1.2 Purpose of the Project

The proposed **Project Development Objective** (PDO) is to: Improve secondary education opportunities among girls in targeted areas in participating states.

It aims to achieve this objective by addressing the critical binding constraints adolescent girls face with respect to education. The project will use a comprehensive approach to address these constraints by using the school, family and community platforms to empower adolescent girls.

The approach will consist of interventions aimed at keeping girls in school and provide opportunities for them to acquire critical life skills and market relevant skills not currently offered in schools.

1.3 Objectives of the Stakeholder Engagement Plan

Specific objective of this SEP is to establish a systematic approach to stakeholder engagement at project level that will:

- identify stakeholders and build/maintain a constructive relationship with them to enable stakeholders' views to be considered in project design and environmental and social performance;
- assess the level of stakeholder interest and support for the project;
- promote and provide means for effective and inclusive engagement with project affected parties throughout the project life cycle on issues that could potentially affect them;
- ensure that appropriate project information on environmental and social risks and impacts is disclosed to stakeholders in a timely, understandable, accessible and appropriate manner and format; and
- provide project-affected parties with accessible and inclusive means to raise issues and grievances and allow Borrowers to respond to and manage such grievances.

1.4 Project Components[1]

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

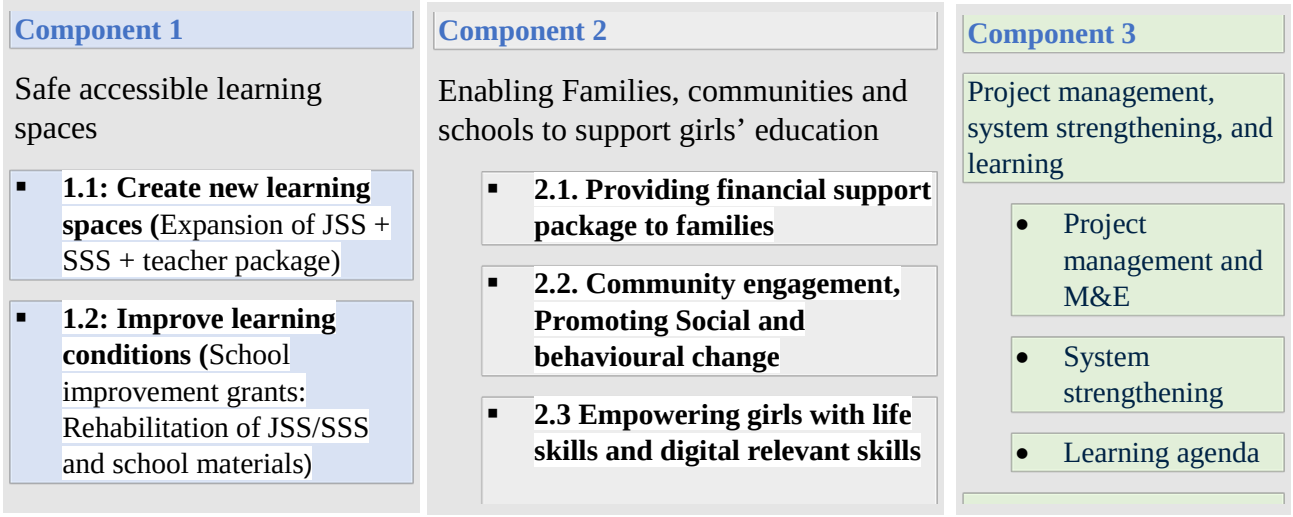


Figure 1.1: Project Components

Component 1: Safe Accessible Learning Spaces

The component aims to improve completion of quality secondary education for adolescent girls by addressing critical demand and supply constraints with respect to accessible learning space and improve learning conditions.

[1] These components reflect the project components engaged on with stakeholders at the time. Slight modifications have since been made to components.

***Sub-component 1.1. Create new learning spaces*:** The component will address access gaps by constructing new JSS and SSS Classrooms in 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.

Sub-component 1.2. Improve learning conditions: School grants will be provided to School Based Management Committees to improve learning environment as well as address the school's needs identified by the school community including mothers' club. This will be provided through the Ministry of Education.

Component 2: Enabling Families, communities and Schools to Support Girls' Education

***Sub-Component 2.1*: Providing financial support package to families**

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.

Sub- Component 2.2: Community engagement, promoting social and behavioural change

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 a 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.

Sub-component 2.3. Empowering girls with life skills and market relevant skills

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 the private sector.

Component 3: System strengthening and learning agenda

***Sub-component 3.1. System strengthening*:** 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.

Sub-component 3.2. Learning agenda and impact evaluations: 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.

1.5 Regulations and requirements

This section describes the requirements of the applicable reference framework for stakeholder engagement and grievance redressal, by a brief overview of the national legal provisions that necessitates citizenship engagement, disclosure of public information and adequate response to queries, concerns and grievances raised by the public on key government actions which include the following:

- Applicable national regulations
- Applicable World Bank Environmental and Social Framework

While this section discusses the specific requirements for public consultations and disclosure, details of the applicable reference framework for the Project are provided in the Project Identification Document (PID) for the Project.

1.5.1 Applicable National Legal Provisions and Regulations for Environmental and Social Safeguards and Citizen Engagement Constitution of the Federal Republic of Nigeria (1999) as amended.

Chapter Two of the Nigerian Constitution takes socio-economic rights of Nigerians into account. This Chapter includes the following sentence: ‘‘No citizen should be denied the right to environment, the right to secure and adequate means of livelihood, the right to suitable and adequate shelter, the right to suitable and adequate food, etc.’’

Section 20 of the Constitution also considers the use of resources and provides that the environment must be protected and natural resources such as water, air and land, forest and wildlife be safeguarded for the benefit of all stakeholders.

The Freedom of Information Act (2011)

The purpose of the Act is to make public records and information more freely available, provide for public access to public records and information, protect public records and information to the extent consistent with the public interest and the protection of personal privacy, protect serving public officers from adverse consequences for disclosing certain kinds of official information without authorization, and establish procedures for the achievement of those objectives. This Act applies not only to public institutions but also to private organisations providing public services, performing public functions or utilising public funds.

According to the Act:

- All stakeholders are entitled to access to any records under the control of the government or public institution
- Any stakeholder denied information can initiate a court proceeding to affect the release of such information
- All public institutions shall make available any records as requested by the stakeholders within a period of 7 days.

Nigerian Environmental Impact Assessment (EIA) Act Cap E12, LFN 2004

This Act provides guidelines for activities for which EIA is compulsory (such as mining operations, road development, coastal reclamation involving 50 or more hectares, etc.). It prescribes the procedure for conducting and reporting EIAs and dictates the general principles of an EIA. The EIA act enshrines that consideration must be given to all stakeholders before the commencement of any public or private project by providing for the involvement and input of all stakeholders affected by a proposed project.

The Nigerian Urban and Regional Planning Act, Cap N138, 2004 provides that any land development plan must be disclosed to stakeholders to prove that such projects would not harm the environment or constitute nuisance to the community.

1.5.2 World Bank Environmental and Social Framework

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 Borrowers' projects, with the aim of ending extreme poverty and promoting shared prosperity.

This Framework comprises:

- A **Vision for Sustainable Development**, which sets out the Bank's aspirations regarding environmental and social sustainability;
- The **World Bank Environmental and Social Policy for Investment Project Financing**, which sets out the mandatory requirements that apply to the Bank; and
- The **Environmental and Social Standards**, together with their Annexes, which set out the mandatory requirements that apply to the Borrower and projects.

The Ten **Environmental and Social Standards (ESS 1- 10)** set out the requirements for Borrowers relating to the identification and assessment of environmental and social risks and impacts associated with projects supported by the Bank through Investment Project Financing. These are as follows:

- ESS 1: Assessment and Management of Environmental and Social Risks and Impacts
- ESS 2: Labor and Working Conditions
- ESS 3: Resource Efficiency and Pollution Prevention and Management
- 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 7: Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities
- ESS 8: Cultural Heritage
- ESS 9: Financial Intermediaries
- ESS 10: Stakeholder Engagement and Information Disclosure.

Environmental and Social Standard ESS1 and ESS10 apply to all projects for which Bank Investment Project Financing is sought.

CHAPTER TWO: OVERVIEW OF STAKEHOLDER ENGAGEMENT

The following section provides an overview of the applicability of SEP to the AGILE project, as well as the stakeholder engagement undertaken so far. The engagement thus far has been led by the Federal Ministry of Education and in close collaboration with the World Bank. Other key actors involved in the engagement include the Universal Basic Education Commission (UBEC), State Universal Basic Education Board (SUBEB), State Ministry of Education, Traditional rulers, Non-governmental organizations (NGOs) and Civil Society Organizations (CSOs), and other key stakeholders such as the Ministry of Women Affairs.

Details on the principles of stakeholder engagement that guided the engagement so far and Area of Influence (AoI) can be found in Annex 1.as well as.

2.1 Applicability of the SEP to the Project

The AGILE project seeks to improve secondary education opportunities among girls in targeted areas in participating states by constructing new schools and refurbishing existing dilapitaed existing learning conditions. It further seeks to provide cash-based scholarships to improve girls transition to and attendance of secondary school, provide life-skills and digital training, as well as engage in behavioural campaigns that seek to address social norms that have enabled negative attitudes and behaviours towards girl's education and empowerment. Achieving these stated objectives will require a continuous and an inclusive SEP process.

Given the above, the process will be important in:

- ascertaing key project risks as the communities see them;
- developing preventive and mitigtation measures to address risks;
- ensuring concerns of communities are acknowledged and addressed;
- informing targeting mechanisms for the identification of schools as well as for recipients of financial packages (special care will be given to ensuring that vulnerable groups are included in the dialogue – notably students with disabilities and their parents/gurdians, displaced girls, GBV survivors, among others)
- helping to identify the best monitoring mechanisms for activities;
- seeking inputs from stakeholders on how to develop an adaptive behavioral campaign that addresses differentiated concerns in communities, and the likely varied adoption rates of social norms that support girls education and their empowerment (notably, norms associated with child marriage, exclusionary education, SGBV and school-based violence (e.g. corporal punishment);
- strenghthening the projects 'safe school' approach.

The SEP applies to the entire AGILE Project, including any new States that may not be included in the initial scope of the Project. This document is applicable to the entire lifecycle of the Project with a specific focus on the implementation of the ESMF, RPF and other management plans. The SEP is a part of the larger pre-Project Safeguards Documents and is to be considered as a living document, to be updated regularly based on the emerging needs and patterns for engagement with the various stakeholders.

2.2 Principles of Stakeholder Engagement and Grievance Redressal

The stakeholder engagement and grievance redressal process for the Project will be based on the following principles:

- **Transparency and fairness**: The process for grievance resolution shall be transparent, in harmony with the local culture, and in the appropriate language. It should explicitly assure potential users that the mechanism will not impede their access to other judicial or administrative remedies.
- **Accessibility and cultural appropriateness**: Every member of the community or groups should have access to the grievance procedure. Any individual or group that is directly or indirectly affected by the Projects and its contractors' activities, as well as those who may have an interest in the Projects or the ability to influence its outcome, either positively or negatively, can raise a grievance. To allow all stakeholders to have access to the mechanism, the grievance redressal procedure will be made available in the local languages of Hausa, Igbo, Yoruba, and Pidgin and any other language preferred by the community.
- **Meaningful Information**: As part of the engagement process, meaningful information should be disclosed to the stakeholders to allow for active and informed engagement.
- **Openness and communication regularity**: There are multiple channels available for individuals and groups to choose their preferred method of lodging grievances.
- **Channels of communication** are kept open throughout the process of addressing each grievance, and up to 3 months after the situation has been resolved.
- **Written records**: All grievances are registered on a Grievance Form and needs to be tracked through to resolution.
- **Dialogue and site visits**: All grievances are considered to warrant discussions with the complainant and a site visit, if required, to gain a first-hand understanding of the nature of the concern. The purpose of the visit is to verify the validity and severity of the grievance.
- **Timely resolution**: The Project aim to resolve all grievances within 3 weeks preferably.
- **Incorporation of feedback**: The feedback received to-date from the engagement and grievance redressal process shall be incorporated into the Project and program design, and the same shall be reported back to the stakeholder.

2.3 Overview of Stakeholder Engagement So Far

This section describes the engagement activities undertaken so far as part of the AGILE Project, during the project preparation process, the environmental and social assessment process, and as part of the preparation of Resettlement Policy Framework. The various engagements were led by the Federal Ministry of Education in close collaboration with the World Bank. The core focus of the consultations was to identify, assess the stakeholder's interest, level of involvement and seek their contributions about the project design among other listed stakeholder's engagement objectives.

Stakeholder Engagement Process

A **preparation support mission for the AGILE Project** mission was carried out **from *August 30 – September 13, 2019.* The** mission was included a World Bank team and in close collaboration with representatives of the Federal Ministry of Education, Universal Basic Education Commission (UBEC), State Universal Basic Education Board (SUBEB), State

Ministry of Education, Traditional rulers, Non-governmental organizations (NGOs) and Civil Society Organizations (CSOs), and other key stakeholders.

The mission objectives were to:

(i) convey a 2-day technical workshop in Abuja prior to engagement with stakeholders at states
(ii) undertake state visits to two participating states: Kaduna and Kano States;
(iii) discuss with key stakeholders and reach agreement on implementation, institutional, fiduciary and safeguards arrangements with potential implementation agencies at federal and state levels;
(iv) discuss and agree on in-depth concept and costing of program components;
(v) discuss on proposed actions in preparation for the project and technical assistance at federal and state levels; and
(vi) consult and coordinate with development partners and co-financiers.

In Kaduna and Kano States, the World Bank team carried out high-level discussions with the State Governors and robust engagement with Ministries, Departments and Agencies (MDAs) responsible for girls' education and empowerment, during which the World Bank team presented the proposed project concept and gathered input on the challenges and priority intervention areas for the two states given the broader objective of the project. In addition, the team undertook site visits to schools for rapid situation analysis, discussions with CSOs/NGOs implementing girls' project, community mobilization and media actors and other stakeholders. Plenary discussions with state teams as well as in-depth one-on-one meetings with key officials of the MDAs, CSO/NGOs and all other relevant stakeholders were held.

A 2-day Technical Workshop involving experts and advisory teams drawn from proposed project states and relevant federal MDAs was held at Rock view Hotel Royale, Abuja from *19th - 20th September 2019*, to develop proposed interventions to address key constraints in girls educational and empowerment (Annex 3 presents the list of technical workshop participants).

The following consensus were reached:

1. Communication strategy workshop required prior to project effectiveness
2. Age-group associations, like Boys Clubs, Girls Club, Women's Association, should be carried along in the project design to allow reinforcement/entrenchment of positive communication messages at the community level. Federal Ministry of Education have existing Boys' Education Movement and Girls' Education Movement who use safe spaces in schools.

2.4.1 Engagement undertaken as part of the RPF preparation process

Highlights of Consultation with MWA: The mandate of the Ministry of Women Affairs is to advise government on social issues including women protection and safety, Gender based violence, sexual health and protection, women right to work and working conditions, child labour, etc.

During consultation with the Ministry of Women Affairs (MWA), the following issues were identified and discussed:

- Women inclusion and opportunity for even participation in the AGILE project;
- Gender based violence, sexual exploitation and harassment against women and girls and how AGILE project will guide against such in this project;
- Labour influx and how to ensure that it is reduced or not pose a threat to women health and participation in AGILE, either as workers or students;
- Child labour occurrences during construction stage and how AGILE project will avoid or manage this situation it its project;
- Waste generation types from the project and how AGILE will manage wastes
- Mandate of MWA and its capacity to implement its social responsibilities as will be assigned in AGILE project.

  During consultation with the Ministry of Women Affairs (MWA) the following issues were concluded:
- The consultation concluded the need to train staff of the MWA and, the importance of ensuring that the PIU at all levels are fortified with skilled personnel that will carry out mandates on GBV/SEA, labour influx, child labour, grievance redress and other social safeguards concerns.

Highlights of Consultation with the EA Department of the Federal Ministry of Environment

The EA department has the mandate to regulate EIA, RAP and ensure compliance with guidelines and laws on environmental protection. It reviews EIA reports and gives approvals to EIAs. It also penalizes defaulters of EIA laws and is responsible for approving the disclosure of draft EIAs, RAPs and ESMPs prepared for projects in Nigeria.

Consultation with EA department focused on the following aspects:

- Quality of ESIAs/ESMPs submitted for disclosures in World Bank funded projects. The EA department wants World Bank as the clearing institution to ensure that reports meet the international standards all the time;
- The EA department wants her involvement to be more meaningful in the preparation and monitoring of projects;
- The EA department assured of its commitment to participate in projects funded by the Bank to ensure facilitation and standards.

The key engagement activities undertaken as part of the RPF preparation process pertain to public meetings, consultations, and surveys as discussed below:

- Public Meetings, 2019: In October, public meetings with various local RPF Preparation Process, were held in Kano, and Ado Ekiti respectively on 24th and 31st October 2019. As part of the meetings, information regarding the Project was disclosed, including the capacity of the Project.
- Consultations were held with Officials of the State Ministry of Education, Stakeholders from relevant MDAs, Principals and Staff of some Secondary Schools (including Guidance Counsellors) in October 2019.

2.4.2 Key Feedback received during Stakeholder Consultations

Based on consultations undertaken for the AGILE Project, the following are some of the key feedback or areas of concern:

Community perception and feedback

- **Project engagement with the local community and external stakeholders has been characterised by regular communication and interaction with the relevant stakeholders.** Through this engagement, the Project has attempted to ensure timely dissemination of relevant information to the stakeholders in terms of Project activities, potential impacts from the same and the mitigation measures proposed.

- **Wherever relevant, feedback and input has also been sought from the community in terms of their expectations and concerns, especially so in terms of the land take process and entitlements identified as part of the livelihood restoration process.** This engagement will be undertaken in keeping with the formal legal process through public hearings, as well as through consultations as part of the environmental and social assessment process since the Project inception. To the extent possible, this feedback and other input have been incorporated into the management plans and Project activities.

- **According to the information available, while the community and other stakeholders may have some concerns regarding the Project, the overall perception is positive.** The communities view the Project as a source of local development in the area, primarily through the construction of classrooms, employment opportunity generation and local economy development from improved marketable skills development outlined in the project design.

- **Community liaison officer.** This understanding of the engagement activities already undertaken by the Project, the key feedback and concerns of the local community towards the Project has informed the need for designation of a community liaison officer among the project team in participating state who will serve as the local point of contact between the Project and the PAPs and play an important role in the implementation of the stakeholder engagement process and the GRM.

CHAPTER THREE: STAKEHOLDER IDENTIFICATION AND ANALYSIS

This section provides an analysis of the stakeholders identified for the Project based on the land procurement, impact assessment, and GRM process. The stakeholder analysis for this SEP identifies the individuals or groups that are likely to be impacted by Project activities, and groups based on the significance of the impact/influence. This information is then used to formulate the SEP and assess the manner in which the interests of the stakeholders should be addressed during the Project lifecycle.

3.1 Stakeholder identification and analysis

The Proponent will identify the different stakeholders, both project-affected parties and other interested parties. As set out in paragraph 5 of ESS 10, individuals or groups that are affected or likely to be affected by the project will be identified as 'project affected parties' and other individuals or groups that may have an interest in the project will be identified as 'other interested parties.'

The stakeholders of the AGILE Project range from the direct beneficiaries – adolescent girls and those in their communities - to policy makers, participating State Government MDAs, Federal Government MDAs, development partners, civil society organizations, vulnerable groups and the media. The primary stakeholders play core roles in the project as well as the secondary stakeholders with differences in the level of impact of the project on each of them. Project stakeholders can further be categorized as primary, secondary and tertiary stakeholders.

- **Primary stakeholders** are individuals, groups or local communities that may be affected by the Project, positively or negatively, and directly or indirectly especially those who are directly affected, including those who are disadvantaged or vulnerable.
- **Secondary stakeholders** are broader stakeholders who may be able to influence the outcome of the Project because of their knowledge about the affected communities or political influence over them".
- **Tertiary/Key Stakeholders**: These are usually "external" who are not necessarily directly involved with the project, but whose even peripheral actions (or inactions) may positively or negatively or tangentially impact on the project and its outcomes. These include policy makers, civil society, government entities, media, etc.

The level of involvement by the different stakeholders also form a basis for classification. This usually has to do with the level of interest of the stakeholders with regards to the expected outcomes of the project and how much the project team wants them to participate for practical reasons.

The AGILE Project stakeholders are defined as individuals, groups or other entities who:

I. Have a role in the project implementation (also known as 'implementing agencies');
II. Are impacted or likely to be impacted directly or indirectly, positively or adversely, by the Project (also known as 'affected parties'); and

III. May have an interest in the Project ('interested parties'). They include individuals or groups whose interests may be affected by the Project and who have the potential to influence the Project outcomes in any way.

3.2 Stakeholder Categorization

For the purposes of effective and tailored engagement, the stakeholders of the AGILE Project can be divided into three core categories:

1. Implementing Agencies
2. Affected Parties
3. Interested Parties

3.2.1 Implementing Agencies

This category of stakeholders encompasses the leading agencies responsible for overseeing the successful implementation of the AGILE Project.

At the Federal Government Level, they include the:

- Federal Ministry of Education (FMoE), Universal Basic Education and Secondary Education Commission;
- Federal Ministry of Women Affairs and Social Development (FMWSD);
- Technical Working Group (TWG) on Social Development (Ministry of Women and Social Development,
- Ministry of Health
- Ministry of Labour and Productivity, and
- Ministry of Works and Housing);
- The EA Department of the Federal Ministry of Environment; and
- Bureau of Public Procurement (BPP);
- Universal Basic Education Commission (UBEC)

At the State Government level, they include:

- State Ministry of Education (SMoE)
- State Universal Basic Education Board (SUBEB)
- State Ministry of Women Affairs and Social Development (SMWSD);
- State Ministry of Health;
- State Ministry of Environment; and
- Bureau of Public Procurement (BPP);
- State Relevant MDAs

In order to meet best practice approaches, AGILE Project Implementing Agencies, at both Federal and State levels, will apply the following principles for stakeholder engagement:

- **Openness and life-cycle approach:** Public consultations for the project(s) will be arranged during the whole life-cycle, and carried out in an open manner, free of external manipulation, interference, coercion or intimidation;
- **Informed participation and feedback:** Information will be provided to and widely distributed among all stakeholders in an appropriate format; opportunities are provided for communicating stakeholders' feedback, for analyzing and addressing comments and concerns;

Inclusiveness and sensitivity: Stakeholder identification is undertaken to support better communications and build effective relationships. The participation process for the project(s) is inclusive. All stakeholders are encouraged to be involved in all consultation processes. Equal access to information is provided to all stakeholders. Sensitivity to stakeholders' needs is the key principle underlying the selection of engagement methods. Special attention is given to vulnerable groups identified by the project which include the rural population, people living with disabilities, women, and disadvantaged youth.

3.2.2 Affected Parties

This comprises persons, groups and other entities studying at one of the implementing Secondary Schools who will be recipients/beneficiaries of the capacity building program. This group is the core target audience and will be directly affected by the project implementation or/and outcomes. A subset of this category are the vulnerable groups. A significant factor in achieving inclusiveness of the engagement process is safeguarding the participation of vulnerable individuals in public consultations and other engagement forums established by the program. Vulnerable Groups are persons who may be disproportionately impacted or further disadvantaged by the project as compared with any other groups due to their vulnerable status, and that may require special engagement efforts to ensure their equal representation in the consultation and participation in the program.

The vulnerable groups identified by the project include the adolescent girls (who are the primary vulnerable group) and women teachers. Other vulnerable groups may include girls/mothers with additional vulnerabilities, including but not limited to:

- Girls with disabilities (varied types of disability – beyond the physical)
- Separated and unaccompanied girls associated with displaced people
- IDP students
- Students who are HIV positive
- Child-headed households
- Single mother headed households
- Widowed mothers
- Girls who are survivors of violence.

The afore-mentioned groups are considered particularly vulnerable as the curriculum and training programs may exclude their participation. Furthermore, there could be heightened risks of GBV and SEA at the project sites during minor civil works, or at schools after construction is complete.

Engagement with the vulnerable groups and individuals often requires the application of bespoke measures and assistance aimed at the facilitation of their participation in the project-related decision making so that their awareness of and participation in the process are commensurate to those of the other stakeholders.

3.2.3 Interested Parties

Interested Parties include stakeholders who may not experience direct impacts from the Project but who consider or perceive their interests as being affected by the project and/or who could influence the project and the process of its implementation in some way. Specifically, this category will include the following individuals and groups:

- The local population who can benefit indirectly from interventions;
- Residents and business entities, and individual entrepreneurs in the area of the project that can benefit from the capacity training program;
- Local contractors who can support in the delivery of the AGILE Project;
- Environmental and Social Consulting organizations in Nigeria that have staff that can be trained and will help build a cadre of trained professionals
- Environmental protection authorities;
- Local, regional and national level civil societies and non-governmental organizations (NGOs) with an interest in PES safeguards;
- Other government ministries and regulatory agencies at regional and national levels including environmental, technical, social development and labour authorities;
- AGILE Project employees and contractors; and
- Mass media and associated interest groups, including local, regional and national printed and broadcasting media, digital/web-based entities, and their associations.

Local NGOs and initiative/advocacy groups particularly those focusing on social development issues represent the considerable capacity that the project(s) may tap for disseminating information and raising awareness of the planned activities among the potentially affected communities in the project area. NGOs typically have well established interaction with the local communities, are able to propose the most effective and culturally appropriate methods of liaising based on the local customary norms and prevailing means of communication and possess the facilitation skills that may be utilized as part of the project's consultations. In addition, NGOs may lend assistance in disseminating information about the proposed project(s) to the local communities, including in the remote areas (e.g. by placing information materials about the project in their offices, distributing the project information lists during events that they are organizing), and provide venues for the engagement activities such as focus-group discussions.

The table below shows the Categorisation of Stakeholder Groups

Table 3.1: Stakeholder Group Categorisation

Stakeholder Group	Primary Stakeholders	Secondary Stakeholders	Tertiary Stakeholders
Community	• Adolescent Girls • Project Affected Families and People • Vulnerable Groups • Local Community in AoI	• Local Community Leaders	• Trade Associations • Traditional Rulers • Religious Leaders
Institutional Stakeholders	• Implementation Partners NGOs / CSO's	• Project Financing Agencies • Mothers Association • Boys Club	• Traditional Rulers • Religious Leaders
Government Bodies	• Regulatory Authorities	• LGA Administration • Government Bodies working on Community Development Activities	• MDAs • Policy Makers • Corporate Bodies • Civil Society • Government Entities
Other Groups	• Engineering, procurement, and construction contractors and sub-contractors	• Local Political Groups • Media • NGOs/CSOs active in the area	

3.3 Stakeholder Mapping

Stakeholder mapping is a process of examining the relative influence that different individuals and groups have over a Project as well as the influence of the Project over them. The purpose of a stakeholder mapping is to:

- Identify each stakeholder group
- Study their profile and the nature of the stakes
- Understand each group's specific issues, concerns as well as expectations from the Project
- Gauge their influence on the Project.

The significance of a stakeholder group is categorised considering the magnitude of impact of the Project on the stakeholder or degree of influence (power, proximity) of a stakeholder group on the Project functioning. The significance of the stakeholder group importance for the Project and the requirement for engaging with them is identified as an interaction of the impact and influence. The matrix for significance is as depicted in the table 3.2 below.

Table 3.2: Stakeholder Significance and Engagement Requirement

	Influence by Stakeholder on Project			
Magnitude of Impact on Project		Low	Medium	High
	Negligible	Negligible	Negligible	Negligible
	Small	Negligible	Minor	Moderate
	Medium	Minor	Moderate	Urgent
	Large	Moderate	Urgent	Urgent

3.3.1 Magnitude of Impact of Project

Table 3.3 provides a brief profile of the various stakeholders identified, along with their key expectations, concerns in terms of the Project activities and their level of significance. As stated in the table 3.2, the matrix of significance, stakeholder "significance" is determined by an assessment of the potential influence stakeholders may have on a project (determined by their current power/vulnerability and proximity) as well as the impact of the project on the stakeholder. The "stakeholder significance" does not however indicate how important the stakeholders are to the project (i.e. how seriously the government or other stakeholders should consider their views), nor are the levels set in stone. They in fact may change throughout the life cycle of the project. The analysis below can also serve to enable further robust engagement to ensure more equitable influence over the project for the most vulnerable to achieve the aims of the project.

Table 3.3: Stakeholder Profile, Expectations and Project Impacts

Stakeholder Group	Profile of the Stakeholder Group	Impact / Influence on the Project of this Stakeholder Group	Impact / Influence of the Stakeholder Group on the Project	Expectations & Concerns	Magnitude of Impact / Influence	Stakeholder Significance[2]
Primary Stakeholders						
Project Affected Persons	•This stakeholder group comprises of the Adolescent girls in the various communities and their families, PAFs to be identified as the households who are directly or indirectly impacted by the **project where there is occasion of a land take process.** • These individuals, known as Project Affected People. • These PAFs are comprised of households from the Schools who are currently living in Staff Quarters they had renovated with their personal money but may give up residential abode if they are	• This stakeholder group constitutes the most important stakeholder group as beneficiaries of the project • This stakeholder group constitutes the most important stakeholder group as they will lose their accommodation to the Project, which was the primary source of their shelter / or farmland. • The Project can impact the PAFs by training them on the right skills and connecting them to livelihood opportunities /	• This stakeholder group shall play a critical role in the formation of public opinion towards the Project and allowing for the smooth functioning of the Project. • This stakeholder group may be used as local resources as construction labourers, masons, drivers, etc. during the construction phase of the Project. • Members of these stakeholder groups can provide services/ goods required for the construction of the Project like truck services, petty	The members of the PAFs have high expectations from the Project in terms of opportunities for livelihood generation and community development. Some of the key expectations include: • Timely disclosure of information regarding the Project in terms of details and timelines of implementation of plans formulated; • Clarity on initiation of construction activities and on employment (permanent or contractual) opportunities with the Project; • Timely payment for any work which	Impact of Project on Stakeholder: Large Influence of Stakeholder on Project: Medium	Moderate

[2] This rating/level does not however necessarily indicate how important the stakeholders are to the project, nor are the levels set in stone.

	transferred out of the school, or using part of the School land to farm as a means of subsidizing their income	income generating activities in keeping with the various management plans to be formulated as part of the AGILE Project	contractors, suppliers of construction materials, etc. • Using local resources/ services will also help the Project to fulfil the requirements of labour influx.	includes labour involvement; • Support in terms of market linkages for existing skill set and livelihood enhancement measures; • Support in establishing business enterprises and their linkage with the Project for sale of goods/ services; • However, caution should be taken so as not to encourage encroachment of School premises in anticipation of funds; and • Access to the GRM established for the Project.		
Vulnerable Groups	This stakeholder group comprises of those adolescent girls who are vulnerable because of a form of disability, PAFs who may be disproportionately impacted by the Project due to their socio-cultural and economic status. livelihoods. However, within this larger group, there are those who are disproportionately impacted. This group is comprised of the following: • Those without any potential source of income • Physically or mentally disabled • Elderly couples / single member households without support	• The Project can positively impact this group by assigning priority to them for design of applicable digital skills for the adolescent girl's acquisition, employment opportunities with the Project and during AGILE implementation. • It is expected that any intervention by the Project which is focused on them will result in a significant improvement in the living standards of this stakeholder group due to their present status	• This stakeholder group cannot exert much influence on the Project, owing to its socioeconomic status	• Apart from the expectations and concerns identified for the impacted PAFs, this stakeholder group's primary expectation pertains to preferential treatment in the implementation of AGILE. • This preferential treatment may involve priority in suitable employment opportunities, skill-based trainings followed by employment with Project (if unskilled or not appropriately skilled), provision of cash-based support, wherever applicable, etc.	Impact of Project on Stakeholder: Large Influence of Stakeholder on Project: Low	Moderate

	• Single women headed households					
Local Community in AoI	• This stakeholder group is comprised of the local population in the communities touched by the Project boundaries, which is not expected to be directly impacted by the Project activities but may be impacted indirectly.	• This stakeholder group has been impacted by the Project in terms of the loss of common property resources and natural resources where there is land take by the Project and by the development of the Project in the area. • This stakeholder group may benefit during the construction phase of the Project, where they can get better business opportunities on account of influx of population (contractors and labourers); hence greater demand for their products / services. • The stakeholder group may be adversely impacted by the Project in terms of community health and safety impacts of Project activities.	• This stakeholder group shall play a critical role in the formation of public opinion towards the Project and allowing for the smooth functioning of the Project. • This stakeholder group may be used as local resources as construction labourers, masons, drivers, etc. during the construction phase of the Project. • Members of these stakeholder groups can provide services/ goods required for the construction of the Project like truck services, petty contractors, suppliers of construction materials, etc. • Using local resources/ services will also help the Project to fulfil the requirements stated in the PDA.	The key expectations of the stakeholder group from the Project include: • Completion of Project activities keeping in mind community health and safety. • Adequate and timely communication of Project information, in terms of timelines of key activities and their potential impacts. • Access to the GRM established for the Project. • Benefit sharing as per the PDA in terms of skill and employment, infrastructural development. • Access to community development benefits, in keeping with the requirements of the applicable reference framework. Impact	Impact of Project on Stakeholder: Large Influence of Stakeholder on Project: Medium	Moderate
Implementation Partners and NGOs	• This stakeholder group is comprised of the NGOs and third-party livelihood restoration experts who will be engaged for implementing the plans formulated as part of the RPF, ESMF for the Project. • This implementation partner will collaborate with other NGOs, which would be assisting with the various	• The project will provide sustained business opportunity to this group for a long period. • Timely provision of information and resources by the project is critical for performance of this stakeholder group. • Adequate planning and budget allocation will be imperative for the smooth	• This stakeholder group is critical for the smooth functioning and timely implementation of the management plans formulated. • The manner of functioning of this group on ground will influence the opinions of the local stakeholders about the project.	The key expectations of the stakeholder group from the project pertain to: • Timely and complete provisioning of information pertaining to the AGILE, its objectives, components and implementation process. • Timely provision of financial resources and support from SPIU for the	Impact of Project on Stakeholder: Medium Influence of Stakeholder on Project: High	Urgent

	entitlements identified in the RPF.	implementation of the plans formulated, which in turn may have an impact on the community's perception of the NGO.		implementation of the management plans. • Timely provision of information and update on the commencement of the construction activities and the implications on the management plan implementation.		
Regulatory Authorities	This group is comprised of the regulatory authorities at the local, State and Federal levels that are responsible for various permits and licenses pertaining to the project.	The impact of the Project on this stakeholder group will be negligible as it is a critical part of projects being implemented in the State and the country.	• This stakeholder group is high in priority as this group provides the permits and licenses essential for the functioning of the project. • This stakeholder group can result in Project shut down or stoppage for a few days and/ or penalties and fines being levied on the Project.	• The main expectation of the Regulatory Authorities from the Project Proponents is compliance to all applicable guidelines, policies and laws.	Impact of Project on Stakeholder: Small Influence of Stakeholder on Project: High	Moderate
Contractors and other sub-contractors	• This stakeholder group comprises of the contractors involved in the project. • The main contractor for the project is not known as at now • Their packages of contract being awarded are unknown as at now • The contractors may/ will in turn subcontract parts of the scope of work to local sub-contractors	• The project provides a sustained business opportunity to this group in the area • The project may thus provide an entry point into the locality and state to the contractors.	• This stakeholder group is critical for the smooth functioning and timely implementation of the project; • This group may also play an important role in the formation of public opinion towards the project. • This group will be a stakeholder in the implementation of the benefit sharing plans formulated for the project.	• Clear communication in terms of tasks, roles and responsibilities and timelines for the project; • Undertaking project activities in keeping with the contractual agreements and applicable regulations in place; • Timely payment of dues; and • Adequate provision for the health and safety of the personnel on the project and the affected community.	Impact of Project on Stakeholder: Medium Influence of Stakeholder on Project: High	Urgent
Stakeholder Group	**Profile of the Stakeholder Group**	**Impact / Influence on the Project of this Stakeholder Group**	**Impact / Influence of the Stakeholder Group on the Project**	**Expectations & Concerns**	**Magnitude of Impact / Influence**	**Stakeholder Significance**
Secondary Stakeholders						

Local Community Leaders (Traditional & / or Religious)	• This stakeholder group is comprised of those individuals in the community who hold traditional or rational power.	• The impacts of the project on this stakeholder group will be similar and comparable to that on the local community in the AoI.	• This stakeholder group shall play a critical role in the formation of public opinion towards the Project and allowing for the smooth functioning of the Project. • This stakeholder group may be used as local resources as construction labourers, masons, drivers, etc. during the construction phase of the Project. • Members of these stakeholder groups can provide services/ goods required for the construction of the Project like truck services, petty contractors, suppliers of construction materials, etc. • Using local resources/ services will also help the Project to fulfil the requirements of labour influx.	• This group thus has the ability to influence the perception of the community with regards to the project and its activities.	Impact of Project on Stakeholder: Large Influence of Stakeholder on Project: Medium	Moderate
Project Financing Agencies	• This stakeholder group is comprised of the financing agencies who are exploring an investment opportunity in the project.	• The influence of the project on the stakeholder group will primarily pertain to the impact the project's performance will have on the agency's public opinion in the local area, country and international arena.	• This stakeholder group's influence on the project will primarily pertain to the determination of the project's financial feasibility. • In addition to the national rules and regulations, the project is required to comply with the internal standards of these financial institutions.	The main expectations and concerns of this stakeholder group from the project are as follows: • Timely completion of the project activities; and • Ensuring that the project is complying to the applicable reference framework, especially in terms of health and safety, environmental management, SEA-GBV, vulnerable groups; including women and	Impact of Project on Stakeholder: Large Influence of Stakeholder on Project: High	Urgent

				Labour rules & working conditions and disclosure of information.		
Local Government / Community Development Associations Community Leadership / Elders Forum / Mothers' Association	This stakeholder group is comprised of the government departments and community development association at Schools district level, including PTA, HILWA, Mothers Associations, Boys Club, Etc • This stakeholder group is comprised of institutions such as health and education at the Ward level, which is in the process of transition of to CDA level, as per the new administrative structure Community Development.	• The project will bring developmental gains and employment opportunities in the area. • The project is also expected to play a critical role in the development of these institution capacities through its CSR activities and the implementation of the management plans formulated.	• This stakeholder's influence on the project will pertain to their role in the implementation of the Social Responsibilities activities identified and the management plans formulated as well as in the form of assistance for skill trainings, income generating activities, etc.	The key expectations of the stakeholder group from the project include: • Timely disclosure of information pertaining to the project; • Involvement in the formulation and implementation of the community development activities for the project; and • Protection of the environment and the safety of the local community.	Impact of Project on Stakeholder: Medium Influence of Stakeholder on Project: Low	Moderate
Resettlement Implementation Committee	• This is a committee especially formed for the project with representation of PAPs during the initiation of resettlement process either because of land take or displacement or loss of assets or access. • The role of the committee is limited after the finalisation of the resettlement process.	• The impact of the project on the stakeholder group primarily pertains to the stakeholder group being formed for the sole purpose of facilitating the negotiation process for the resettlement aspect of the project.	• The impact of project on this stakeholder group is limited as the primary purpose of its formation is in relation to resettlement aspects and its completion. • The stakeholder group will play a role in any future land take for the project in the area. • This committee can also play a greater role if it is involved in the implementation of the management plans formulated.	The key expectations of the stakeholder group from the project include: • Timely disclosure of information pertaining to the project; and • Involvement in the formulation and implementation of the resettlement aspects of the project and other community development activities for the project as the need may arise.	Impact of Project on Stakeholder: Medium Influence of Stakeholder on Project: Medium	Moderate

MDAs working on Community Development Activities	• This stakeholder group includes those government bodies which are involved in undertaking community development activities such as the cottage industry department, Creative arts and Fashion, Food processing horticulture department, etc.	• The impact of the project on this stakeholder group is expected to primarily pertain to the role the project will play in implementing market skills acquisition and linkages in the community development activities in the area.	• This stakeholder group will have an impact on the local community in the project area, the PAFs and subsequently on the functioning of project and implementation of the AGILE aspects of marketable skills.	The key expectations of the stakeholder group from the project include: • Timely disclosure of information pertaining to the project; and • Involvement in the formulation and implementation of skill acquisition and linkage with community development.	Impact of Project on Stakeholder: Small Influence of Stakeholder on Project: Medium	Minor
Local Political Groups	• This stakeholder group is comprised of the political parties and local politicians active in the States and region.	• The impact of the project on the group is expected to be limited to that on the local community as a whole.	These groups are very active in the area and are looked up to by affected people and other people at large. • This stakeholder group may play an important role in the polarisation of public opinion towards a project.	• Undertaking project activities in keeping with the applicable regulations in place; • Adequate livelihood restoration and support for their respective groups/ settlements; • Assistance in Resettlement of the displaced community presently living in IDP camps; and • Timely implementation of the management plans.	Impact of Project on Stakeholder: Medium Influence of Stakeholder on Project: Medium	Medium
Media	• This stakeholder group is comprised of the local or state, regional and national press (both print and audio-visual). This stakeholder group can play an extremely important role in the generation of awareness and public opinion towards the project.	• The influence of the project on the stakeholder is likely to be extremely limited due to the nature of the project activities	• The influence of the stakeholder group on the project is likely to pertain to the opinion formation amongst the local, national and potentially international stakeholders towards the project. GBV issues are to be of major interest to the Stakeholder group	• Provisioning of adequate community development measures by the project; • Compliance to the regulatory requirements and international best practices applicable to the project; • Timely disclosure of information pertaining to the project; and • Ensuring safety of the local community, workers and the environment.	Impact of Project on Stakeholder: Small Influence of Stakeholder on Project: High	Medium

NGOs / CSOs operating in the area	• This stakeholder group is comprised of regional, national and international Non-Governmental Organizations (NGOs) and Civil Society Organizations (CSOs) operating in the sphere of education of girls, human/ child rights, indigenous people's development and community development	• The influence of the project on the stakeholder is likely to be extremely limited due to the nature of the project activities	• The influence of the stakeholder group on the project is likely to pertain to the opinion formation amongst the local, national and potentially international stakeholders towards the project. GBV issues are to be of major interest to the Stakeholder group	•Provisioning of adequate community development measures by the project; • Compliance to the regulatory requirements and international best practices applicable to the project; • Timely disclosure of information pertaining to the project; and • Ensuring safety of the local community, workers and the environment.	Impact of Project on Stakeholder: Small Influence of Stakeholder on Project: High	Medium

CHAPTER FOUR: PROPOSED STAKEHOLDER ENGAGEMENT ACTIVITIES (THROUGHOUT PROJECT LIFE-CYCLE)

4.1 Proposed Engagement Activities

In keeping with the applicable reference framework and the expectations of the stakeholders, the project will undertake regular engagement with the key stakeholder groups identified throughout the life of the project. Key information disclosure will bear around the planning and preparatory stages of the project to ensure sustainability of the project design through its operation and achievement of outcomes.

In keeping with this, one of the key engagement mechanisms identified for the project is the FPIC process to be undertaken for the project and the grievance redressal mechanism (GRM) put in place for the project.

International standards increasingly emphasize the importance of a consultation being 'free, prior and informed,' which implies an accessible and unconstrained process that is accompanied by the timely provision of relevant and understandable information. To fulfil this requirement, a range of consultation methods are applied.

Based on the previous engagement activities and the profile of the stakeholders thus developed, certain engagement activities have been identified for the project going forward, as shown in Table 4.1. The primary objective of these engagement activities is to allow for the stakeholders to interact with the project and contribute towards the project planning and in an effective and culturally appropriate manner. While the table below and following sub-section identifies the key proposed engagement activities, in keeping with the present understanding, it is acknowledged that the engagement plan is a live document. These engagement activities proposed, their frequency, location and modus operandi will be updated as required, based on the monitoring process and feedback of the stakeholders throughout the life of the project. Furthermore, the following table and engagement plan will not limit the project from interacting with the stakeholders when required.

A summary description of the engagement methods and techniques that will be applied by project developer is provided in Table 4.1 below. The summary presents a variety of approaches to facilitate the processes of information provision, information feedback as well as participation and consultation.

An attendance list should be made available at the commencement of all engagement activities to record all participants who are present at the meeting. Wherever possible, attendees' signatures should be obtained as a proof of their participation. Details of the attendees who were not initially on the list (e.g. those participating in place of somebody else, or public) should be included in addition to those who have registered for the meeting in advance.

In most cases and as a general practice, the introductory initial part of the meeting should be delivered in a format that is readily understandable to the audience of laypersons and should be free of excessive technical jargon. If necessary, preference should be given, whenever possible, to the oral and visual methods of communication (including presentations, pictorials,

illustrations, graphics and animation) accompanied by hand-out materials imparting the relevant information in understandable terms rather than as text laden with technical intricacies.

If a large audience is expected to attend a public meeting or a hearing, necessary arrangements will be made to ensure audibility and visibility of the presentations. This includes provision of a microphone, proper illumination, projector, places allocated for the wheelchair users, etc.

Taking records of the meeting is essential both for the purposes of transparency and the accuracy of capturing public comments. At least three ways of recording may be used, including:

- Taking written minutes of the meeting by a specially assigned person or a secretary;
- audio recording (e.g. by means of voice recorders); and
- Photographing.

The latter should be implemented with a reasonable frequency throughout the meeting, allowing notable scenes to be captured but at the same time not distracting or disturbing the audience excessively. Where feasible, a video recording may also be undertaken. Combination of these methods ensures that the meeting is fully documented and that there are no significant gaps in the records which may result in some of the important comments received from the stakeholder audience being overlooked.

Table 4.1: Proposed Stakeholder Engagement Activities

Purpose of consultation	Stakeholder Groups	Procedure for Notification	Method of Engagement	Frequency of Engagement	Proposed Location of Engagement	Opportunity to comments & Feedback	Information dissemination strategy
Planning and Pre- Construction Phase							
Information disclosure on:							
Project Components and Scope, Resettlement Policy Framework, Environmental Social Management Framework, Stakeholder Engagement Plan, Grievance Redress Mechanism Environmental and Social Management Plans, Resettlement Action Plan	Adolescent Girls • Project Affected Families and People • Local Community in AoI • Vulnerable Groups Community Institutions • Local Community Leaders • NGOs/CSO • • Mothers Association / VDC Institutions • Media District Administration	Project Website Use of selected schools board, Use of community town criers, Existing notice boards in the implementing agencies making direct calls (in case fixed-line or mobile phone communication is available) announcement in the public media – local, regional and national, as well as the distribution of invitations and full details of the forthcoming meeting well in advance,	Use of questionnaires for both the adolescent girls and the and families. Use of interviews and separate focus group discussion for women, vulnerable groups. Use of focus group discussion and meetings for local community leaders, NGO/CSO. Provisioning of reports and updates in local language in keeping with reporting requirements on the project to Project financing agencies and regulatory authorities.	August to December 2019 At the time of formulation and finalisation of respective plans periodically	At Ward / Community Offices or in locations identified in consultation with the stakeholders. where necessary, logistical assistance should be provided to enable participants from the remote areas, persons with limited physical abilities and those with insufficient financial or transportation means to attend public meetings scheduled by the project.	Oral and written comments channelled to school's authority at district level or at state level. Ensuring the participation of vulnerable individuals and groups in project consultations may require the implementation of tailored techniques. Attention will be given to the vulnerable groups to ensure that they are not denied project benefits. **The Placement of any of the project materials in the public domain** is also accompanied by making available a register of comments and suggestions that can be used by any member of the affected parties, other stakeholders and public to provide their written feedback on the contents of the presented materials.	Public disclosure for all safeguard documents is 21 days by law. The executive summary of the safeguard documents shall be in local language and not more than two pages that can be pasted or displayed in strategic locations accessible to all stakeholders, to understand the opportunities, risks and impacts associated with the implementation of any project e.g. the displays and visuals with a lesser emphasis on technical aspects). This will be done by focus group discussions, monitoring participation rates, undertaking beneficiary assessments, using online platforms to allow access to otherwise disadvantaged groups, and ensuring that at least 30%

	• Project Financing Agencies • Regulatory Authorities	including the agenda.				As a rule, the register is made available for the entire duration of the requisite disclosure period. Where necessary	of participant trainees are females as applicable on the project.
Construction Phase of Classrooms and other supporting Infrastructures							
Purpose of consultation	**Stakeholder Groups**	**Procedure for Notification**	**Method of Engagement**	**Frequency of Engagement**	**Proposed Location of Engagement**	**Opportunity to comments & Feedback**	**Information dissemination strategy**
Information disclosure on: - Timeline of construction cycle, Occupational health and safety on site, Labour management plan Monitoring of the resettlements action plan	Contractors and Sub-contractors Resettlement Implementation Committee • Regulatory Authorities • Local Political Groups	Project Website dissemination of posters/ advertisements in public places Announcement in the public media – local, regional and national, as well as the distribution of invitations and full details of the forthcoming meeting well in advance, including the agenda.	Focus Group Discussions Interviews with key informants Questionnaires As part of the GRM process Regular Meetings Meetings with resettlement Committee Members	Regular Meetings/ Toolbox talks At least six monthly; through the construction phase At least monthly through the Resettlement implementation as and when required	At Project Site In keeping with GRM provisions Committee Office Administrative Offices Offices/community centres or in locations identified in consultation with the stakeholders	evaluation (feedback) forms may be distributed to participants to give them an opportunity to express their opinion and suggestions on the project , a project representative or an appointed consultant should be made available to receive and record any verbal feedback in case some stakeholders experience a difficulty with providing comments in the written form.	**Drafting an agenda for the consultation meeting** is an opportunity to provide a clear and itemized outline of the meeting's structure, sequence, chairpersons, a range of issues that will be discussed and a format of the discussion (e.g. presentation/ demonstration followed by a Questions & Answers – Q&A session, facilitated work in small groups, feature story and experience sharing, thematic sessions with a free speaking format enabling the mutual exchange of ideas). A clearly defined scope of issues that will be covered at the meeting gives the prospective participants an opportunity to prepare their questions and comments in advance.

							It is essential to allocate a sufficient amount of time for a concluding Q&A session at the end of any public meeting or a hearing. This allows the audience to convey their comments and suggestions that can subsequently be incorporated into the design of the project. The project keeps proof of the publication (e.g. a copy of the newspaper announcement) for accountability and reporting purposes
Operation and Closure Phase							
Purpose of consultation	**Stakeholder Groups**	**Procedure for Notification**	**Method of Engagement**	**Frequency of Engagement**	**Proposed Location of Engagement**	**Opportunity to comments & Feedback**	**Information dissemination strategy**
Monitoring of the project activities and regular engagement	Adolescent Girls Mothers Association / VDC Institutions • Project Affected Families and People • Local Community in AoI • Vulnerable Groups • Local Community Leaders		Provisioning of reports and updates in local language in keeping with reporting requirements of on the project	As and when required through the operation and closure phase	At VDC / Mothers Association Offices or in locations identified in consultation with the stakeholders	evaluation (feedback) forms may be distributed to participants to give them an opportunity to express their opinion and suggestions on the project	

Project Status Update	• Media • NGOs/CSOs		Broadcast of information in newspapers, on radio and local television Reporting requirements in keeping with regulatory framework	At least annually or as and when required through the operation and closure phase		Keeping a record of all public comments received during the consultations meetings enables the project's responsible staff to initiate necessary actions, thereby enhancing the project's overall approach taking onto consideration the stakeholders' priorities. The recorded comments and how they have been addressed by the project become an appropriate material for inclusion in the project's regular reporting to the stakeholders.	

Table 4.1 shows some tools for engagement for information disclosure and feedback. The methods of engagement incorporate individual profiles, concerns, and expectations of the groups. The need for different modes of engagement is primarily because the utilization of a common modus operandi for all the stakeholders and that too for the whole project duration may result in the failure of the engagement process to achieving its goals. The following methods have been identified for the purpose of this project:

- **Focus Group Discussions**: An FGD refers to a discussion carried out amongst a group of people (6 to 8) from a similar background/profile on a specific topic while being guided by a moderator. The primary purpose of such discussions is to gather insight into the thought process of the group with regards to a particular issue. Apart from FGDs, general discussions with either the community or individual representatives are also part of the engagement process. This method allows for the collective opinion of these groups to be captured and assessed. This method of consultation is imperative for the vulnerable groups because consultations with the entire community run the risk of the dominant group's views predominating. These discussions can be undertaken either at the villages of residence, the Secondary Schools, the Project site office, or any other location agreed upon with the stakeholders. If a location apart from the villages of residence is chosen, care should be taken to ensure the comfort of the stakeholders (e.g. provide food) and the discussions should be timed to allow the representatives to reach their residences before dark.
- **Semi-structured and Structured Interviews and Questionnaires**: In semi-structured interviews and questionnaires, a pre-determined set of open questions or check points are used to gather information pertaining to specific themes or issues. Similar to the FGDs, these interviews can be undertaken either at the villages of residence of the stakeholders, the common VDCs, the project site office, or any other location agreed upon with the representatives.
- **Open Public Meetings**: These meetings and consultations not only form a part of certain regulatory requirements (such as public hearing) but also serve as useful tools for gathering information from larger groups. These meetings and consultations typically involve a notification (to publicise the matter to be consoled upon) and a consultation (a two-way flow of information).
- **Information Disclosure**: This process is not only part of certain regulatory requirements but also a requirement of the partners in the project. The process of information disclosure can be undertaken in two manners, either voluntary disclosure or disclosure as part of the regulatory requirements. One of the key components of the disclosure process for the project will be the FPIC process.

4.2 Disclosure and Participation Plan

Information disclosure is an important activity not just as a form of engagement but for also enabling the other engagement activities to be undertaken in an informed and participatory manner. This section outlines the process to be followed for the disclosure and participation as part of the AGILE Project implementation.

It is required under ESS 10 that the Proponent will maintain and disclose as part of the environmental and social assessment, a documented record of stakeholder engagement,

including a description of the stakeholders consulted, a summary of the feedback received and a brief explanation of how the feedback was taken into account, or the reasons why it was not.

4.2.1 Disclosure Mechanism

The process of information disclosure can be undertaken in two ways: either voluntary disclosure or disclosure as part of the regulatory requirements (EIA requirements, public hearing). While regulatory disclosure involves the provisioning of information as required by the authorities and agencies involved in the project, voluntary disclosure refers to the process of disclosing information to the various stakeholders in a voluntary manner.

This disclosure not only allows for trust to be built amongst the stakeholders through the sharing of information, but it also allows for more constructive participation in the other processes of consultation and resolution of grievances due to availability of accurate and timely information.

One of the most critical components of the disclosure process is the disclosure of the RPF, ESMF, RAP, ESIA provisions for the project, and receiving feedback from the stakeholders on the same. As a precautionary principle, the project also has to establish Free Prior Informed Consent (FPIC) from the Local Stakeholders in the various communities.

The following sections provide an understanding of the information disclosure process to be followed for the project in general.

4.2.2 Key Aspects to be covered in Disclosure

As part of the information disclosure process, critical project information will be shared and feedback will be sought from the stakeholders on the same, including:

- The key project impacts identified;
- The details of the RPF/RAP Plans formulated and the entitlements within the same;
- The summary of the ESMF/ESIA update and the key impacts and mitigation measures identified in the same;
- The basis of the establishment of entitlements and the entitled groups identified;
- The implementation mechanism and schedule for the GRM initiatives;
- The details of the compensation already paid to the community; and
- The details of the additional compensation to be paid and the budget for the RPF implementation.

4.2.3 Process for Disclosure of Information

As a standard practice, this SEP in English will be released for public review for the period of 21 days in accordance with Nigerian Regulatory Frameworks. Distribution of the disclosure materials will be done by making them available at venues and locations convenient for the stakeholders and places to which the public have unhindered access. Free printed copies of the SEP in English will be made accessible for the general public at the following locations:

- Federal Ministry of Education;
- Federal Ministry of Women Affairs and Social Development;
- Environmental Assessment Department, Federal Ministry of Environment and its Zonal Offices in the participating Pilot States;
- The Ministries under the Technical Working Group;
- State Ministry of Education of the participating States;

- State Ministry of Environment of the participating States; and
- Other designated public locations to ensure wide dissemination of the materials.

Electronic copies of the SEP will be placed on the website of the Bank and each implementing agencies. This will allow stakeholders with access to Internet to view information about the planned development and to initiate their involvement in the public consultation process. The website will be equipped with an online feedback feature that will enable readers to leave their comments in relation to the disclosed materials. The mechanisms which will be used for facilitating input from stakeholders will include press releases and announcements in the media, notifications of the aforementioned disclosed materials to local, regional and national NGOs, relevant professional bodies as well as other interested parties.

4.3 Timetable for Disclosure

The disclosure process associated with the release of project E&S appraisal documentation, as well as the accompanying SEP will be implemented within the following timeframe:

- Placement of the SEP in public domain – Dates to be confirmed by AGILE Implementing Agencies
- 21-day disclosure period – Dates to be confirmed by AGILE Implementing Agencies
- Public consultation meetings with project stakeholders to discuss feedbacks and perceptions about the program – Dates to be confirmed by AGILE Implementing Agencies
- Addressing stakeholder feedback received on the entire disclosure package – Dates to be confirmed by AGILE Implementing Agencies.

This method has been identified as the most suitable approach for information disclosure keeping in mind the literacy levels in the area. In order to ensure that the opinions of the sections of the community who don't have access to the reports are also taken into account, public consultations are recommended. These public consultations can be done on an annual basis or as and when the urgency of the situation warrants having such public consultations.

The SEP will remain in the public domain for the entire period of project development and will be updated on a regular basis as the project progresses through its various phases, in order to ensure timely identification of any new stakeholders and interested parties and their involvement in the process of collaboration with the project. The methods of engagement will also be revised periodically to maintain their effectiveness and relevance to the project's evolving environment. The outline presented in the table below summarizes the main stakeholders of the project, types of information to be shared with stakeholder groups, as well as specific means of communication and methods of notification. Table 4.2 below provides a description of stakeholder engagement and disclosure methods recommended to be implemented during stakeholder engagement process.

Table 4.2: Stakeholder Engagement and Disclosure Methods

Stakeholder Group	Project Information Shared	Means of communication
Project Affected Parties	Stakeholder Engagement Plan; Public Grievance Procedure; Regular updates on Project development.	Public notices. Electronic publications and press releases on the Project website. Dissemination of hard copies at designated public locations. Press releases in the local media. Consultation meetings.

		Information leaflets and brochures. Separate participatory focus group meetings with vulnerable groups, as appropriate.
Non-governmental Organizations	Stakeholder Engagement Plan; Public Grievance Procedure; Regular updates on Project development.	Public notices. Electronic publications and press releases on the project website. Dissemination of hard copies at designated public locations. Press releases in the local media. Consultation meetings and workshops. Information leaflets and brochures.
Ministries, Departments and Agencies	Stakeholder Engagement Plan; Regular updates on Project development; Additional types of Project's information if required for the purposes of regulation and permitting.	Dissemination of hard copies of the ESMF/ RPF package, and SEP at municipal administrations. Project status reports. Meetings, multi-stakeholder workshops and round tables.
Project Employees	Employee Grievance Procedure; Updates on Project development.	Staff handbook. Email updates covering the Project staff and personnel. Regular meetings with the staff. Posts on information boards in the offices and on site. Reports, leaflets.

CHAPTER 5: RESOURCES AND RESPONSIBILITIES

5.1 Introduction

In this sub-section the proposed organizational structure and management functions for the stakeholder engagement function at AGILE are described. The management, coordination and implementation of the SEP and its integral tasks will be the responsibility of dedicated team members within participating state PIU and local sub-contractors. The roles and responsibilities of the organizations are presented below. The Project Implementation Unit (PIU) will be responsible for the preparation and physical implementation of the project.

While AGILE may decide to adapt a structure suitable to its needs, it is emphasized that the various components listed and described below should be represented in the organizational structure in order to successfully implement the SEP:

- PM, who is responsible for overseeing and coordinating all activities associated with stakeholder engagement;
- The Social Standard/Development Officer (SSO) who is part of the PIU will manage all social development aspects of the project, oversee all planned stakeholder engagement activities or in process of being implemented;
- Administration, who will be responsible to manage all activities related to database, documents and logistics; and integration/support, which relates to the interaction with other departments, initiatives or projects.

AGILE through the assistance of the Traditional authorities will hire Community Liaison Officers who will be the direct contact for PAP in the local communities.

The Community Liaison officers will facilitate stakeholder engagements at community level under the supervision of the SSO. They will provide AGILE with assistance during consultations, identification of PAPs, and conducting of interviews, where required.

The Community Liaison Officers are considered to be an extension of the PIU and therefore will be entitled to a stipend according to traditional practices for similar community office bearers and therefore will not be salaried like the PIU staff.

Responsibilities of the SSO include the following:

- Develop, implement and monitor all stakeholder engagement strategies/plans for the Project;
- Oversee all stakeholder engagement related activities for the Project;
- Manage the grievance mechanism;
- Interact with related and complementary support activities that require ad hoc or intensive stakeholder engagement (community development and land acquisition/resettlement planning and implementation);
- Liaise with the project managers to ensure that stakeholder engagement requirements/protocols are understood; and
- Proactively identify stakeholders, project risks and opportunities and inform the PM /

The engineering consulting company (to undertake detailed designs) shall be recruited to provide institutional capacity and support to the Project Implementation Unit (PIU) with: (a) overall project management and supervision including procurement, design, contract

management; and (b) oversee the overall implementation, monitoring, and reporting of safeguards aspects such ESMPs, LMP, SEP and RAPs.

After familiarizing themselves with the project area through reading and consultations with the AGILE Project Unit, the consultants will design appropriate questionnaires intended for data collection at project location levels. The consultant will design questionnaires for data collection from various households, individual farm units, depending on the nature of information source.

5.1.1 Integration and support

Since stakeholder engagement activities will influence other departments or require their inputs, the SSO needs to ensure that the various managers are included or kept informed on the stakeholder engagement process. Decisions taken by managers might have a direct or indirect impact on communities which would need to be communicated at the appropriate time.
Anticipated stakeholder engagement roles for the various decision-makers are outlined below:

- **Project Manager**: Will be responsible to sustain relationships and communicate with Government entities and the media. These engagements will be required throughout the Project's life and decisions taken as a result of these engagements could potentially impact AGILE's relationships with communities (e.g., site selection or compensation agreements);
- **Contract Manager**: Opportunities for contractor/employment are a key concern for community members. They are also very sensitive about appointing people from local community's opposed to communities located further away from the project site. This requires that a defined process of employment be developed as expected under a labour management plan and disclosed publicly and clearly communicated to community leadership and members.

In order to advance the Project, the PIU will work collaboratively with some of the Federal and State Ministry of Education departments and stakeholders such as (i) Purchasing, (ii) Finance, (iii) Customer Services, (iv) Technical Services Department, (v) Tender Committee, (vi) and Public Affairs Department (including the SO) on a as needed basis. The roles and responsibilities, their interest and potential influence, and the internal coordination and communication arrangements are summarised below.

Table 5.1: Roles and responsibilities

Departments	Role	Interest	Influence	Coordination	Frequency
Purchasing	coordinate overall procurement under the project and prepare and revise Procurement Plans as needed	High	High	Hold meetings to update procurement plans and review delivery timelines that have high project risk impact	Regularly (quarterly)
Finance	account for the deposits and withdrawals of project funds with Financial institution(s) and perform the audits and provide financial reports in accordance with the World Bank rules and guidelines	High	High	Hold meetings to evaluate project financial performance	Regularly (quarterly)

Public Affairs	Work with the Social Officer to conduct stakeholder engagement and project disclosure and outreach activities	High	Low	Hold meetings to review and update stakeholder engagement plan	Regularly
Technical Services Department	Ensure timely and efficient construction and classrooms sanitation facilities, and skill acquisition infrastructure	High	High	Hold project progress meetings to highlight project challenges and risks	Regularly
Tender Committee	Ensure timely approval of procurement processes and	High	High	Provide updates on project progress through reports and meetings to discuss project risks that need their intervention	Regularly

5.1.2 External Resources

In case the internal resources at the project appear to be insufficient, the project will also consider engaging a reputed third party in the form of the organization familiar with the region and are acceptable to the community. The NGO would then not only serve as a link between the company and the community but as a third party in the implementation of the SEP and GRM.

5.1.3 Training

The project will, from time to time assess the adequacy and capacity of the PIU team members in terms of their understanding of the SEP and GRM put in place for the project and the principles governing the same. Provisions for refresher trainings will be put in place.

All parties involved on the SEP will attend a workshop that will orient everyone about the Project and appraise all individuals of responsibilities and reporting structures.

5.1.4 Financial Resources

The project will ensure that the budget formulated for the purpose of the stakeholder engagement process and grievance redressal is sufficient to meet the expenses of the same. In case of grievances requiring monetary compensation, the amount for the same will be provided through the dedicated escrow account set up for the project.

5.1.5 Budget

The Project Implementation Unit has an adequate standing budget allocated towards the Stakeholder Management Program. This is a budget that, as at when necessary, will be supplemented and/or increased by other budgets related to the activities required for the SEP. Once the project has been finalised, a detailed budget for the implementation of this SEP will be provided and this will be included in the updated SEP. Annex 1 has a proposed budget line for SEP for participating States.

CHAPTER SIX: GRIEVANCE REDRESS MECHANISM

Grievance redressal is another critical component of effective stakeholder engagement. The purpose of GRM is to provide a forum to the internal and external stakeholders to voice their concerns, queries and issues with the project. Such a mechanism would provide the stakeholders with one project personnel or one channel through which their queries will be channelled and will ensure timely responses to each query. This will allow for trust to be built amongst the stakeholders and prevent the culmination of small issues into major community unrest. The GRM will be accessible and understandable for all stakeholders in the project and for the entire project life. The GRM will be communicated to all relevant stakeholders and will also be applicable for any contractor that will occupy and/or use land during the construction and operations phase.

In compliance with applicable local and national laws and essentially the World Bank's ESS 10, a project-specific mechanism is being set up to handle complaints and issues. This process would be specially designed to collect, collate, review and redress stakeholders' concerns, complaints and grievances. This process will be carried out using dedicated communication materials (specifically, a GRM brochure or pamphlet) which will be developed to help stakeholders become familiar with the grievance redress channels and procedures. Locked suggestion/complaint boxes will be posted in each implementing agency and Secondary School and they will maintain a grievance register to capture and track grievances from submission to resolution and communication with complainants. Project website (and that of the implementing agencies) will include clear information on how feedback, questions, comments, concerns and grievances can be submitted by any stakeholder. It will also provide information on the way grievances will be handled, both in terms of process and deadlines.

Complaints should be addressed promptly using an understandable and transparent process that is culturally appropriate and readily acceptable to all segments of affected communities and is at no cost and without retribution. The mechanism should be appropriate to the scale of impacts and risks presented by a project and beneficial for both the company and stakeholders. The mechanism must not impede access to other judicial or administrative remedies.

This section contains the following:

- Grievance definition and categories and GRM principles;
- Some of the key emerging grievances based on consultations with FMoE / SMoE and community; and
- The process of receiving, documenting, addressing and closing grievances.

6.1 Grievance Definition and Categories

As stated earlier, a grievance is a concern or complaint raised by an individual or a group within communities affected by company operations. Both concerns and complaints can result from either real or perceived impacts of a company's operations and may be filed in the same manner and handled with the same procedure. Grievances may take the form of specific complaints for actual damages or injury, general concerns about project activities, incidents and impacts or perceived impacts. Based on the understanding of the project area and the stakeholders, an indicative list of the types of grievances have been identified for the project, as can be seen below:

• **Internal Grievances.** Grievances from Employees (including both direct and indirect employees, including local workers and migrant workers through contractors):

- Complaints pertaining to amount of wage, salary, other remuneration or benefits as per Company's Human Resource policy
- Timely disbursement of remuneration
- Gender discrimination
- Issues related to workers organization
- Labour Accommodation
- Health and Safety issues
- Extended working hours
- Sexual harassment (SEA – GBV) in relation to workers.

• External Grievances

- Entitlements identified as part of the Conditional Cash Transfer and the implementation of the same
- Damage of trees and property, losses to community forest
- Issues related to transportation and traffic
- Increase in environment pollution
- Impact on community health
- Disturbances to locals due to influx of migrant workers in the area
- Issues arising out of sharing of employment and business opportunity
- Concerns over the impact on local cultures and customs
- Sexual harassment (SEA – GBV) in relation to workers or adolescent girls.

The list of grievances will be regularly updated as and when a new one arises.

6.2 Internal Grievance Mechanism

The process to be followed for the redressal of the internal stakeholder grievances is summarized in the figure below.

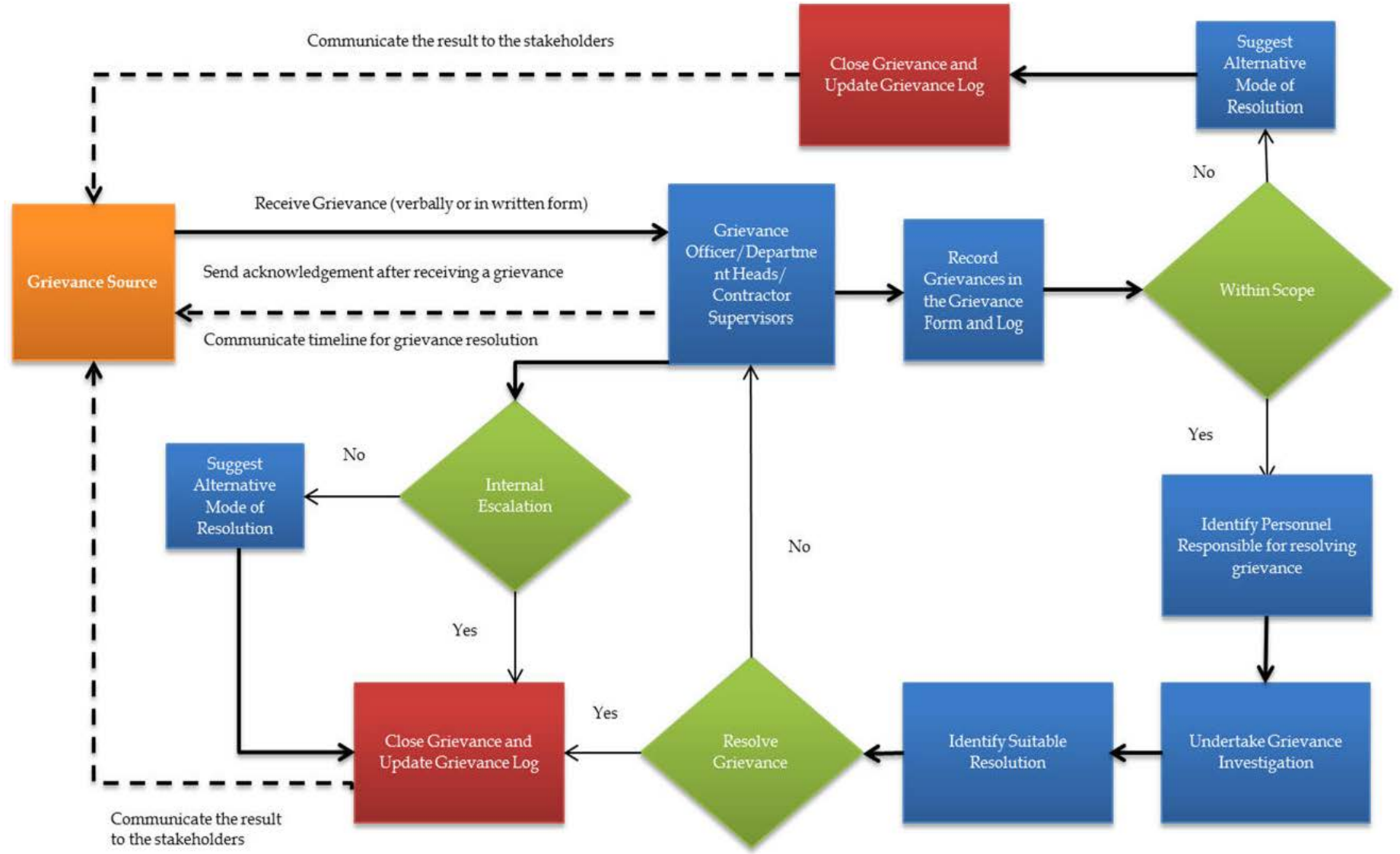


Figure 6.1: Schematic Representation of the Internal Grievance Redressal Process

6.2.1 Publicity and Disclosure of the GRM

The GRM will be disclosed to the stakeholders through written and verbal communication. The mediums to be used for this purpose are staff meetings, written communication and one-to-one meetings. Each worker and employee shall be made aware of the GRM in place at the time of joining, as part of the induction process.

6.2.2 Receiving and Recording Grievances

As part of the GRM, the grievances from the stakeholders or their representatives may be communicated verbally (in person to the respective supervisor or over a telephonic conversation) or in written form (in the form given below). All grievances communicated in any of these mediums shall be recognized and recorded by the supervisor as and when it is expressed.

Table 6.1: Grievance Recording Form

GRIEVANCE REGISTRATION	
Case No.:	Date:
Name:	
Department / Contractor's Name:	
Phone No.: email:	
Details of grievance:	
Name of person recording grievance (if applicable)	
Designation of recording person (if applicable):	
Proposed date of response to grievance:	
Signature of recording person (if applicable)	Signature of complainant
GRIEVANCE REDRESSAL RESPONSE	
Date of redresses:	
Decision (give full details):	

The project will also put in place suggestion/complaint boxes at strategic locations across the participating schools and community. These suggestion/complaint boxes will be opened at least every week. The employees and workers may drop their grievances in these boxes as well in keeping with the format attached. In case of any worker or employee needs to file an anonymous complaint, s/he shall be allowed to do so by not filling the Name, department, signature and contact information.

6.2.3 Maintaining a Grievance Register

Each grievance thus received, shall be recorded in a Grievance Register. The format for the Grievance Register is presented in the table below:

Table 6.2: Grievance Register

S/No.:	Date	Grievance No.:	Name of Grievant	Department	Medium of Communication	Details of Grievance	Concerned Department	Name of Recorder	Status	Remarks
1.										
2.										
3.										
4.										
5.										
6.										

This grievance register shall be updated at each stage of the grievance redressal. Once the grievance is recorded in the register, a preliminary analysis shall be undertaken by the designated grievance officer. This role can be performed by the HR representative in case of company or contractor and the social standard officer in case of the PIU on the AGILE, while the designated grievance officer can be the guidance counsellor in participating school to ensure that the grievance is within the scope of the GRM.

6.2.4 Acknowledgement of Grievance

Once the grievance is received, a grievance number shall be allocated and communicated to the grievant. This communication shall also serve as an acknowledgement of the grievance. In case the grievance is assessed to be out of the scope of the GRM, a communication towards the same shall be made to the grievant, and an alternative mode of redressal shall be suggested. As part of this acknowledgement, a tentative timeline for the redressal of the grievances shall be identified, in keeping with the process below. This acknowledgement shall be provided on the same day as the grievance is received.

6.2.5 Resolution and Closure

Allocation of Responsibility

Once the grievance is received and recorded, based on the subject and issue, the Grievance Officer shall identify the department, contractor or personnel responsible for resolving the grievance.

Grievance Investigation

The Grievance Officer and concerned department shall then undertake an enquiry into the facts and figures relating to the grievance. This shall be aimed at establishing and analysing the cause of the grievance and subsequently identifying suitable mitigation measures for the same. The analysis of the cause will involve studying various aspects of the grievance such as the employees past history, frequency of the occurrence, management practices, etc.

As part of this investigation, the Grievance Officer may also undertake confidential discussions with the concerned parties to develop a more detailed understanding of the issue at hand. The site investigation shall be completed in no more than 10 working days of receiving the grievance.

Resolution, Escalation and Closure

Based on the understanding thus developed, the grievance officer, in consultation with the concerned departments, shall identify a suitable resolution to the issue. This resolution shall be accordingly communicated to the grievant within 10 working days of completing the site investigation.

In case the issue is beyond the purview of the grievance officer, it should be escalated to the department head or Owner's Engineer (OE) (as appropriate). A communication regarding the same shall be provided to the grievant. The department head or /OE shall in turn endeavour to resolve the grievance within 10 working days of the escalation.

In case the grievance remains unsettled, Department head or /OE will forward the case to the PIU for the settlement. The Project Manager at the PIU shall endeavour to resolve the grievance within 10 working days.

If, however, the PM is not able to identify an adequate resolution for the grievance, then an adequate response shall be given to the grievant along with a suggested alternative resolution to the grievance.

If at any stage, the grievant is not satisfied with the solution, s/he may choose to ask for an escalation of the grievance to the next level at the State Ministry of Education.

6.2.6 Update of Records

The records of the grievance register shall be updated every working week with the present status of the grievance. Once the grievance is resolved, and the same has been communicated to the grievant, the grievance shall be closed in the grievance register. The grievance register should also provide an understanding of the manner in which the grievance was resolved. These instances shall then serve as references for any future grievances of similar nature. In case of anonymous complaints, a summary of the grievance and resolution shall be posted on the notice boards and other relevant public places.

6.3 External Grievance Mechanism

The process to be followed for the redressal of the external stakeholder grievances is summarized in the figure below.

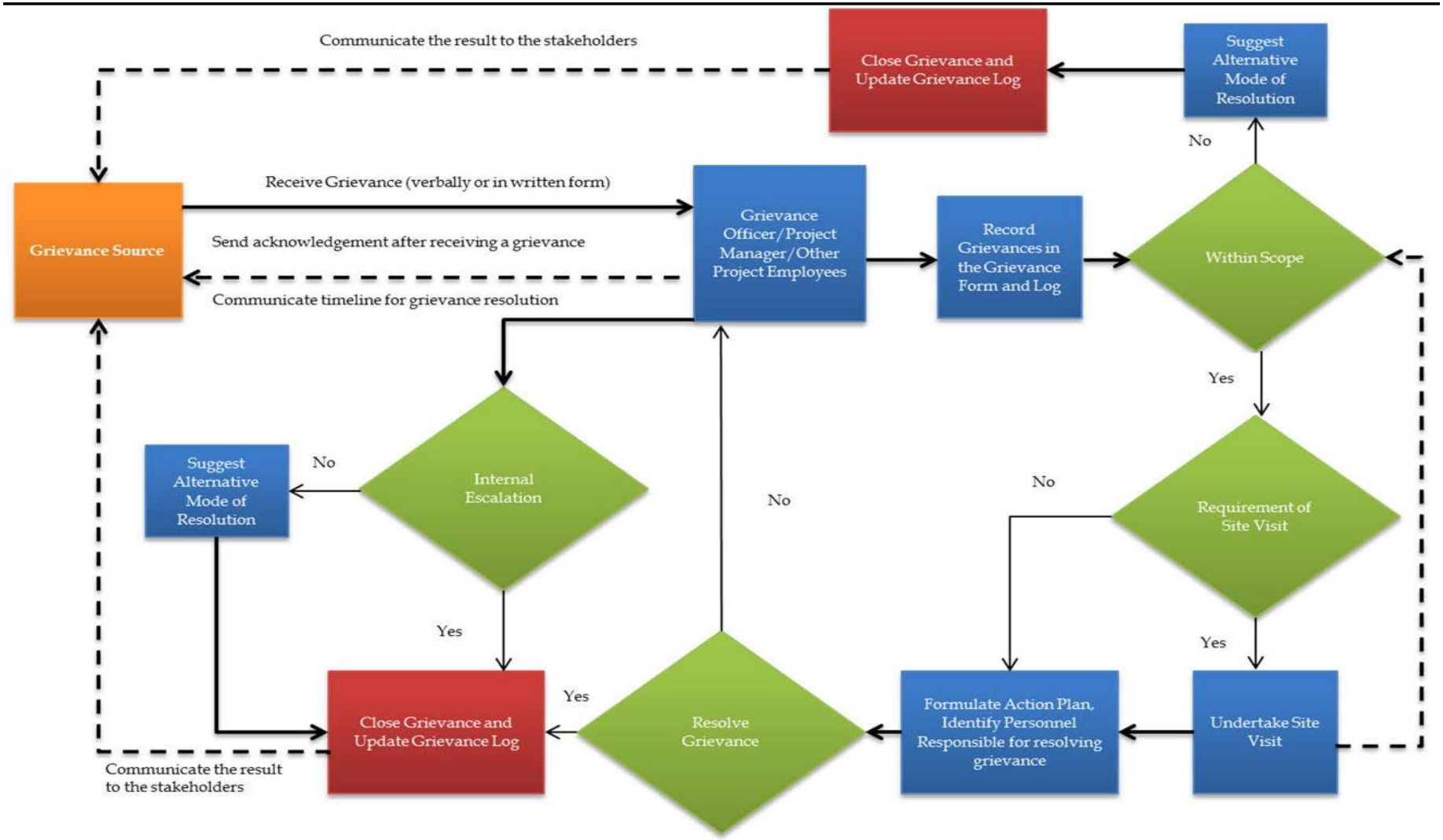


Figure 6.2: External Stakeholder Grievance Redressal Mechanism Schematic Representation

6.3.1 Publicizing and Disclosure of the GRM

The GRM will be disclosed to the stakeholders through written and verbal communication. The mediums to be used for this purpose are public meetings, group discussions, and provisioning of the GRM in the manner outlined in the previous section. The GRM disclosure will be done along with the disclosure of other management plans.

6.3.2 Receiving and Recording Grievances

As part of the GRM, the grievances from the stakeholder or their representatives may be communicated verbally (in person or over a telephonic conversation) or in written form (in the format given below) to the project representatives or to the designated Grievance Officer (GO) directly. If the grievance is received directly by the GO or other project representatives, it will be recorded directly into the Grievance Form as soon as the personnel return to site. A sample grievance form is as follows:

Table 6.3: Grievance Recording Form

GRIEVANCE REGISTRATION	
Case No.:	Date:
Name:	
Office Location:	Unit:
Phone no:	
Details of grievance:	
Name of person recording grievances:	
Designation of recording person:	
Proposed date of response to grievance:	
Signature of recording person	Signature of complainant
GRIEVANCE REDRESSAL RESPONSE	
Decision of GO (give full details):	
Claimant accepts the outcome:	
Accepted	Not accepted
Signature of claimant:	
Signature of GO:	

All project staff will be informed that they must pass all grievances, communications to the Grievance Officer (discussed in the following section) on site as soon as possible after they are received. Details of the person lodging the grievance shall be noted and passed along with the grievance. The Grievance Officer in turn will communicate all grievances to the Social Standard Officer/Manager for the project.

For assisting the communication of grievances, a Register will be maintained at the project office and camp, at which any individual/group can come have their complaint registered.

Village leaders and government departments will also be advised to pass any complaints they receive to the site level community liaison officers.

6.3.3 Maintaining a Grievance Register

Each grievance thus received, shall be recorded in a grievance register. The format for the grievance register shall be as follows.

This grievance register shall be updated at each stage of the grievance redressal. Once the grievance is recorded in the register, a preliminary analysis shall be undertaken by the social standard officer/ manager to ensure that the grievance is within the scope of the GRM.

6.3.4 Acknowledgment of Grievance

Upon the completion of the recording of the grievance, the stakeholder will be provided with an acknowledgment of the receipt, along with a summary of the grievance.

Box 5.1: Acknowledgement Receipt for Claimant

This receipt is acknowledgement of grievance registration by_____, resident of village _____ on date _____. His case number is _____ and the date for response is _____.

Full name & signature of recording person

In case the grievance is assessed to be out of the scope of the GRM, a communication towards the same shall be made to the grievant, and an alternative mode of redressal shall be suggested.

6.3.5 Site Inspection and Resolution

For the purpose of verifying and resolving the grievances received, site inspection may not be required in all the cases. Depending upon the sensitivity of the issue, requirement of a site inspection will be identified.

A site inspection will be undertaken by the site level community liaison officers or the project member assigned by the Social Standard Officer/ Manager. The purpose of the site inspection will be to check the validity and severity of the grievance. For this purpose, the personnel may also undertake discussions with the concerned external stakeholder. The inspection will be undertaken within ten days of receiving the grievance. The assigned individual will then work with other relevant members of the Project team to investigate the problem and identify measures to resolve the grievance as appropriate. The personnel to be involved in the grievance resolution shall be dependent upon the nature of the grievance, as discussed in the table below.

Table 6.4: Classification and Categorisation of External Grievances

S/N	Nature of Grievance	. Categorisation
1.	Compensation	Environmental and Social Standard Officer
2.	Resettlement implementation related	Project Management, Social Standard Officer and Contractor,
3.	Compensation on account of damage to community forest etc.	Contractor, Social and Environmental Standard Officer
4.	Environmental impact, Community health, culture and customs etc	Project Management, Environmental and Social Standard Officer
5.	Migrant worker related issues	Contractor, Social Standard Officer

6.	Sexual harassment / GBV	Human Resource Executive of Contractor/ Social Standard Officer of PIU
7.	Others	Contractor, Environmental and Social Standard Officers, Project Manager

6.3.6 Resolution, Escalation, and Closure

Based on the understanding thus developed, the social standard officer/manager, in consultation with the concerned departments, shall identify a suitable resolution to the issue. This could involve provision of information to clarify the situation, undertaking measures to remedy actual problems or compensate for any damage that has been caused either by financial compensation or compensation in-kind, and introduction of mitigation measures to prevent recurrence of the problem in the future. This resolution shall be accordingly communicated to the grievant within 10 working days of completing the site investigation.

In case the issue is beyond the purview of the social standard officer/manager, it should be escalated to the Project Manager of the PIU (as appropriate). A communication regarding the same shall be provided to the grievant. The Project Manager shall in turn endeavour to resolve the grievance within 10 working days of the escalation.

In case the grievance remains unsettled, the Project Manager will forward the case to the AGILE FPCU for the settlement. The FPCU Team shall endeavour to resolve the grievance within 10 working days.

If, however, the FPCU Team is not able to identify an adequate resolution for the grievance, then an adequate response shall be given to the grievant along with a suggested alternative resolution to the grievance.

If at any stage, the grievant is not satisfied with the solution, s/he may choose to ask for an escalation of the grievance to the next level. Where a grievance is found to be not a real problem a clear explanation will be provided to the complainant.

6.3.7 Update of Records

The records of the grievance register shall be updated every working week with the present status of the grievance. Once the grievance is resolved, and the same has been communicated to the grievant, the grievance shall be closed in the grievance register. The grievance register should also provide an understanding of the manner in which the grievance was resolved. These instances shall then serve as references for any future grievances of similar nature.

Where there is evidence of recurring issues or grievance coming up on the project, it is necessary to flag this up to the FPCU in order to assess if the project design requires updating.

6.4 World Bank Grievance Redress System

Communities and individuals who believe that they are adversely affected by a project supported by the World Bank may also complain directly to the Bank through the Bank's Grievance Redress Service (GRS) (http://projects-beta.worldbank.org/en/projects-operations/products-and-services/grievance-redressservice). A complaint may be submitted in English, or in local languages, although additional processing time will be needed for complaints that are not in English. A complaint can be submitted to the Bank GRS through the following channels:

- By email: grievances@worldbank.org
- By fax: +1.202.614.7313
- By mail: The World Bank, Grievance Redress Service, MSN MC10-1018, 1818 H Street Northwest, Washington, DC 20433, USA
- Through the World Bank Nigeria Country Office in Abuja: 102 Yakubu Gowon Crescent, Asokoro, Abuja

The complaint must clearly state the adverse impact(s) allegedly caused or likely to be caused by the Bank supported project. This should be supported by available documentation and correspondence to the extent possible. The complainant may also indicate the desired outcome of the complaint. Finally, the complaint should identify the complainant(s) or assigned representative(s) and provide contact details. Complaints submitted via the GRS are promptly reviewed to allow quick attention to project-related concerns.

In addition, project-affected communities and individuals may submit complaints to the World Bank's independent Inspection Panel, which will then determine whether harm occurred, or could occur, as a result of the World Bank's non-compliance with its policies and procedures. Complaints may be submitted to the Inspection Panel at any time after concerns have been brought directly to the World Bank's attention, and after Bank Management has been given an opportunity to respond. Information on how to submit complaints to the World Bank Inspection Panel may be found at www.inspectionpanel.org

CHAPTER SEVEN: MONITORING AND REPORTING

For the purpose of ensuring the proper and effective implementation of the SEP and GRM, the project will ensure that this engagement process is given as much importance as the other project activities and ensure the availability of the required resources. This section discusses monitoring/reporting for SEP implementation.

7.1 Monitoring and Evaluation

Monitoring and evaluation of the stakeholder process is considered vital to ensure the AGILE is able to respond to identified issues and alter the schedule and nature of engagement activities to make them more effective. Adherence to the following characteristics /commitments /activities will assist in achieving successful engagement:

- Sufficiency of resources to undertake the engagement;
- Inclusivity (inclusion of key groups) of interactions with stakeholders;
- Promotion of stakeholder involvement;
- Sense of trust in AGILE shown by all stakeholders;
- Clearly defined approaches; and
- Transparency in all activities.

Monitoring of the stakeholder engagement process allows the efficacy of the process to be evaluated. Specifically, by identifying key performance indicators that reflect the objectives of the SEP and the specific actions and timings, it is possible to both monitor and evaluate the process undertaken. Two distinct but related monitoring activities in terms of timing will be implemented:

- During the engagement activities: short-term monitoring to allow for adjustments/improvements to be made during engagement; and
- Following completion of all engagement activities: review of outputs at the end of engagement to evaluate the effectiveness of the SEP as implemented.

A series of key performance indicators for each stakeholder engagement stage have been developed. A series of key performance indicators for each stakeholder engagement stage have been developed. Table 7.1 shows the indicators, and performance against the indicators will show successful completion of engagement tasks.

Table 7.1: Key Performance Indicators by Project phase

Project Phase	Key activities	Indicator
Preparatory & Planning phase for construction	Preliminary Stakeholder engagement on project designs and anticipated impacts. Notification on multi-media (posters, radio, TV, AGILE website Official correspondence	Stakeholder engagement reports & records of meetings Number of notifications & mode of communication Number of letters/emails sent
Project Implementation	Project Notices issued	Newspaper clippings, updates on the AGILE website
	Recorded Grievances in the GRM	All grievances addressed as per grievance procedure

		Pending grievances & suggested resolutions
	SEP Implementation Public gatherings	SEP reports Number of public gatherings & records (topics discussed)
	Official correspondence	Number of letters/emails sent
Project Completion	SEP implementation Project	SEP final report

The identification of new concerns and impacts in the development of the ESMP/RAP is a key element of stakeholder engagement that will occur over the complete project lifecycle and will serve as an overall indicator for the utility of the stakeholder engagement process.

In the ESMP/ RAP Reports there will be: a review of the engagement activities conducted; levels of stakeholder involvement (particularly for affected communities, adolescent girls, women and vulnerable people/groups); the issues discussed and outcomes; and the extent to which stakeholder issues, priorities and concerns are reflected in the Reports, particularly with respect to mitigation and monitoring strategies contained in the Environmental and Social Action Plan.

7.2 Review of Engagement Activities in the Field

During engagement with stakeholders the engagement team will assess meetings using a feedback evaluation form or asking questions to participants, depending on the stakeholder group, to ensure that messages are being conveyed clearly.

The engagement team will conduct debriefing sessions while in the field. This assesses whether the required outcomes of the stakeholder engagement process are being achieved and provide the opportunity to amend the process where necessary with the use of engagement tools developed through the ESMP/RAP engagement including:

- Stakeholder database;
- Issues Log or Issues and Response table; and
- Meeting records of all consultations held.

Moreover, the tool can be used to manage on-going Project issues, and for stakeholder identification and analysis processes as interests and influence changes.

7.3 Reporting Stakeholder Engagement Activities

Evaluation of performance will be assessed based on the extent to which the engagement activities and outputs meet those outlined in this SEP. In assessing performance, the following will be considered:

- Materials disseminated: types, frequency, and location;
- Place and time of formal engagement events and level of participation including specific stakeholder groups (e.g. adolescent girls, women, youth, community leaders);
- Number of people attending public or formal meetings;
- Number of comments received on specific issues, type of stakeholder and details of feedback provided;
- Numbers and type of stakeholders who meet the Project team by mail, telephone and any other means of communication;
- Meeting minutes, attendance registers and photographic evidence;

- Comments received by government authorities, adolescent girls & family, community leaders and other parties and passed to the Project; and
- Numbers and types of feedback and/or grievances and the nature and timing of their resolution, and the extent to which feedback and comments have been addressed and have led to corrective actions being implemented.

Furthermore, given that a number of contractors and external parties will be involved in the project at various stages of its development, it will be ensured that the contractors/third parties abide by the principles established as part of the SEP and GRM. Wherever possible, relevant conditions will be inserted into the contracts, including right to investigate reported incidents and penalties for non-compliance. Also, it will be ensured that vetted and agreed Codes of Conduct are developed and shared with the relevant contractor employees.

The SSO plays a critical role as internal change agent for social and stakeholder-related matters in AGILE. This becomes important if social and stakeholder risks identified need to be escalated for higher-level decision-making to identify a resolution. The SSO needs to remain actively involved with the project implementation as it affects any community development and land acquisition/resettlement planning and implementation in order to identify potential risks or opportunities and ensure that the needed administrative support is provided. Moreover, grievances submitted as part of the community development and land acquisition/resettlement processes need to be addressed under the GRM scheme.

7.4 Documentation, Monitoring and Reporting Process

As has been discussed in the previous sections, the review and appraisal process in any project is an extremely important component for the smooth functioning and the avoidance of major risks within a project. The importance of the review process lies in the fact that it allows for the corrections of any oversight which may have been made during the initial stages of a project through mid-course corrections. This also serves as an important quality assurance mechanism.

The review process becomes all the more important when it is kept in mind that the SEP is a 'live document' or in other words a document which needs to be updated in a timely manner so as to make it comprehensive for any given period of time. This is so, because of the life span of the project; it is difficult to properly identify and understand each stakeholder in the beginning of the project. The SEP thus requires regular reviews keeping in mind attributes such as the stakeholders, the engagement process for each stakeholder and the reporting time period for each.

7.5 Documentation of the SEP-GRM Implementation

All stakeholder engagement activities as mentioned in the previous sections will be documented, in a standard engagement activities format, as can be seen below.

Table 7.2: Format for Recording Engagement Activities

Date	Location	Stakeholder Group	Form of Engagement	Purpose of Engagement	Key findings/	Reference to MoMs	Remarks

In addition to this format, the key points of each engagement activities will be documented in the form of Minutes of Meetings (MoMs), which will be signed by the attendees of the activities. These MoMs will be referred to in the documentation format, as can be seen above.

To the extent possible, photographic evidence will be maintained of the engagement activities undertaken.

7.6 Monitoring of the SEP-GRM Implementation

It is important to monitor stakeholder engagement to ensure that the consultation and disclosure efforts are effective, and especially that the key stakeholders such as local communities have been meaningfully consulted through the process. The monitoring of the SEP implementation, which will be undertaken on a quarterly basis by the Project Monitoring Manager will include:

- Auditing the implementation of the SEP;
- Monitoring the formal and informal consultation activities conducted with the stakeholder groups; and
- Monitoring the effectiveness of the engagement processes in managing impacts and expectations by:
  - Tracking feedback received from engagement activities
  - Recording and tracking commitments made to adolescent girls & families, communities; and
  - Assessing the efficacy of the engagement activities in terms of the desired outcomes and the participation of the stakeholder groups

The Social Manager will also undertake quarterly reporting to the Project Manager which would allow for the Project Manager to adequately monitor the implementation of the SEP, as is discussed in the following section.

7.7 Reporting of the SEP-GRM

The initial years of Project construction and CCT implementation will witness lot of flux in the profile of stakeholders identified and subsequently the nature of their stakes may change. Additionally, the concerns and grievances of the PAFs and other stakeholder may also be more on account of uncertain location of the PAFs, CCT implementation, and other construction related issues. Thus, the performance of the SEP-GRM will be reviewed on a bi-annual basis during the initial years of SEP implementation. For the purpose of review, the quarterly reports will be considered for analysis and discussion. On the basis of these reports, a Stakeholder Engagement and Grievance Redressal Report will be prepared and disclosed biannually and annually, including a summary of issues raised by stakeholders, numbers and subjects of grievances, a summary of key actions taken to address the concerns, analysis of trends and plans for engagement in the next time period.

7.8. Capacity Building Program

Fundamentally, training and capacity building increase direct and indirect communication among different stakeholder groups engaged with evidence syntheses. The two-way information flow that comes from effective communication can ensure that: an evidence synthesis concentrates on the issues of greatest importance; outputs can be understood by a wider audience; and benefits of evidence-based approaches are clear. These benefits include improved transparency, accountability, and accuracy, and reduced risk in decision-making. These points are all essential for helping to bridge the ‘knowing-doing gap.

Table 7.3- identify five broad categories of training, from question formulation to communication of findings, where training is important for effective two-way communication among the full range of different stakeholder groups on the project.

Table 7.3: Capacity building training categories to strengthening stakeholder engagement process

Training summary and purpose	Stakeholders engaged in training	Stage of the evidence synthesis process	Suggested training media
1.World Bank Environmental and social standard framework -ESS Standards 1-10,	PIU Staff (Particularly the social and environmental teams) Participating school's guidance councilor	Scoping and question formulation, Communicating outcomes	In person or online (training courses)
2. End-user and public engagement Providing skills relating to stakeholder analysis, conflict management, and participatory methods	PIU Staff (Particularly the social and environmental teams) Participating school's guidance councilor	Scoping and question formulation, Communicating outcomes	In person or online (training courses)
3. Systematic review and map methods in depth methodological training regarding each step of the systematic review and map process; question formulation, scoping, searching, screening, data extraction and coding, critical appraisal, synthesis, report writing Anything from a basic overview of systematic review and map methods to advanced details on methodology, provided as a valuable transferable skill	Project team at Federal and state level	Planning (scoping, protocol development) and conduct Any (not linked to a specific review)	In person or online (training courses) In person or on-line (presentations, training courses)
4. Preparation of visualizations and communication media Production of readily digestible data visualizations Training in development of communication materials tailored for specific stakeholder groups, and in communication skills	Project team at federal and state level	Report preparation Communication	Written (technical summaries), in person or online (workshops, training courses) Written (technical summaries), in person or online (workshops, training courses)
5. Value of systematic reviews/map methods Advocacy of systematic review and map methods as a	All stakeholders (particularly review funders, prospective reviewers, policy	Any (not linked to a specific review) Question formulation Peer-	Written (flyers, factsheets, non-technical summaries), online

Training summary and purpose	Stakeholders engaged in training	Stage of the evidence synthesis process	Suggested training media
funded activity, source of evidence in decision-making, or research endeavor. Explanation of limitations of traditional reviews relative to systematic review/map methods Giving an overview of the need for and methods involved in systematic reviews and maps Giving an overview of the need for and detailed methods involved in systematic reviews and maps Giving an overview of the methods involved in systematic reviews and maps and how to interpret the review findings	stakeholders and practitioners) Subject experts, researchers, policy specialists, practitioners, review advisory groups Peer-reviewers End-users (policy stakeholders, practitioners)	review (protocol and final report) Communicating outcomes	(websites, videos), in person (presentations, workshops, short courses) Written (flyers, factsheets, non-technical summaries), in person (workshops), online (websites, videos) Written (technical summaries) Written (flyers, factsheets, non-technical summaries), online (websites, videos), in person (presentations, workshops)

ANNEX 1:

Importance of Stakeholder Engagement

The level of success and sustainability of the AGILE project is crucial and dependent upon proper Stakeholder Engagement and its associated activities taking place. Stakeholder Engagement is more than just a process. It is a way of achieving and maintaining influence and by doing so producing positive outcomes through effective management of relationships. It is also a key skill across Programmes and Projects. The so-called Stakeholder engagement cycle needs to be managed because if it isn't the quality of engagement with stakeholders and the essential two-way communication will suffer.

The Stakeholder Engagement Cycle is as follows:

1. **Identification of Stakeholders (Who?)**

It can be useful to organize the stakeholders by category and note what they care about e.g. Understand the socioeconomic status of the Girl Child, women, stakeholders, indigenous group etc, their understanding and expectations of the Project, and its potential impacts and the changing socioeconomic profile of the communities hosting the Secondary Schools.

2. **Creation and analysis of stakeholder profiles (Why? What?).** This will help:

- Understand influences, emerging concerns, interests and attributes of the stakeholders towards the outcomes being produced
- Prioritize stakeholder engagement
- Focus resources to contribute to the most successful outcomes
- Ensure communication channels are exploited and aligned
- Understand the Importance and power of each stakeholder.
- To record this analysis in a single document called a **Stakeholder Profile.** The key information from this creates the **Stakeholder Register.** This can be used to show the current status of the different groups and is much easier to review. The key document that feeds into the profile data is the **Stakeholder Map.** The stakeholder map and profiles need to be updated when new stakeholders are identified, or the interests of existing one's change.

3. **(Re)definition of the Stakeholder Engagement Strategy (How?).** This needs to be actively adjusted and redefined and can be influenced by the following:

- Scale of cultural, organizational or societal change
- Managing expectations
- Adequate resourcing
- Document control (e.g. stakeholder profiles).

4. **Planning of the Engagements (When?)**

Communications are core to this activity and messages need to be consistent, appropriate in number, focused and brief. The objectives of the communication process are to keep awareness and commitment high, ensure that expectations do not drift out of line with what will be

delivered, explain what changes will be made and when, and describe the future end state or vision.

Some tips around this:

- Send the right message to the right audience in a timely and effective manner.
- Identify specific measures to allow meaningful engagement with the different stakeholder groups in a manner that is transparent and accessible and using culturally appropriate communication methods with a specific focus on vulnerable groups.
- The greater the change, the greater the need for clear communication about the reasons and rationale behind it.
- Have a communication feedback system to assess the effectiveness of the communications sent.
- Ensure relevance and recognition and engender trust.
- Use established key phrases such as "touchstone statements" or "sound bites" as the foundation for communication.

5. Engagement with Stakeholders (The Doing)

This could involve stakeholders in early workshops. It is critical at this point to ask the stakeholders and then listen. It is a two-way communication which can involve more subtle and informal means. The project team will often need to influence and maintain momentum.

6. Measurement of the Effectiveness (The Results)

It is advisable to sample the stakeholder communities straight from the start. Feedback will reveal under-communication or miscommunication. It will also answer the question if the stakeholders have changed? This question leads back to the first step of the cycle of **step 1.** It is important to gather this feedback in person and input it into the relevant fact check in order to improve the process cycle, such is its importance.

The Project Area of Influence is nationwide but will be focused on the participating pilot States at the initial stage. The project might later involve scaling-up to cover more states. The schools chosen in each of the participating States and the community within which the school is located, will also feel the direct impact of the Project. The interventions of the project will prove beneficial for the communities and residents and adolescent girls living within the project participating pilot states.

ANNEX 2: PROPOSED ONE YEAR BUDGET FOR STAKEHOLDER ENGAGEMENT FOR PARTICIPATING STATES

S/No.	Item	Expected Participants.	Frequency	Estimated unit cost	Total (Naira)
1.	Stakeholder Engagement in site locations	50	60	500,000	30,000,000.00
2.	Town-hall meetings in Locations where AGILE Project exist	200	12	1,000,000	12,000,000.00
3.	2-Day Primary Stakeholders retreat	40	2	1,800,000	3,600,000.00
4,	Subsidiary staffing of the social unit (Salary)	1	12	150,000	1,800,000.00
5.	Stakeholder consultative Forum	250	2	1,500,000	3,000,000.00
6.	Purchase of audio visual and Public Address systems			Bulk	2,500,000.00
7.	Purchase of publicity vans Registration & Insurance		3	30,000,000	90,000,000.00
8.	Maintenance of Vehicles & Fuelling		12	300,000.00 / Vehicle	3,600,000.00
9.	Miscellaneous (Printing etc.)		Lump Sum	3,600,000	3,600,000.00
10.	TOTAL				150,500,000.00

APPENDIX 3: Consultations in Ekiti State



Plate A 1: Consultations with Ministry of Education official, SEPIP Project Teams and Ministry of Women Affairs official with Environmental and Social Standard Consultant.



Plate A 2: Consultation of Ministry officials and Consultants with St Louis Girls School Principal



Plate A 3: Consultation of Ministry officials and Consultants with Mary Immaculate Girls School Principal and PTA

APPENDIX 4: SUMMARY OF STAKEHOLDERS CONSULTED TO DATE

Table A 1: Attendance Sheet for Stakeholder Consultation Preparation of Safeguards Instruments for AGILE Project in Kano

NAME	DESIGNATION	INSTITUTION
Mrs Leo-Agwoko Nnenna M	Project Coordinator	Federal Ministry of Education
Abdulsshakur A Nuhu	Spc/Gpe/Mpep	Ministry of Education Kano
Hajia Amina Umar	Director social mobilization	Kano SUBEB
Alhaji Nasir Abdullahi Kwalli	Board Secretary	Kano State School Management Board (KSSMB)
Adamu Muhd Nababa	Director PRS	KSSMB
Mrs Sende Jennifer Soohemba	Gender Desk	FME
Mrs Kitan Oluwagbuyi	Social framework Consultant	FME (Sustainability ltd)
Arc Abubakar S. Bello	Director physical planning	MOE Min Of Education
Umar M Yakasai	Director REC Training	KSSMB
Jesse Ojobor	Environmental Consultant	FME Environmental Expert
Amina Umar	Director Social Mobilization	SUBEB
Adamu A Suleiman	Project Acct (AGEP)	Finance
Nura Ibrahim Aliyu	PAEOI (Architect)	MOE Kano
Ado Isah Gyadi Gyadi	Procurement Officer (AGEP)	Ministry of Finance
Faith Folayemi Lawal	S. Framework Consultant	Sustainability limited
Linda Akpami	Environmental Consultant	FME Consultant
Aliyu Lawan	Cashier AGEP	Ministry of Finance
Ummi Umar	Member Min	SUBEB
Zainab Shehu Usman	HOU Social Mobilization	Kano SUBEB. Tarauni LGEA
Asabe Umar Muh'd	Coordinator Woman	DOGAS ASS
Umma Mohammed	Deputy Director WASD	WASD

Table A 2**:** List of Technical Workshop Participants

S/N	Name	Designation	Organization
1	Dr Hauwa Maimusa	Perm Secretary	Min. of Women Affairs- Borno
2	Abba Yarema Habib	Director	SMoE- Borno
3	Felicia V. Ango	DSM	Kebbi SUBEB
4	Aishatu Musa Lawal	Girl-Child Desk Officer	SMoE- Kebbi
5	Fatima Abubakar Udulu	DPRS	Min for Basic & Secondary Education- Kebbi
6	Muhammad Bandi Kalgo	Director Snr Secondary Sch	Min for Basic & Secondary Education- (MBSE) Kebbi
7	Sule Abubakar W	DPRS	MBSE- Kebbi
8	Halima Lawal Othman	Perm Secretary	SMoE- Katsina

9	Dahuru Musa Anchau	Director Public Sec Schools	SMoE- Kaduna
10	Maureen David Shiri Wyom	Director Quality Assurance	SMoE- Kaduna
11	Aminu Ibrahim	DSM	SUBEB Kaduna
12	Abdusshakur Abba Nuhu	Director SPC	Ministry of Education
13	Arc Abubakar Shuaibu Bello	Director of Physical Planning	some
14	Amina Umar	DSM	Kano – SUBEB
15	Jummai Bello	MCH Coordinator	FMoH
16	Yagana Langema	Director of Social Welfare	Ministry of Women Affairs
17	Johnsons Ruth Ugo	Principal Education Officer Gender	FME Abuja
18	Bello Attahiru	Dir. Of School Education Services	SMoE- Minna
19	Maryam Tijjani Amina	DSM	SUBEB- Minna
20	Halil Dundar	PM	World Bank
21	Muna Salih Meky	PL	World Bank
22	Aisha Garba M.	TTL	World Bank
23	Lucky Erhaze	Social Development Specialist	World Bank
24	Mistura Rufai	Education Consultant	World Bank
25	Cindy Ijeoma Ikeaka	Social Development Specialist	World Bank
26	Thanh Thi Mia	Senior Education Specialist	World Bank
27	Adekola Olatunde	Senior Education Specialist	World Bank
28	Dikoru Eliot Jolomi	Education Specialist	World Bank
29	Stella Ukamaka Nnaemeka	Team Assistant	World Bank
30	Amos Abu	Senior Environment Specialist	World Bank
31	Joy Agene	Natural Resources Management Specialist	World Bank
32	Mohammed Abana	CSWO	Min of Women Affairs- Borno
33	Sende Jennifer Soohemba	AD-Education	FME Abuja
34	Lami Amodu	DBSE	FME Abuja
35	Ajimati M. Ayodele	Perm Sec TESCOM	Teaching Service Commission of Education- Ekiti
36	Bamikole Christaina Abimbola	Director Academic Services	SUBEB- Ekiti
37	Alokan Oluwayemisi Felicia	Gender Focal Person	Min of Edu, Sc & Tech- Ekiti
38	Adeniyi Busola Helen	Focal Officer, Girl Child Programme	Min of Women Affairs- Ekiti
39	Mustapha Mafi	DSM	SUBEB- Borno
40	Kabir Lawal Ruma	DPRS &DP	SMoE- Katsina
41	Eucharia Osakwe	FM Specialist	World Bank
42	Anas Kyari	Procurement Specialist	World Bank
43	Erinmwinhe Emmanuel	Asst Chief Education Officer Gender	FME Abuja

Table A 3**:** Officials met and Participants of the Workshop on adolescent girls' project

S/N	Name	Designation	Organization
1	Aminu Ibrahim	DSM	Kaduna – SUBEB
2	Hajiya Hadiza	Director technical	Fitila II
3	Abdusshakur Abba Nuhu	Director	Ministry of Education
4	Alh. Mujtaba	DD-EMIS	Kano- SUBEB
5		Perm Sec	Ministry of Finance
6	Dr Danlami Hayyo	Executive Chairman	Kano- SUBEB
7	Phoebe Sukai Yayi	Perm Sec	Ministry of Education
8	Dahuru Musa Anchau	D. Pub. Sec Schs	Kaduna -MoE
9	Dr Halima Rabiu Abdullahi	Executive Secretary	Agency for Mass Education, Kano

10	Habiba C. Kisha	DDHE	Ministry of Education
11	Salamatu A. Shuaibu	Principal	Ministry of Education
12	Joseph N. Yakubu	Exam Officer	Ministry of Education (KASSES)
13	Baniriyi Kogi Abba	PED	MHSSD
14	Andrew Dodo	Desk Officer Health	Ministry of Education
15	Mohammed Hayatuddeen	Director- Finance & Administration	Ministry of Education
16	Musa Dauda Ibrahim	Director- Higher Education	Ministry of Education
17	Salisu Baba Lawal	Director- DAC	PBC
18	Yakubu Ubale Salisu	DEPPD	Ministry of Education
19	Jacob Kayit Musa	M&E Officer	TSB
20	Ganga Francis Y.	DDE	Ministry of Environment
21	Musa Lawal Imam	DM&E	KD-SUBEB
22	Jamilu Sani Ladan	Budget Officer	PBC
23	Yusuf Auta	DD-DAC	PBC
24	Iyiegbu Tochukwu	H/PTCU	KDBS
25	Amina Lami Aliyu	P/PTCU	KDBS
26	Esther D. Kayock	DD-Female Ed	Ministry of Education
27	Mistura Rufai	Education Consultant	World Bank
28	Cindy Ijeoma Ikeaka	Social Development Specialist	World Bank
29	Tihtina Zenebe Gebre	Economist	World Bank
30	Dikoru Eliot Jolomi	Education Specialist	World Bank
31	Lucky Erhaze	Social Development Specialist	World Bank
32	Musa I. Musa	DD statistics & EMIS	Ministry of Education
33	Alhaji Nasir Abdullahi Kwalli	Board Secretary	KSSMB

Table A 4: List of Stakeholders consulted in Kano State

S/No.	**Names**	**Designation**	**Organisation**
1.	Mrs. Lauratu Ado Diso	Permanent Secretary	Kano State Ministry of Education
2.	Dr. Halima Rabiu Abdullahi	Executive Secretary	Agency for Mass Education, Kano
3.	Dr. Danlami Hayyo	Executive Chairman	Kano SUBEB
4.	Alhaji Nasir Abdullahi Kwalli	Board Secretary	Kano Schools Management Board
5.	Abdusshakur Abba Nuhu	Director	Kano State Ministry of Education
6.	Musa Idris Musa	Deputy Director, Statistics & EMIS	Kano State Ministry of Education
7.	Hajia amina Umar	Director	Kano SUBEB
8.	Hajia Uwani Ahmad Balarabe	Principal	GGSS Yargaya
9.	Hajia Salamatu Garuba	Proprietor	WOFAN
10.	M. D Abubakar	Chairman/ CEO	L and Z Integrated Farms Ltd. **Community champion promoting and sponsoring** girls' education in Kano Communities

Table A 5: List of Stakeholders consulted in Christ School, Ado Ekiti, Ekiti State

S/No	Name	Designation
1.	Dr. Adekunle A. Babalola	Principal
2.	Mrs. Adewale Gbonjubola	Guidance Counsellor
3.	Mrs. Bamgboye Oluwatoyin	Guidance Counsellor

Table A 6: List of Stakeholders consulted in Christ Girls, Ado Ekiti, Ekiti State

S/No	Name	Designation
1.	Mrs. Oluremi Esan	Principal
2.	Mrs. Funmilayo Omoyajowo	Guidance Counsellor
3.	Mrs. Mercy Olatunji	Guidance Counsellor

Table A 7: List of Stakeholders consulted in Mary Immaculate School, Ado Ekiti.

S/No	Name	Designation
1.	Mrs. Adejoke Omogbemi	Principal
2.	Mrs. S. O. Bamisile	Guidance Counsellor
3.	Mr. O. P. Atoba	Guidance Counsellor

Table A 8: List of Stakeholders consulted in St. Louis School, Ikere Ekiti, Ekiti State

S/No	Name	Designation
1.	Mrs. Rhoda Ojo	Principal
2.	Mrs. Toyin Adejemilua	Vice Principal 1
3.	Mrs. Eunice Iyabo Adegoke	Vice Principal 2
4.	Mr. Joshua Ajayi Ajibare	Vice Principal 3
5.	Mrs Dunni Elizabeth Ajayi	Vice Principal 4
6.	Mrs Olajuini Funmilola Olubusola	Guidance Counsellor

Table A 9: List of Stakeholders consulted in Methodist Girls High School, Ifaki Ekiti.

S/No	Name	Designation
1.	Mrs. Ogundipe B.A	Principal
2.	Mrs. Deborah Monisola Ajayi	Vice Principal
3.	Mrs. R. A. Adewunmi	Guidance Counsellor

Table A 10: List of Stakeholders consulted in Mary's AGGS School, Ikole Ekiti.

S/No	Name	Designation
1.	Mrs. A. K. Olukowade	Principal
2.	Mr. S. K. Oluwasola	Vice Principal 1
3.	Mrs. C.O Ajayi	Vice Principal 2 / Guidance Counsellor
3.	Mrs. Olabisi Catherine Adesida	Home Economics Teacher

Table A 11**:** List of other Stakeholders consulted in Ekiti State

S/No.	Names	Designation	Organisation
1.	Mr. M. Ayodele Ajimati	Permanent Secretary	Ekiti TESCOM
2.	Mrs. Bamikole Christianah Abimbola	Director, Academic Services	Ekiti SUBEB
3.	Mrs. Oluwayemisi Felicia Alokan	Gender Focal Person	Ministry of Education, Science & Technology, Ekiti

4.	Mrs. Busola Helen Adeniyi	Focal Officer, Girl Child Programme	Ministry of Women Affairs, Ekiti
5.	Pastor. Joseph Bamidele Owolabi	Ag. Permanent Secretary	Ministry of Education, Science & Technology, Ekiti
6.	Dr. Mrs. Aderiye	Technical Adviser	Ministry of Education, Science & Technology, Ekiti
7.	Dr. Mrs. Eunice A. Fasanmi	Executive Secretary	Schools Agriculture Enterprise Agency; Ministry of Education, Science & Technology, Ekiti
8.	Mrs. Theresa Olutoyin Fajana	Director, Planning	Schools Agriculture Enterprise Agency; Ministry of Education, Science & Technology, Ekiti
9.	Mr. Sola Oluwo	Director, Agric in Schools	Schools Agriculture Enterprise Agency; Ministry of Education, Science & Technology, Ekiti
10.	Mr. Daramola Aleni	Director Schools	Ministry of Education, Science & Technology, Ekiti
11.	Mr. Abiodun Adalumo	Director, Admin & Supplies	Ekiti TESCOM
12.	Mr. Lanre Akinyede	Director, PRS	Ekiti TESCOM
13.	Mrs. Bilikish Funmilayo Sanni	Director, F & A	Ekiti TESCOM
14.	Mr, Joseph Akande	DD, Planning	Ekiti TESCOM
15.	Mrs. Titilayo Adeyeye	DD, R & S	Ekiti TESCOM
16.	Mr. Jide Ijimakinde	Accountant	Ekiti TESCOM