



THE WORLD BANK



Evaluating Impact: Turning Promises into Evidence

Project name

ESCP

Emergency Schools Construction Project

Names of team members

Dr. Faik Ali Abdul Rssol

Dr. Basima Alwaan hosain

Eng.nameer Warid Hassan

Eng.Ahmed Ali Haider

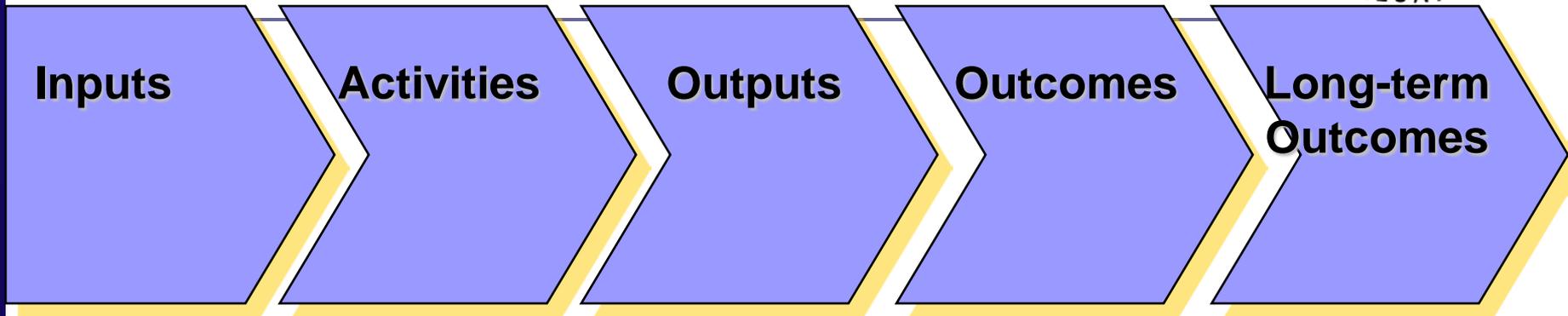
Eng.Najibulla Najib

1. Background

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

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

- ❑ 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

8. Sources of Financing

- IBRD Loan
- GOI