



THE WORLD BANK



# Evaluating Impact: Turning Promises into Evidence

## Project name

ESCP

Emergency Schools Construction Project

Names of team members

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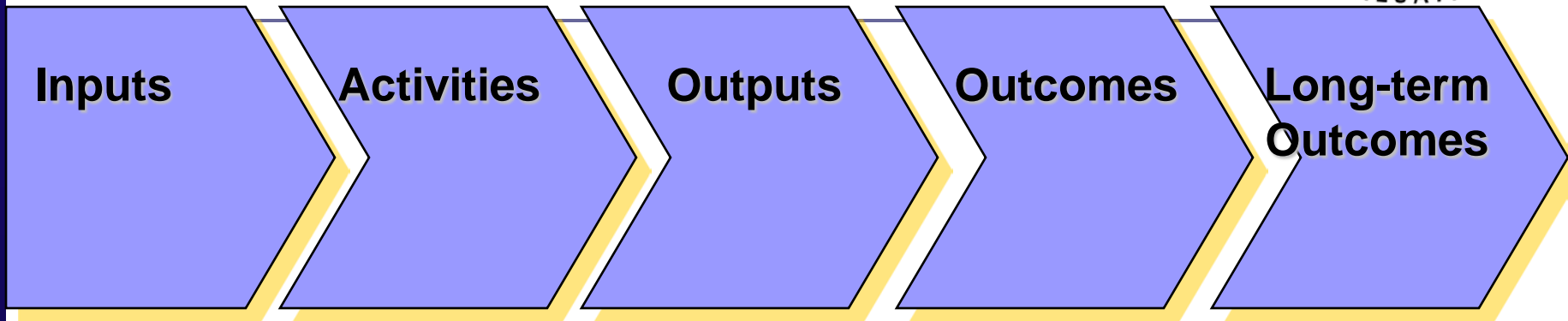
# 1. Background

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## Emergency Construction of Schools

- ❑ 1980s war, 1990s sanctions created decline in education system
- ❑ Population growth: 13 to 32 million people
- ❑ No investment in education infrastructure during last 25 years
- ❑ Since 2003, investment in education with help of world community: reconstruction and building of new schools, printing of textbooks
- ❑ High unemployment; lack of income generating opportunities
- ❑ War continues to have a negative effect: disruption of community, loss of teachers and students, 3-4 million refugees left Iraq. Though some displaced people will be returning, there may be a drain on technical experts not coming back.
- ❑ Need for 4000 new schools around the country, additions and rehabilitation to existing schools, capacity-building with school management

# 2. Results Chain



- \$150m
- Government ministry technocrats
- Skilled engineers & education specialists
- Contractors & workers
- Project team

- Replacing mud schools
- Construct replacement school

- 230 mud schools replaced with better quality schools (1380 new classrooms)

- students enrolled in better quality schools
- More sanitary & safer schools
- Higher completion rate
- Increased employment (laborers, teachers, supports..)
- More gender equity in schools

- Improved literacy rates
- Improved test scores
- Higher income
- Healthier generation
- Women empowered

# 3. Primary Research Questions

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How does the replacement of mud schools with new brick schools impact (in a catchment area):

- ❑ Enrollment
- ❑ Completion
- ❑ The rate of unemployment
- ❑ Gender balance at schools
- ❑ Children's health

## 4. Outcome Indicators

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- ❑ Enrollment rates (disaggregated)
- ❑ Completion rates (disaggregated)
- ❑ Test scores
- ❑ Unemployment rate within the village
- ❑ Incidences of diseases, children's growth: height & weight

# 5. Identification Strategy/Method

- Criteria for treatment group (school catchment area): (selected by ranked degree of need)
  - Mud school
  - Highest population of school-age children within 3km radius of school
  - Water source at school site
  - Degree of disrepair of mud school
  - Meets site standards and is MOE-owned

## Two scenarios dependent on cost

1. Randomize: 1000+ mud schools that meet criteria are selected randomly for phased in construction. Control group: second phase schools that meet criteria
2. Difference in Difference: change in children's enrolment after new school vs. change in children's enrolment in similar villages where no new school was built

## 6. Sample and data

- ❑ 1000+ mud schools in need of replacement; replaced over 4 phases
- ❑ Initial phase = 230 primary 6-classroom schools = 1380 classrooms -> 48,300 children
- ❑ School catchement area: 3km radius
- ❑ Sample size will depend on whether randomization or difference-in-difference is used
- ❑ Equal girls and boys to include gender specific outcomes
- ❑ Baseline Survey conducted in 2007: MOE & COSIT budget survey 124k families across Iraq (all 18 governates): <12 boys = 9% out of school, <12 girls = 13%, despite law of universal enrollment

# 7. Time Frame/Work Plan

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# 8. Sources of Financing

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- IBRD Loan
- GOI