

**FINAL NARRATIVE REPORT
IRFFI/UNDG IRAQ TRUST FUND (UNDG ITF)**

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FINAL NARRATIVE REPORT

I. PURPOSE

a. Provide a brief introduction to the programme/project

The main objective of the programme is to increase access to primary, intermediate and secondary education for school age children (grades 1 to 12) with emphasis on rural areas and girls' education. The programme also aims to enhance the capacity of Directorates of Education (DoEs) in school maintenance, and school sanitation and hygiene promotion.

Immediate Objectives:

1. Improvement of the physical environment of 160 schools in 18 governorates, including water and sanitation facilities;
2. Enhance the capacity of DoEs to undertake the maintenance of schools and promote hygiene practices;
3. Reduce the number of shifts and reduce the number of students in crowded classrooms by adding new classrooms;
4. Building the capacity of local contractors under several categories using local materials, which will contribute to improving the economic conditions of local communities;
5. Contribute to the reduction of the number of unemployed people in local remote communities.

b. List programme/project outcomes and associated outputs as per the approved Project Document

Outcomes:

1. Improved teaching and learning environment for about 80,000 students in 160 schools;
2. Strengthened capacities of DoE technical staff in maintenance of school buildings, water and sanitation facilities and in hygiene promotion;
3. Improved capacities of local contractors and young engineering professionals involved in rehabilitation activities;
4. Enhanced employment opportunities within the local communities.

Outputs:

1. Rehabilitation of 160 schools in 18 governorates benefiting about 80,000 school age children; 70 schools by UNHABITAT in 3 Southern governorates benefiting about 35,000 school age children and youth, and 90 schools by UNICEF in 15 governorates benefiting 45,000 school age children and youth.
2. 55 DoE technical staff, 160 head teachers and 320 Parent Teacher Association (PTA) representatives of the rehabilitated schools trained on best practices in the school maintenance programme, as well as on improved sanitation and hygiene practices.
3. Manual on asset management of school maintenance, and guidelines on school sanitation and hygiene practices produced.

c. List the UN Assistance Strategy Outcomes, MDGs, Iraq NDS Priorities, ICI benchmarks relevant to the programme/ project

- **UN Assistance Strategy for Iraq**

The project is part of the reconstruction and development programmes presented in the Joint UN-Iraq Assistance Strategy 2005-2007 and implemented by UN agencies through national partners and counterparts, as well as through the Cluster B approach.

- **MDGs**

Reference to the project main and immediate objectives (see above), the project plans to achieve Universal Primary Education indicated in goals 2 and 3 in the MDGs, which aim, by 2015, to have all children in primary schools, and provide girls with the same educational opportunities as boys.

- **Iraq NDS**

The 2005-2007 NDS emphasized on improving quality of life by developing required policies based on current and future needs. Achieving definite aims till 2015 requires hard efforts and developed policies in all aspects of life such as economic, social, environmental and educational. The project is in line with NDS Goal 2, Target 4 as illustrated hereunder:

- **Goal (2): Achieve primary education for all:** Everyone will have the opportunity for education and necessary skills to be able to enter world economy and have citizen rights and obligations. Educational levels are measured based on rates in the primary and postgraduate levels. According to living standards surveys, illiteracy is wide spread in Iraq; 39% in rural areas, 22% among adults who never joined school, and 9% in secondary schools; the highest educational level for them.
- **Target (4):** Dialogue continues with the Ministry of Education (MoE) regarding a rapid assessment of the impact of insecurity on school attendance, after UNICEF voiced its concern over the increasing number of children out of school. The education sub-cluster continues to make a significant contribution to the long term goal through programmes on physical rehabilitation of schools, and provision of essential education and recreation materials.

- **ICI**

The project relates to ICI Goal 4.4.1, which focuses on delivering basic services in order to achieve the Government's interim 2011 MDGs in an efficient and sustainable way. This will be achieved through improvement of adult literacy and school completion rates by 25%; achieving gender parity at all levels of education; and increasing the education budget from 3.5% to a minimum of 5% of GDP.

d. List primary implementing partners and stakeholders including key beneficiaries

Implementing Partners & Stakeholders

- UNICEF
- UNHABITAT
- MoE
- DoEs of Babel, Baghdad, Diyala, Dohuk, Erbil, Kerbala, Kirkuk, Muthanna, Najaf, Ninevah, Qadissiyah, Salaheldin, Suleimaniyah, Thiqr, Missan, Basra, and Wasit
- Local contractors
- Students and Teachers in 200 targeted schools.

II. ASSESSMENT OF PROGRAMME/ PROJECT RESULTS

- a. Report on the key outputs achieved and explain any variance in achieved versus planned results. Who have been the primary beneficiaries and how they were engaged in the programme/ project implementation?**

Output 1.

As of the 12th of March 2009, comprehensive rehabilitation of 157 schools (87 by UNICEF and 70 by UNHABITAT) was completed, benefiting 99,860 students (56% girls) and 4822 teachers

(67% female). Rehabilitation included complete renovation of school buildings, construction of additional classrooms, improvement of water and sanitation (WES) facilities and playgrounds, and construction of surrounding walls.

In addition to the original plan of 160 schools for comprehensive rehabilitation, WES facilities were rehabilitated in 10 schools in Kirkuk, benefiting 12,620 students (53.3% girls).

During the course of implementation, some modifications had to be made to the original project plan as follows:

The original plan was to rehabilitate 160 schools in 18 governorates (90 schools in 15 governorates by UNICEF; 70 schools in 3 governorates by UNHABITAT).

- 1) 6 schools in Anbar were replaced by 6 schools in Baghdad due to insecurity. Those schools were later included in the schools to be rehabilitated under another ITF project (B1-29).
- 2) 2 schools in Ninevah were destroyed in the middle of the rehabilitation process and works had to be terminated. Based on the request of the DoE of Nineveh, the remaining funds planned for the comprehensive rehabilitation of the 2 schools were used for the construction of additional classrooms in another 2 schools covered by this project.
- 3) Rehabilitation of 13 schools (3 schools in Wasit for comprehensive rehabilitation; 10 schools in Kirkuk for WES rehabilitation) was additionally included in this project based on requests from the DoEs of Kirkuk and Wasit.
- 4) Depending on the needs of targeted schools, an additional 300 classrooms, 8 halls and 3 stores were established in 86 schools to reduce overcrowding in classrooms and enable schools to enroll more children.

These modifications to the project changed the number of schools to be rehabilitated by UNICEF from 90 (comprehensive) to 101 (91 comprehensive; 10 WES). This change in scope was reported in the 3rd Quarter fiche, as well as being acknowledged by the Steering Committee Support Office (SCSO) through the approval of UNICEF's request for time extension/change of scope in November 2008.

Funds contributed by ITF were fully utilized to complete the rehabilitation of 169 schools (including an additional 10 schools for WES facility rehabilitation and 3 schools for comprehensive rehabilitation, as well as 2 schools in Ninevah of which the rehabilitation was terminated in the middle of works) by the end of 2008.

UNICEF terminated a contract for the rehabilitation of 4 schools in Muthanna after the contractor failed to complete these schools within the agreed timeframe. A new contract for the rehabilitation of these 4 schools was awarded to another company to complete the remaining work using other funding sources.

Output 2.

Training of DoE technical staff (in Baghdad and the Kurdistan Region) on school maintenance is expected to take place in the second quarter of 2009, followed by development of a school management and maintenance manual utilizing different funding sources.

459 teachers and headmasters received training on school sanitation, Avian Influenza, HIV/AIDS and Cholera. 3,000 School Sanitation and Hygiene manuals in Kurdish were printed and distributed.

Output 3.

A draft manual for school management and maintenance was developed by MoE with financial support of UNICEF in 2008. The draft manual will be reviewed and finalized by an international consultant, expected to be on board in the second quarter of 2009.

- b. Report on how achieved outputs have contributed to the achievement of the outcomes and explain any variance in actual versus planned contributions to the outcomes. Highlight any institutional and/or behavioural changes amongst beneficiaries at the outcome level**

Outcome 1.

Through the comprehensive rehabilitation of 157 schools and rehabilitation of WES facilities in 10 schools, a total of 112,480 students (55.2% girls) are benefiting from the improved school environments. The comprehensive rehabilitation was designed and implemented following the physical standards of Child-Friendly School (CFS).

The project is benefiting some 112,480 students; well over the originally planned target of 80,000 students. This is mainly due to the fact that the targeted schools often accommodate students of guest schools.

Post rehabilitation data collected from 62 schools (completed in 2007 and 2008) in Babel, Baghdad, Diyala, Kerbala, Ninevah, Salaheldin, Kirkuk and Wasit during the last quarter of 2008 by UNICEF field staff, suggests that school rehabilitation has had a positive impact on school enrolment. The number of students enrolled in the 2008/2009 scholastic year in these schools has increased from 52,155 to 53,418 (2.4%), while the number of teachers increased from 2,411 to 2,470 (2% increase). Rehabilitation also improved student's access to drinking water and safe sanitation facilities, compared to previous years. The construction of 47 new classrooms in these 62 schools contributed to the reduction of overcrowding in classes.

Post rehabilitation data also indicates an increase in the number of guest schools using the newly rehabilitated schools. For example, only 6 out of 45 (sample size) targeted schools were used by guest schools in different shifts before rehabilitation, with a total of 2,647 students. While the number of guest schools reached 16 with 9,628 students after rehabilitation.

Rehabilitation of water network and sanitation facilities ensured students' access to safe potable drinking water and hygienic sanitation facilities and encouraged families to send their children, especially girls, to school. Data from 45 school sites (some mixed and others only for girls or boys) indicates an increase of 3% in enrolment (from 22,720 pre-rehabilitation to 23,296). Despite the lack of specific data it is believed that access to safe drinking water and improved sanitation facilities played a positive role in the reduction of water related diseases among students and teachers.

Outcome 2.

The project was implemented in close consultation with each DoE and has contributed to strengthening the capacity of DoE staff. Once the maintenance strategy and its manual are developed, the capacity of DoE staff will be further enhanced in school maintenance.

Outcome 3.

Improved capacities of local contractors and young engineering professionals involved in rehabilitation activities.

As planned, all rehabilitation activities were implemented by 85 (33 for UNICEF and 52 for UNHABITAT) local contractors. The project has played a positive role in improving the capacity of these contractors in planning, implementation and reporting. In addition to on-the-job training provided to MoE/DoE staff in physical assessment and preparation of bills of quantities (BoQs), 29 MoE/DoE engineers received training on AutoCad using other UNICEF resources.

Outcome 4.

It is estimated that the project has offered around 225,000 man-days employment for skilled

and unskilled labourers. In addition, a large number of people benefited indirectly through their involvement in transportation and loading/unloading of construction materials.

c. Explain the overall contribution of the programme/ project/ to the ICI, NDS, MDGs and Iraq UN Assistance Strategy.

- **UN Assistance Strategy for Iraq**

In the UN Assistance Strategy for Iraq (2008-2010), the former Cluster B – Education and Culture was reformed into the Sector Outcome Team (SOT) for Education.

The project contributed to SOT Outcome 1 “Enhanced access to all levels of quality education with particular focus on girls” by improving the school environment through rehabilitation of school buildings and establishment / rehabilitation of WES facilities, including separate facilities for girls. The project also contributed to Outcome 2 “Strengthened institutional and human capacity of the Education Sector to deliver” through training of teachers and DoE staff.

- **MDGs**

The project directly contributed to MDG 2 “universal primary education” and MDG 3 “promote gender equality”, as post rehabilitation data shows the rehabilitation of school buildings, as well as construction of separate WES facilities for girls, has had a positive effect on increasing enrolment, particularly for girls.

- **Iraq NDS**

The project contributes to the achievement of Goal 2 “Achieve primary education for all” in the new NDS for 2007-2010, which continues to emphasize on improving quality of life.

- **ICI**

The project also contributed to the achievement of ICI goals; investing in human development through full primary education and reduction of gender parity in education.

d. Explain the contribution of key partnerships including national, international, inter-UN agency, CSO or others towards achievement of programme/ project results.

The project was jointly implemented by UNICEF and UNHABITAT, in close consultation and coordination with the MoE as well as DoEs.

e. Highlight the contribution of the programme/ project on cross-cutting issues:

- **Were the needs of particularly vulnerable or marginalised groups addressed?**

Needs of children with special needs were addressed throughout the planning and implementation phases of the project. Based on a request from the MoE, UNICEF constructed new ramps and toilets for children with disabilities in 22 schools.

- **How did men and women benefit from the programme/project? How were gender inequalities handled?**

The project was designed to reduce gender gaps and increase girls’ enrolment in primary education through establishment / rehabilitation of separate WES facilities for girls.

- **Were environmental concerns addressed including environmental impact/risk assessment where relevant?**

The project had an overall positive impact on the environment. Measures were undertaken to improve school environments, with all schools rehabilitated under this project receiving improved WES facilities. In addition, waste-water emanating from these facilities is suitably disposed of into septic tanks or sewers, which helps reduce the risk of waterborne diseases in the school as well as surrounding communities. Teachers in the targeted schools were also trained in school health, hygiene and sanitation, as well as prevention of transmittable disease.

- **Were there any specific issues in relation to the security situation?**

Project implementation was hampered by insecurity, especially in the first year of the project, leading to the replacement of 6 schools in Anbar with another 6 in Baghdad. In addition, 2 schools in Ninevah were destroyed in the middle of the rehabilitation process and works had to be terminated. Difficulty in mobility still remains as major issue for project implementation and tight security measures hinder the ability of project staff working in the field to implement project activities and collect data.

- **Did the project contribute to employment generation (gender disaggregated)?**

It is estimated that the project has provided around 225,000 man-days employment for skilled and unskilled labourers (no gender disaggregated data available).

f. Provide an assessment of the programme/ project based on performance indicators as per approved project document using the template in Section IV

III. EVALUATION & LESSONS LEARNED

a. Report on any assessments, evaluations or studies undertaken relating to the programme/ project and how they were used during implementation. Has there been a final project evaluation and what are the key findings? Provide reasons if no evaluation of the programme/ project have been done yet?

Although a major evaluation has not been conducted, post rehabilitation data collected from 62 schools (completed in 2007 and 2008) in Babel, Baghdad, Diyala, Kerbala, Ninevah, Salaheldin, Kirkuk and Wasit during the last quarter of 2008 by UNICEF field staff, suggests that school rehabilitation has had a positive impact on school enrolment, as reported in section II. a of this report.

b. Indicate key constraints including delays (if any) during programme/ project implementation

During the course of implementation, both agencies experienced a number of complications such as insecurity, delays in the selection of schools and approval of BoQs by Education Departments, as well as shortage of experienced and competent construction companies. These constraints combined have led to delays in project implementation.

c. Report key lessons learned that would facilitate future programme design and implementation.

- Close coordination with the MoE/DoEs and School Management is essential for optimal project implementation, as it strengthens MoE/DoE ownership of the project and ensures transparency in implementation.
- The implementation of major rehabilitation works should be planned during seasonal school vacations to avoid disturbance and interruption of the education process in targeted schools.

IV. INDICATOR BASED PERFORMANCE ASSESSMENT

	Performance Indicators	Indicator Baselines	Planned Indicator Targets	Achieved Indicator Targets	Reasons for Variance (if any)	Source of Verification	Comments (if any)
Outcome 1							
Output 1.1 Rehabilitation of 160 schools in 18 governorates benefiting about 80,000 school age children	Indicator 1.1.1 No. of schools rehabilitated / constructed	0	160	157	Fund shortages; additional requests from DoE Wasit	Project Manager	
	Indicator 1.1.2 No. of schools with upgraded WES facilities	0	0	10	Additional request from DoE Kirkuk	Project Manager	
Output 1.2 55 DoE technical staff, 160 headmasters and 320 PTA representatives of the rehabilitated schools trained in best practices in the school maintenance programme and improved sanitation and hygiene practices	Indicator 1.2.1 No. of Ministry staff trained (by type)	0	55 DoE technical staff, 160 headmasters, 320 PTA representatives	0	The training will take place once the maintenance strategy is finalized	Project Manager	
	Indicator 1.2.2 No. of teachers trained (by Type)		160 headmasters and 320 PTA representatives	459 teachers and headmasters (school health, hygiene and sanitation)		Project Manager	
Output 1.3 Manual on asset management of school maintenance, and guidelines on school sanitation and hygiene practices produced.	Indicator 1.3.1 No. of manuals developed	0	2 (1 school maintenance, 1 school sanitation and hygiene)	1 (school sanitation and hygiene) First draft of school maintenance strategy developed		Project Manager	

Annex. 1 “List of Schools”

(B1-22 a: UNICEF)

No	Governorate	District	School	Status
1	Muthanna	Al Samawa	Al Kheer	100%
2	Muthanna	Al Samawa	Al Salam	100%
3	Babel	Hilla	Al Rasool	100%
4	Babel	Hilla	Al Tatbekat	100%
5	Babel	Hilla	Ma'rifa	100%
6	Babel	Hilla	Al Addil	100%
7	Babel	Hilla	Al Emam Al Husain	100%
8	Babel	Hilla	Al Qabas	100%
9	Baghdad	Al Resafa	Al Aqoli	100%
10	Baghdad	Al Resafa	Al Ardun	100%
11	Baghdad	Al Resafa	Al In Bi'aath	100%
12	Baghdad	Al Resafa	Darb Al Shahada'	100%
13	Baghdad	Al Resafa	Al Shaheed Adil Nasir- Wadi Al Thahab	100%
14	Baghdad	Taji	Muslim Bin A'qeel- AL Thair Al Arabi	100%
15	Baghdad	Taji	Al Ahwaz	100%
16	Baghdad	Taji	Saeed Bn Al Museeb	100%
17	Baghdad	Al Resafa	Al Ihsan	100%
18	Baghdad	Al Resafa	Al Khalij Al Arabi	100%
19	Baghdad	Al Resafa	Al Nasriya	100%
20	Baghdad	Al Resafa	Al Rifa'	100%
21	Baghdad	Al Resafa	Al Talai	100%
22	Diyala	Ba'quba	Al Qurna	100%
23	Diyala	Ba'quba	Abu Al Ataheyah	100%
24	Diyala	Ba'quba	Al Hera	100%
25	Diyala	Baladrooz	Al Kifel	100%
26	Diyala	Khanaqeen	Makarm Al Akhlaq	100%
27	Dohuk	Dohuk	Beshbooreen (Payman)	100%

28	Dohuk	Dohuk	Rezan	100%
29	Dohuk	Dohuk	Shiladze	100%
30	Dohuk	Dohuk	Sararm	100%
31	Dohuk	Sumel	Sharya	100%
32	Dohuk	Aqre	Devery	100%
33	Erbil	Choman	Qasrey	100%
34	Erbil	Choman	Razan/Meehraban	100%
35	Erbil	Choman	Shirkwa	100%
36	Erbil	Choman	Rostey	100%
37	Erbil	Choman	Smailawa	100%
38	Erbil	Choman	Smilan	100%
39	Kerbala	Al Hindiya	Al Entisar	100%
40	Kerbala	Al Hindiya	Al Sayab	100%
41	Kerbala	Karbala	Um Al Kura	100%
42	Kerbala	Karbala	Al Hadba'a	100%
43	Kerbala	Karbala	Al Sayida Nafisa	100%
44	Kerbala	Karbala	Al Ghranada	100%
45	Najaf	Najaf	Al Shaimaa	100%
46	Najaf	Najaf	Al Taaef	100%
47	Najaf	Najaf	Saa'd bin jouber	100%
48	Najaf	Najaf	Al Ansaf	100%
49	Najaf	Najaf	Al Nahdha	100%
50	Najaf	Kufa	Al Ezdihar	100%
51	Ninevah	Mosul	Hafsah	100%
52	Ninevah	Mosul	Al Jomhoreyaih	100%
53	Ninevah	Mosul	Al Waleed	100%
54	Ninevah	Mosul	Dar Al Salam	100%
55	Qadissiyah	Al Shamiya	Manar	100%
56	Qadissiyah	Al Shamiya	Risafi	100%
57	Qadissiyah	Al Shamiya	Shama'el	100%
58	Qadissiyah	Dewania	14 Tamooz	100%
59	Qadissiyah	Afaq	Al Ukdah	100%

60	Qadissiyah	Dewania	Haifa	100%
61	Salaheldin	Tooz	Al Ghzali	100%
62	Salaheldin	Tooz	Al Shula'a	100%
63	Salaheldin	Tooz	Al Wathba	100%
64	Salaheldin	Al Faris	Al Basma	100%
65	Salaheldin	Al Faris	Al Bayraq	100%
66	Salaheldin	Al Faris	Ja'far Al Sadiq	100%
67	Suleimaniyah	Halabja	Harez	100%
68	Suleimaniyah	Suleimaniyah	Kalakn	100%
69	Suleimaniyah	Suleimaniyah	Waluba	100%
70	Suleimaniyah	Koisanjaq	Kurdistan	100%
71	Suleimaniyah	Koisanjaq	Nazanin	100%
72	Suleimaniyah	Raniya	Titoka	100%
73	Kirkuk	Kirkuk	Al Khalidya	100%
74	Kirkuk	Kirkuk	Al Ma'rifa'	100%
75	Kirkuk	Kirkuk	Al Mutawakel	100%
76	Kirkuk	Kirkuk	Jerdee Peroz	100%
77	Kirkuk	Kirkuk	Khabat	100%
78	Kirkuk	Kirkuk	Al Rezgaree	100%
79	Kirkuk	Kirkuk	Al Watan	100%
80	Kirkuk	Kirkuk	Al Rafedeen	100%
81	Kirkuk	Kirkuk	Hure'at	100%
82	Kirkuk	Kirkuk	Anstans Al Karmaly	100%
83	Kirkuk	Kirkuk	Mishkhel	100%
84	Kirkuk	Kirkuk	Rouz Awah	100%
85	Kirkuk	Kirkuk	Al Nabi Younis	100%
86	Kirkuk	Kirkuk	Al Aqa'ad	100%
87	Kirkuk	Kirkuk	Al Shaheed Qasim Khadim	100%
88	Kirkuk	Kirkuk	Mohammad Sadiq	100%
89	Wasit	Al Nu'maniya	Al Dar Al Baydhaa	100%
90	Wasit	Al Suwaira	Al Qadsiya	100%

91	Wasit	Al Nu'maniya	Sumar	100%
92	Wasit	Kut	Al Bara'em	100%
93	Wasit	Kut	Al Iffa	100%
94	Wasit	Kut	Al Shumookh	100%
95	Wasit	Kut	Al Farooq	100%
96	Wasit	Kut	Ishtar	100%
97	Wasit	Kut	Al Khalida	100%
98	Muthanna	Al Rumaitha	Bilat Al Shuhadaa'	54% (re-awarded)
99	Muthanna	Al Rumaitha	Muhammadia	88% (re-awarded)
100	Muthanna	Al Rumaitha	Al Adala	83% (re-awarded)
101	Muthanna	Al Rumaitha	Al Khansa'	84% (re-awarded)
102	Ninevah	Mosul	Saqar Quraish	50% (terminated)
103	Ninevah	Mosul	Al Hadi	80% (terminated)

(Project B1-22 b: UNHABITAT)

No	Governorate	District	School	Status
1	Basra	Al-Zubair centre	Al-Tabaree (P)	100 %
2	Basra	Al-Qurna Al-Sharsh	Al-Farazdaq (S)	100 %
3	Basra	Al-Zubair Al-Shuiba	Ajnadeen (P)	100 %
4	Basra	Basrah centre, Ashar	Al-Hadbaa (p)	100 %
5	Basra	Al-Magel Qtr; Al-Hadi Hay	Al-Fettawa (I)	100 %
6	Basra	Al-Magel Qtr; Al-Hadi Hay	Shuhadaa Al-Intifadaa Industrial (S)	100 %
7	Basra	Al-Zubair; Al-Burjisiyah Area; Al-Kartiat	Al-Furqan (P)	100 %
8	Basra	Al-Zubair; Al-Burjisiyah Area; Factories Region	Al-Burjisiyah (P)	100 %
9	Basra	Safwan; South Najemi Farms	Beni Hashim (P)	100 %
10	Basra	Tewasah Hay	Al-Arqam (P)	100 %
11	Basra	Al-Saai hay	Ibn Khaldoon (P)	100 %
12	Basra	Zubair; Mahalt Al-Arab	Fatama Bint Al-Rasool (P)	100 %
13	Basra	Basrah Centre; Al-Hadi	Hutten (P)	100 %
14	Basra	Al-Faw; Northern Faw	Al-Faw (S)	100 %

15	Thiqar	Nassiriya; Thawra Hay	Maka Al-Mukarama (P)	100 %
16	Thiqar	Al-Qal'a; Albo Ali Village	Al-Nahrawan (P)	100 %
17	Thiqar	Nassiriya, Ur Company Residential Complex	Al-Ghasasinah (P)	100 %
18	Thiqar	Nassiriya, Mouannis Village	Al-Adab (P)	100 %
19	Thiqar	Al-Nassiriya ; Al-Saray Hay	Al-Talee'a (I)	100 %
20	Thiqar	Al-Nassiriya; Sumir Hay	Amir Salim (K)	100 %
21	Thiqar	Al-Nassiriya; Shuhadda Hay	Ghazwat Haneen (P)	100 %
22	Thiqar	Al-Nassiriya; Shuhadda Hay	Abdulla Bin Khabab (P)	100 %
23	Thiqar	Al-Nassiriya; Al-Tadhehiya Hay	Habib Bin Madhaheer (P)	100 %
24	Thiqar	Al-Nassiriya; Ur Hay	Al-Hikma (P)	100 %
25	Thiqar	Al-Nassiriya; Ur Hay	Al-Meseera (P)	100 %
26	Thiqar	Al-Nassiriya; Al-Sader Hay	Ibn Majed (P)	100 %
27	Thiqar	Al-Nassiriya; Aredu Hay	Thi Al-Noon (P)	100 %
28	Thiqar	Al-Nassiriya; Al-Sader Hay	Haber Al-Emmah (P)	100 %
29	Thiqar	Al-Shatra; Al-Hawi Village.	Aswan (P)	100 %
30	Thiqar	Al-Bat-ha'a	Al-Bat-Ha'a (S)	100 %
31	Missan	Aummara; Jedada	Ibn Al-Nafees (P)	100 %
32	Missan	Aummara; Al-Hussain Old Hae	Al-Fateh Al-Arabi (P)	100 %
33	Missan	Aummara; Al-Risala Hae	Al-Warkaa (P)	100 %
34	Missan	Aummara; Al-Askari Hae	Um Al-Baneen (P)	100 %
35	Missan	Koumit	Al-Thaqeleen (P)	100 %
36	Missan	Ali Al-Gharbi	Al-Hassaneen (P)	100 %
37	Missan	Aummara; Al-Magharba Hae	Al-Yamama (P)	100 %
38	Missan	Aummara; Al-Qadissiya Hae	Al-Beraq (P)	100 %
39	Missan	Aummara; Al-Dibassat Hae	Asmaa (P)	100 %
40	Missan	Aummara; Al-Moaalmeen New Hae	Bint Al-Hodaa (S)	100 %
41	Missan	Aummara; Al-Amel Hae	Al-Emam Al-Sadeq (P)	100 %
42	Missan	Aummara; Al-Jedada	Al-Tahreer (S)	100 %
43	Missan	Aummara; Al-Magharba Hae	Al-Ghazali (P)	100 %
44	Missan	Aummara; Al-Moaalmeen New Hae	Dejalah (S)	100 %

45	Missan	Al-Mosherah	Al-Farooq (P)	100 %
46	Missan	Aummara; Al-Rawaba Haee	Ghareeb Karbala (P)	100 %
47	Missan	Al-Mamona; Al-Qodes	Al-Emam Mossa Al Kadhem (P)	100 %
48	Missan	Al-Mujer; Al-Qadissiya	Al-Naser (S)	100 %
49	Missan	Aummara; Al-Qataa Haee	Janeen (P)	100 %
50	Missan	Aummara; Al-Qataa Haee	Al-Ghosoon (P)	100 %
51	Missan	Aummara; Al-Qahera Haee	Qahera (P)	100 %
52	Missan	Aummara; Al-Thawra	Al-Hawraa (P)	100 %
53	Missan	Aummara; Al-Qataa Haee	Al-Yamama (S)	100 %
54	Missan	Aummara; Abo Rummanah Haee	Al-Shaheed Mohamed Baqer Al-Sader (P)	100 %
55	Missan	Al-Mosherah	Al-Moshreh (S)	100 %
56	Missan	Al-Mosherah	Al-Hadebaa (K)	100 %
57	Missan	Aummara; Al-Zuzoot Haee	Al-Jawaheri (P)	100 %
58	Missan	Al-Mamona; Al-Hussainiya	Al-Ameen (P)	100 %
59	Missan	Aummara; Saad Haee	Yareb (P)	100 %
60	Missan	Aummara; Al-Majediya	Al-Emam Al-Hussain (P)	100 %
61	Missan	Aummara; Al-Thawra	Al-Zaheraa (P)	100 %
62	Missan	Aummara; Al-Amarat	Ibraheem Al-Khaleel (P)	100 %
63	Missan	Qalaat Saleh (S)	Qalaat Saleh (S)	100 %
64	Missan	Aummara; Baghdad Road	Al-Awali (P)	100 %
65	Missan	Aummara; Al-Askari Haee	Al-Rasool (S)	100 %
66	Missan	Aummara; Al-Askari Haee	Al-Thagher (P)	100 %
67	Missan	Qalaat Saleh Al-Ghadeer Haee	Al-Naaman (P)	100 %
68	Missan	Qalaat Saleh	Al-Rayaheen (K)	100 %
69	Missan	Koumit	Al-Shamael (K)	100 %
70	Missan	Ali Al-Gharbi	Al-Maali (K)	100 %