

PROJECT INFORMATION DOCUMENT (PID)

Report No.: AB727

Project Name	Iraq: Emergency School Rehabilitation Project
Region	MIDDLE EAST AND NORTH AFRICA
Sector	Primary education (50%), Secondary Education (50%)
Project ID	P087907
Recipient(s)	Ministry of Education of Iraq
Implementing Agency	Ministry of Education of Iraq
Environment Category	<input type="checkbox"/> A <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> FI <input type="checkbox"/> TBD (to be determined)
Safeguard Classification	<input type="checkbox"/> S ₁ <input checked="" type="checkbox"/> S ₂ <input type="checkbox"/> S ₃ <input type="checkbox"/> S _F <input type="checkbox"/> TBD (to be determined)
Date PID Prepared	April 11, 2004
Estimated Date of Pre-Appraisal Authorization	February 19, 2004
Estimated Date of Board Approval	May 20, 2004

NOTE: This project initially also included textbook provision. The provision of textbooks will now be financed through the Emergency Textbook Provision Project (P088945) which is under preparation concurrently.

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 at a meeting in Amman in October 2003 attended by senior officials from the Ministry of Education (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: (a) capacity building for the development of a strategic framework for the sector, (b) emergency rehabilitation and supplies (including textbooks), (c) initiating curriculum reform process, (d) addressing immediate needs in teacher training, and (e) initiating policy dialogue on technical/vocational education and training (TVET).

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

The education sector's capacity-building needs will be initially addressed through an education component of the Multi-Sectoral Institutional Capacity Building Project.

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

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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 textbooks will be complemented by the range of capacity-building activities in key policy areas such as education reform, education management, teacher policy, curriculum development, TVET and Higher Education conducted in the first instance through the Multi-Sectoral Institutional Capacity Building Project.

The need for repair 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 repair and reconstruction needs over the next three years, and US\$80 million per year in textbook requirements. 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, based on the UNDG/WB Joint Needs Assessment, of repair and rehabilitation of all damaged schools over four years.

The World Bank is well positioned to play a leading role in both repair and reconstruction and capacity-building for reform. It has considerable experience in supporting large scale repair 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. It has established a good working relationship with the MOE, building on the October meeting in Amman, regular telephone conference calls and the January visit of the Minister and a high level delegation to the Bank in Washington.

3. Objectives

The principal objective of the Project is to improve conditions of learning in primary and secondary schools through the rehabilitation of schools in urgent need of major repair.

4. Description

The project will have 2 components:

Component 1: Repair and rehabilitation of primary and secondary schools (estimated cost: US\$59 million)

The selection of schools for repair and rehabilitation will be undertaken by the MOE on the basis of criteria agreed mutually between MOE and WB. The selection will be based on surveys of schools undertaken by MOE, UNESCO, UNICEF and CPA, and will focus in the first instance on schools that do not meet minimum safety standards in a limited number of governorates selected by MOE on the basis of need. This project will not target schools requiring minor repairs, which will be covered by the MOE small grants project and other donors' programs.

Component 2: Project Management (US\$1 million)

Project management support will cover the operating costs of the Project Management Team (PMT) including the provision of furniture, equipment, technical assistance and training necessary for the management of the project. Salary costs of PMT staff, except consultants, will be covered by the MOE recurrent budget.

5. Tentative financing

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

6. Safeguard Policies (including public consultation)

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

Despite the fact that schools would only be rehabilitated and there will be no new schools constructed, 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 approval. At the same time, before appraisal the implementing agency should agree to apply the following minimum standards during implementation : (i) inclusion of standard environmental codes of practice (ECOP) in the repair and reconstruction bid documents of all sub-project; (ii) review and oversight of any major reconstruction 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: Because of the nature of the project which focuses on rehabilitation of existing structures and reconstruction of demolished schools on the same sites, the 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 should 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, Finance, and Housing and Reconstruction. The Committee will meet at least twice a year to: (a) ensure accomplishment of the project objective, (b) oversee and guide project design, (c) facilitate coordination with key ministries and donors, (d) monitor key project indicators, and (e) ensure adequate operational and maintenance funding. The PAC will endorse annual plans and budget allocations.

A “core team” of senior MOE staff and hired 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 key 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

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

implementation and coordination of all project activities. At the completion of this project, staff responsible for textbooks activities will revert to their original posts in the MOE.

Procurement of Goods: Goods procured under this project will include: printing of textbooks, office furniture, equipment and supplies needed for the project implementation. The procurement will be done using Bank's SBD for all ICB (mainly for printing textbooks) and National 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 management firm to assist the PMT in procurement related issues, provide training of the MOE procurement staff and undertake physical spot checks; and selection of individual consultants and/or firms to provide training and capacity building in financial management.

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.

Operating Costs: The grant will finance expenditures directly related to the management of the project such as: office rent, local transportation, utility cost, communication costs, translation costs, bank charges, fuel, office supply and labor. These expenditures, which will be financed by the project, will be procured using the implementing agency's administrative procedures which have been reviewed and are acceptable to the Bank.

Payments to printers and 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 October 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 international staff and 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 repair and rehabilitation component is a one-time investment to address accumulated repair backlogs. As most of the work involves rehabilitation/reconstruction of existing buildings it will not significantly increase the existing capacity of the system. Some previously existing capacity will be restored where out of use schools are rehabilitated, but these will be occupied by staff and students currently using other facilities on a double or triple session basis. It will therefore have minimal impact on recurrent costs in the budget. 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 in the Multi-Sectoral Institutional Capacity Building Project. 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 has

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initiated a series of conference calls leading to a workshop in Amman that will focus on lessons from experience in rehabilitation and textbooks from UNICEF, UNESCO and other agencies that have worked in the field.

10. Contact:

Peter Buckland
Senior Education Specialist
Tel: (202) 458-4383
Fax: (202) 614-0192
Email: Pbuckland@worldbank.org

11. For more information contact:

The InfoShop
The World Bank
1818 H Street, NW
Washington, D.C. 20433
Telephone: (202) 458-5454
Fax: (202) 522-1500
Web: <http://www.worldbank.org/infoshop>

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