

PROJECT INFORMATION DOCUMENT (PID)

Report No.: AB728

Project Name	Iraq: Emergency School Construction and Rehabilitation Project
Recipient(s)	Ministry of Education of the Iraqi Governing Council
Implementing Agency	Ministry of Education of the Iraqi Governing Council
Date PID Prepared	September 27, 2004
Date of Negotiations	Completed in October 2004
Estimated Date of Signing of Grant Agreement	October 2004

NOTE: This project initially also included textbook provision under the title Emergency Education Rehabilitation Project. The provision of textbooks will now be financed through the Emergency Textbook Provision Project (P088945) of US\$40 million, for which a Grant Agreement was signed on May 15, 2004.

1. Country and Sector Background

The education system in Iraq was once considered one of the best in the region. Since the 1980s it has deteriorated seriously in terms of access, quality and equity at all levels as a result of three major wars, over a decade of sanctions and decades of under-funding and official neglect. Massive backlogs in capital development and maintenance, human resource and policy and system development have accumulated and present a major challenge to the reconstruction of the education system. The priorities identified in the UNDG/WB Joint Needs Assessment represent a national consensus and were endorsed by the Minister of Education (MOE) at a meeting in Amman in October 2003 attended by senior officials from the MOE and from the World Bank, UNICEF, UNESCO, USAID and the Coalition Provisional Authority (CPA). These priorities are included in the MOE Situation Analysis (“Education in Iraq: Current Situation and New Perspectives”) of December 2003.

In the Amman consultation, agreement was reached between the MOE and Iraq’s major development partners on the following priorities: (i) capacity building for the development of a strategic framework for the sector, (ii) emergency rehabilitation and supplies (including textbooks), (iii) initiating curriculum reform process, (iv) addressing immediate needs in teacher training, and (v) initiating policy dialogue on technical/vocational education and training (TVET).

Recurrent costs, including teacher salaries, were covered by the Budget for MOE in 2004, and will be financed from public revenues thereafter. Teacher supply is not a problem in Iraq, although there is a need for teacher upgrading and reform of teacher policy.

2. Rationale for the Bank's Involvement

International experience of education reform and reconstruction in post conflict societies underlines the importance of quick and visible high-impact activities to address the most urgent system needs backed by intensive capacity-building for the education authorities. This is necessary to lay the groundwork for the development of a comprehensive education strategy aligned with the emerging wider development vision of the new political authorities. The successful resumption of schooling in Iraq in September 2003 was an important achievement. However, the education sector remains fragile, and recent momentum can only be

maintained if the minimum conditions for learning are established in schools for the 2004/2005 school year, accompanied by a more comprehensive process of capacity-building for wider system reform and modernization. The support for school rehabilitation and construction will be complemented by a range of capacity-building activities in key policy areas such as education reform, education management, teacher policy, curriculum development, TVET and Higher Education.

The need for construction and rehabilitation of schools is substantial. The MOE Situation Analysis, building on the UN/WB Joint Needs Assessment, identified almost US\$700 million in urgent rehabilitation needs over the next three years, and US\$80 million per year in textbook requirements. The construction backlog of over 5,000 schools means that almost 30% of primary and secondary schools in Iraq run double or triple sessions. Of the 12,000 schools requiring repair, over 4,600 require major repair and reconstruction, and around 1,300 need to be demolished and rebuilt. UNICEF is committed to repair and rehabilitation of 300 schools in 2004; USAID will commit to repair and reconstruction a portion of the US\$87 million allocated from the US\$18.6 billion Supplemental Allocation in 2004. The MOE is looking to the Bank for support in meeting its target of eliminating double sessions and rehabilitating all damaged schools over four years.

The World Bank is well positioned to play a leading role in construction, reconstruction and capacity-building for reform. It has considerable experience in supporting large scale construction and rehabilitation projects in post-conflict settings. The Bank was the lead agency for education in the UNDG/WB Joint Needs Assessment, and has worked closely with UNICEF, UNESCO, USAID and CPA.

3. Objectives

The principal objective of the project is to improve conditions of learning in primary and secondary schools through the construction of new buildings for schools in unsafe or shared structures, and rehabilitation of schools in urgent need of major repair.

4. Description

The project will have 2 components:

Component 1: Construction and rehabilitation of primary and secondary schools (estimated cost: US\$58.55 million)

The grant will finance the construction of new buildings for about 110 schools in unsafe or overcrowded facilities, and the rehabilitation of about 140 primary and secondary schools. The project will reach schools in all 18 governorates. Schools selected for the construction of new buildings will be (i) those in unsafe structures; (ii) schools sharing facilities in double or triple sessions; (iii) schools that have clearly identified sites that meet the environmental and social safeguard criteria. The grant will also finance services of consultants for design and supervision of civil works.

Component 2: Project Management and Capacity Building (estimated cost: US\$1.45 million)

Under this component, the grant will finance the basic costs of the Project Management Team (PMT) to manage the project, and the technical assistance and capacity building necessary to ensure effective project management and transfer of skills to the MOE staff. The MOE will cover the costs of the staff of the PMT, except for up to five consultants employed from Project funds to fill key capacity gaps. The grant will finance office equipment, vehicles, furniture and operating costs necessary to manage the Project.

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5. Tentative financing

Source:	(\$m.)	
RECIPIENT (in kind contribution)		0.15
SPECIAL FINANCING (TRUST FUND GRANT)		60.00
	Total	60.15

6. Safeguard Policies (including public consultation)

Safeguard Policies Triggered by the Project	Yes	No
Environmental Assessment (OP/BP/GP 4.01)	[X]	[]
Natural Habitats (OP/BP 4.04)	[]	[X]
Pest Management (OP 4.09)	[]	[X]
Cultural Property (OPN 11.03, being revised as OP 4.11)	[]	[X]
Involuntary Resettlement (OP/BP 4.12)	[]	[X]
Indigenous Peoples (OD 4.20, being revised as OP 4.10)	[]	[X]
Forests (OP/BP 4.36)	[]	[X]
Safety of Dams (OP/BP 4.37)	[]	[X]
Projects in Disputed Areas (OP/BP/GP 7.60)*	[]	[X]
Projects on International Waterways (OP/BP/GP 7.50)	[]	[X]

The Project has been categorized as Environmental Category B because of the difficulties for Bank teams to visit Iraq to assess sites. The requirement to carry out limited Environmental Analysis as part of project preparation will be waived but, for sub-projects with adverse environmental impacts, a limited Environmental Analysis will be done during project implementation but before sub-project initiation. During appraisal the MOE agreed to apply the following minimum standards during implementation : (i) inclusion of standard environmental codes of practice (ECOP) in the construction and rehabilitation bid documents of all sub-projects; (ii) review and oversight of any major construction works by specialists; (iii) implementation of environmentally and socially sound options of disposal of debris; (iv) and provisions for adequate budget and satisfactory institutional arrangements to monitor effective implementation and adequately maintain sanitary facilities after completion.

Resettlement and Land Acquisition: New construction will be limited only to vacant sites that are on public property assigned by the relevant authorities for the use of MOE. OP 4.12 should not be triggered since there will not be any displacement of populations nor new land acquisition. However, the Bank-approved *Environmental and Social Screening and Assessment Framework*, specifically elaborated for due diligence in the case of Iraq, will be used to ensure that this is indeed the case and should there be any need for land acquisition, the same guidelines will be followed.

7. Implementation

The MOE will have overall responsibility for the coordination and execution of all project activities, and will be guided by a Project Advisory Committee (PAC) chaired by a representative of the MOE, comprising members from the Ministries of Planning and Development Cooperation, and Finance. The Committee will meet at least quarterly to: (i) ensure accomplishment of the project objective, (ii) oversee and guide project design, (iii) facilitate coordination with key ministries and donors, (iv) monitor key project indicators, and (v) ensure adequate operational and maintenance funding. The PAC will endorse annual plans and budget allocations.

* By supporting the proposed project, the Bank does not intend to prejudice the final determination of the parties' claims on the disputed areas

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A team of senior MOE staff and consultants (where expertise is lacking) will constitute the Project Management Team (PMT). This PMT will also have responsibility for the concurrent US\$40 million Emergency Textbook Provision Project (ETPP). The staff of the PMT will receive special training and orientation in key aspects of project management. The PMT will be responsible for planning and coordination of all project activities, financial management (accounting and disbursements), procurement of works, goods and consulting services (and related contract management), and monitoring and evaluation to ensure timely implementation and coordination of all project activities.

Procurement of Works: The procurement of school construction and rehabilitation will be done through National Competitive Bidding (NCB) using a Standard Bidding Document (SBD) satisfactory to the Bank.

Procurement of Goods: Goods procured under this project will include: vehicles, office furniture, equipment and supplies needed for the project implementation. The procurement will be done through NCB using a SBD satisfactory to the Bank. Shopping will also be used.

Selection of Consultants: Consultants' services procured under this project will include: selection of a procurement consulting firm to provide training and support to the PMT in procurement related issues including training of the MOE in procurement; physical spot inspections; selection of individual consultants and/or firms to provide training and capacity building in financial management; and selection of consultants to provide engineering services such as design, preparation of bidding documents, and supervision of school construction. Shortlists of consultants for services estimated to cost less than US\$50,000 equivalent per contract may be composed entirely of national consultants in accordance with the provisions of paragraph 2.7 of the Consultant Guidelines.

Operating Costs: The Grant will finance operating costs, which include (i) the maintenance of office equipment; (ii) transportation and travel, including per diem allowances for Project staff in travel status; (iii) rental of office space; (iv) office supplies, utilities and office administration, including translation, printing and advertising; (v) fuel costs; (vi) communication costs; (vii) commercial bank charges; and (ix) any other Project management support costs as agreed by the MOE and the Bank, but excluding salaries of the MOE civil servants. Because of the high risk environment and the institutional capacity limitations, the grant will finance technical assistance and training in project management, procurement, and financial management, as well as audit costs.

A General Procurement Notice was published in DgMarket on March 24, 2004 (revised on April 24, 2004), and in UN Development Business On March 26, 2004 (revised on April 27, 2004).

All activities of selection prior to contract signing could be accomplished using advanced procurement, with signing and initial payments made as soon as the grant agreement is signed.

Payments to contractors in this project will be made by direct payment.

Coordination with other donors will build on the collaboration already under way, and strengthened by the MOE-initiated meeting with agencies in Amman in November 2003. In-country coordination is presently conducted through an Education Sector Coordination Forum chaired by MOE. There is also a UN-chaired Education Coordination Forum in Amman which brings together UN agencies, donors and NGOs working in Amman. The Bank remains in close and regular contact with the UN Coordinator for the Education and Culture Cluster, and will continue to work closely with other partners and donors to ensure ongoing coordination and sharing of experience.

8. Sustainability

The construction and rehabilitation component is a one-time investment to address accumulated repair backlogs. As most of the work involves rehabilitation or construction of buildings for existing schools it will not significantly increase the system costs, except for a marginal increase in maintenance costs. New school buildings will be occupied by staff and students currently using other facilities on a double or triple session basis. Maintenance of buildings will be covered by the MOE recurrent budget.

9. Lessons learned from past operations in the country/sector

Based on the World Bank's recent experience in post-conflict countries such as East Timor, Bosnia, Algeria, Sierra Leone and Kosovo, a number of lessons have been introduced into the design of the project. First, experience has shown the value of early and visible impact, and the importance of resumption of normal schooling operations to permit the education authorities to focus energy on wider system reform. This project targets that issue directly. A second lesson is the importance of capacity-building in the ministry. This project will be complemented by a range of capacity-building activities. A third lesson is the importance of early and effective collaboration with other development partners coordinated by the government. The project draws upon the extensive collaboration with other development partners that have been active in Iraq, and builds on complementary activities coordinated through the MOE. Finally, because of the particular difficulties of implementation and supervision where security conditions make access to the country very difficult, the project draws on experience gained in other similar circumstances, such as Algeria where appraisal and supervision were undertaken using a combination of local staff and consultants, and meetings in other countries. The Bank continues to work through regular meetings, video-conferences and conference calls with MOE and UNICEF, UNESCO and other agencies that have worked in the field.

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