

International Development Association
Project #: P096234
March 2008/1st Quarter
Project Summary Sheet

Title	Third Emergency Education Project				
Implementing Agency	Ministry of Education				
Location	Al Anbar, Babil, Baghdad, Al Basrah, Dhi Qar, Diyala, Karbala, Al Muthanna, An Najaf, Ninawa, Al Qadisiyah, Salah Ad Din, As Sulaymaniyah, At Ta'Mim, Wasit				
Sector code (OECD DAC)	<i>11120</i>	Education facilities and training			
	<i>11110</i>	Education policy and administrative management			
Compact Priority	<i>4.4.1.3.1</i> Achieve universal access to basic education				
Project Cost	SDR69.1 million (approx. US\$100 million at approval)				
Duration	38 months				
Approval Date	Nov 2005	Effective Date	Oct 2007	Closing Date	Jan 2009
Project Description	The project is a follow-up to two projects financed by the Iraq Trust Fund (ITF) and draws extensively on their experience. It will continue to alleviate overcrowding in primary and secondary schools through school construction and provision of furniture and equipment. The project will also lay the groundwork for broader school reform and systems development, including the provision to MoE of a national school construction and maintenance program, and institution building for carrying out education policy reform and reconstruction. It provides for the construction, furnishing and equipping of about 82 new primary and secondary schools or around 1500 additional classrooms.				
Beneficiaries	The project will directly benefit approximately 57,000 primary and secondary students.				
Near Term Employment Creation	Local contractors in the Governorates will carry out construction works – an estimated 980,000 days of labor. Consulting services are estimated to generate about 41,000 days of work. Indirect labor will increase where building materials are purchased from local manufacturing firms.				

Strategic Context and Donor Coordination

The MoE Situation Analysis, building on the UN/World Bank Joint Needs Assessment, identified almost US\$700 million in urgent repair and reconstruction needs over three years: over 12,000 schools (over 80%) require repair, including 2,300 that require minor repair, 9,400 that require major repair, and around 1,300 that need to be demolished and rebuilt. A gap of more than 3,000 schools causes schools to hold double and triple shifts. The World Bank's strategy for education in Iraq aims to: (i) promote stability by addressing basic needs of continuity of learning; (ii) assist the rehabilitation and construction of schools to foster equity and efficiency; and (iii) strengthen governance by improving institutional efficiency, system development and longer term reform. The World Bank, the UN, and USAID are the main donors supporting education, and Japan, South Korea and the Qatar Fund also participate. Donors have regular coordinating meetings with the MoE.

Project Development Objective

- Alleviate school overcrowding through new school construction and the provision of furniture and equipment
- Develop a national school construction and maintenance program
- Build capacity for education system reform

Outputs, Key Activities and Procurement

Outputs	<ul style="list-style-type: none"> • 82 new primary and secondary schools (1,500 classrooms) • National School Construction and Maintenance Program
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Activities	<ul style="list-style-type: none"> School construction Technical assistance and capacity building activities 												
Procurement	<table> <tr> <td>Civil works:</td> <td>US\$81.0 million</td> </tr> <tr> <td>Goods:</td> <td>US\$9.6 million</td> </tr> <tr> <td>Training:</td> <td>US\$0.3 million</td> </tr> <tr> <td>Design and Supervision:</td> <td>US\$6.7 million</td> </tr> <tr> <td>Technical Assistance:</td> <td>US\$2.1 million</td> </tr> <tr> <td>Operating Costs:</td> <td>US\$0.3 million</td> </tr> </table>	Civil works:	US\$81.0 million	Goods:	US\$9.6 million	Training:	US\$0.3 million	Design and Supervision:	US\$6.7 million	Technical Assistance:	US\$2.1 million	Operating Costs:	US\$0.3 million
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Financial Data (as of 03/31/2008)

Funds Committed	US\$0	% approved	0
Funds Disbursed	US\$0	% approved	0
Forecast Closing Date	January 31, 2009	Delay (months)	

Progress against indicators

Primary enrollment in targeted schools reaches 36,960	Not yet measurable	% of planned	N/A
Secondary enrollment in targeted schools reaches 15,560	Not yet measurable	% of planned	N/A

Qualitative Assessment of Project Performance

The MOE has finalized the architectural prototype designs for 12-, 18- and 24-classroom schools with technical support from the World Bank team. Costing for construction has also been carried out and a procurement and disbursement plan has tentatively been prepared. Due to capacity limitations within the ministry, the remaining structural and design work will be completed by a consulting firm currently being recruited. These designs were developed using international standards and will be used as prototypes for all school construction in the future. 62 sites have been allocated for school construction, of which 12 have had soil testing carried out, have been surveyed, and are ready for construction.

The MOE requested that the project use the funds under the civil works category to only build schools and that the Ministry will provide the furniture and equipment. This will allow the project funds to build the maximum number of schools.

The Minister has defined four priority areas for institutional support under component two of the project: education planning, management, inspection and school maintenance. Each of the responsible departments have yet to define the specific areas that could benefit from capacity support.

The MOE has defined a new implementation structure for component 3 of the project that emphasizes greater coordination between the PMT and the School Construction Directorate in implementation of TEEP as per the Bank's recommendation and lessons learned from implementation issues in on-going projects.

A launch workshop is scheduled for end of April to allow all stakeholders (PMT, ministry directorates, governorate directorates) to identify with each other and with their specific roles and tasks to reinforce communication channels, roles and responsibilities within an effective implementation structure. It is envisaged that the bidding process for construction will start in May.

Major Implementation Obstacles

The main risk remains the unstable security situation and the limited capacity of the Government and the construction industry.

Local cost inflation and Iraqi Dinar appreciation have reduced the number of schools that could be financed from the Credit from 82 to 49 schools excluding furniture and equipment. However, given the project amount is estimated in SDR, the project now has more funds given the depreciation of the US dollars. These additional funds can build 10 more primary schools (assuming a contingency of 40%) raising the total number of schools that the project can build to 59.

Direct payment in Iraqi Dinars from the World Bank through a subsidiary bank in Jordan, coupled with deficiencies in the local banking system leads to major payment delays to contractors and supervision consultants, which slows down project implementation. As experience with previous projects showed that payments in US Dollars do not face the same delays, the MoE agreed to use US dollars for all contracts.

While there has been some level of stability in PMT staffing over the past year, the PMT leadership is weak and not sufficiently empowered to lead the dialogue with the Bank or leading the team toward the efficient implementation of the project.