

COMPLETION REPORT FOR PROJECT:

STRENGTHENING PRIMARY AND INTERMEDIATE LEVEL EDUCATION PHASE I
AND PHASE II

Summary

Participating UN Organisation:

UNICEF

Cluster:

Cluster B: Education & Culture

Project No. and Project Title:

- B1- 06: Strengthening Primary and Intermediate Level Education in Iraq Phase I.
- B1- 12: Strengthening Primary and Intermediate Level Education in Iraq Phase II.

Project Location/Region/Province:

All 21 Directorates of Education in Iraq

Reporting Period:

July 2004 – 31 June 2007

Report no:

6

Counterpart organisations / implementing partners:

MOE, DoEs, UN agencies, and NGOs

Project cost:

Phase I: (SC/2004/0303-1): US\$ 34,253,604
Phase II: (SC/2005/0219-1): US\$ 16,230,000

Abbreviations and Acronyms:

MOE	Ministry Of Education
DOE	Directorate of Education
UNICEF	United Nations Children's Fund
WFP	World Food Program
UNESCO	United Nations Education Scientific and Cultural Organisation
MOLSA	Ministry of Labour and Social Affairs
MOHE	Ministry of Higher Education
MOH	Ministry of Health
UNHCR	United Nations High Commission for Refugees
CWC	Child Welfare Commission

Project Duration:

B1-06: July 2004 – June 2006**B1-12:** March 2005 – December 2006

I. Purpose

Main objectives and outcomes expected as per approved Project/Programme/project document:

Main objectives

The goal of the projects was to strengthen and sustain the overall access and quality of primary and intermediate level education in Iraq through the improvement of the learning environment.

SPECIFIC OBJECTIVES

Phase I

- To ensure that more than 5.4 million primary and intermediate level students enroll, stay in the school system and, are provided quality learning opportunities.
- To ensure provision of essential learning materials to all primary level students, and improve the physical quality and overall learning environment of schools in the neglected and vulnerable areas that have suffered the most from over a decade long neglect of the education sector and the recent war and its aftermath.

Phase II

- Provision of learning materials to 4.5 primary level students in the 18 governorates of Iraq;
- To enhance access to and quality of primary and intermediate level education and speedy reach-out to un-reached children by creating a conducive learning and teaching environment for students and teachers.

OUTCOMES EXPECTED

Phase I

1. Approximately 5.4 million students in about 15,500 primary and intermediate schools provided essential teaching/ learning materials;
2. 40 primary and intermediate schools comprehensively rehabilitated;
3. Provision of basic furniture to 164 schools benefiting 114,000 students.

Phase II

1. Provision of necessary and basic learning materials to approximately 4.5 million students in more than 14,000 primary schools, to contribute to the improvement of learning practices in the classroom. This intervention will also alleviate some of the financial burdens of education especially for poor parents and is expected to encourage parents to send their children, particularly girls to school. It is therefore expected to lead to an increase in overall enrolment, attendance and participation of students.
2. Rehabilitation of 26 primary/Intermediate schools under phase II of the project rehabilitated in 6 governorates: Baghdad, Anbar/Felluja, Diala, Wasit, Basra, and Kirkuk. (Figure was revised due to increase of rehabilitation costs).
3. 32,000 cupboards provided to 14,000 primary and intermediate schools.
4. Procurement and provision of 277 titles of supplementary reading materials to all primary and intermediate level schools as a first attempt towards supporting the establishment of libraries in all schools

Reference to how the programme/project relates to the UN Assistance Strategy to Iraq and how it aims to support international and national development goals (National Development Strategy) including the Millennium Development Goals and other goals as pertinent:

The main purpose of the projects is to strengthen the overall quality of education and service delivery at primary and intermediate levels and improvement of the overall learning environment.

The objectives are set against the background of the Iraqi National Development Strategy (NDS), the Millennium Development Goals (MDGs), particularly Goals 2 and 3 and the Education for All (EFA) Framework for Action. The activities will be closely aligned with specific gender, environment, employment, and security rights, and address as closely as possible concerns for reconstruction, rehabilitation and employment creation.

Main international and national implementing partners involved their specific roles and responsibilities in project implementation and their interaction with the agency:

UNICEF and UNESCO provide leadership for ensuring sector-wide perspective to the programme. UNICEF is primarily responsible for the development and implementation of the basic education strand, including Early Childhood and Primary and Intermediate levels of education, as well as for inclusion of learning opportunities for 12-18 year old out-of-school children. UNESCO's prime focus is on the Secondary, Tertiary and Vocational / technical levels as well as tertiary education.

UNICEF implements all activities in close collaboration with the Ministry of Education and its Directorates of Education, the Ministry of Higher Education, local authorities, international / national NGOs, private sector and donors. The main implementing line ministry is the MOE which collaborates with MOHE to provide direction and ensure Iraqi ownership of the programmes/projects. MOE manages all projects through the Directorates of Education (DOEs) in the governorates. Collaboration with NGOs is mainly in the area of rehabilitation of schools with renewed focus on the soft component of hygiene and sanitation in schools, including mobilization and capacity building of local stakeholders (PTAs and communities) in project implementation.

As Cluster coordinator, UNICEF actively endeavours to ensure synergy of interventions by fostering joint programming and implementation with agencies, based on their respective technical expertise, area of specialization and comparative advantage.

II. Resources

Total approved budget and summary of resources available to the programme/project from the UNDG Iraq Trust Fund and non-Trust Fund resources where applicable:

As of June 2006, UNICEF's total Education Programme budget for 2004-2006 was US\$ 10,058,950. As of June 2006, UNDG ITF approved budget totalled US\$ 34,253,604 for phase-I and US\$ 16,230,000 for phase-II.

III. Results

An assessment of the extent to which the programme/project component / programme /project is progressing in relation to the outcomes and outputs expected for the year:

The Trust Fund significantly contributed to the procurement and distribution of essential learning materials to approximately 6 million primary and intermediate level students in 2004/2005 scholastic year, while it supported some 4.5 million students in more than 14,000 primary schools for the academic year 2005/2006.

UNDG ITF also contributed to the comprehensive rehabilitation of 66 schools, which have been fully completed.; the provision of basic furniture to 114,000 students in 164 primary schools (type "A" furniture for students of grades 1-3 and type "B" for grades 4-6 students); procurement and distribution of 32,000 cupboards to 14,000 schools; and provision of 277 titles of books for children.

Main activities undertaken and achievements/ impacts:

EDUCATION SUPPLIES

The project provided essential learning materials to about 6 million Iraqi children in primary and intermediate level schools in all the 18 governorates of Iraq in 2004/2005 scholastic year. It also provided essential learning materials for approximately 4.5 million primary level students in addition to one million school bags, for all 1st graders, which were distributed to all primary schools at the beginning of the 2005/6 academic year. Two types of kits were designed for students (grades 1 - 4 students and grades 5 – 6 students) in addition to the 1st graders school bags. Each student in grades 1-4 received 7 exercise books, 12 pencils, 3 sharpeners, 3 erasers, 1 ruler, 1 drawing book, and 1 colour pencils set. Students of grades 5 and 6 received 12 exercise books, 1 English language exercise book, 1 laboratory exercise book, 12 pencils, 3 sharpeners, 3 erasers, 1 ruler, 1 drawing book, and 1 water colour paint box. Only 1st graders (1,000,000 students) received school bags that year; however, following a request by the Minister of Education prior to the Donor Conference of July 2005, UNICEF had procured 500,000 bags for all students in grade 7 (first grade in Intermediate schools). These bags have been delivered to the DoEs but distribution to all intermediate level schools has been postponed by MOE till the beginning of the academic year 2006/2007.

Overall, procurement, assembling, delivery and distribution of learning materials entailed massive efforts. Production and assembling were carried out in China and shipped to Jordan. Due to the security conditions in Iraq, UNICEF decided to ship the materials directly to the counterparts through freight forwarders instead of routing it through the UNICEF warehouse in Baghdad. A mechanism was developed whereby concerned counterparts were requested to assign authorized persons from their departments to receive goods from UNICEF (freight forwarders) on behalf of their departments. The operation involved more than 800 transport trucks.

REHABILITATION OF SCHOOLS

In 2005, UNICEF scaled down the number of schools that could realistically be rehabilitated down to 40 primary and intermediate schools through phase-I of the project. The rehabilitation of the 40 schools is completed (including 11 in Falluja city and 7 schools in the Marshlands). These 40 schools are located in Tamim, Baghdad, Missan, Muthanna, Thiqr, Anbar, Kerbala, Basra, and Babil governorates. One of the rehabilitated facilities is Qasr Al-Hamra' kindergarten, which was rehabilitated to serve as a national centre for early childhood development in Iraq

During phase II of the project, UNICEF planned to rehabilitate another 50 schools. This number was reduced to 26 schools due to the increase in rehabilitation costs. To date, 23 schools were completed (including 9 schools in Falluja city).

The comprehensive rehabilitation initiative (phases I and II of the project) aims to benefit about 28,000 students (20,000 boys and 8,000 girls) in 66 schools.

The rehabilitation works consist of rehabilitation of the school building, yards, water and sanitation facilities and boundary walls.

SCHOOL FURNITURE

Based on the child-friendly school furniture design created in collaboration with UNIDO, and endorsed by the MOE, UNICEF procured 57,000 sets of such furniture (set=2 single chairs and one double desk), for the benefit of 114,000 children in 164 schools. To date, 100% of type "A" and 93% of type "B" furniture were distributed to the targeted schools.

The assembly of the desks and chairs required the training of UNICEF monitors (1 from each of the 23 DOEs), who in turn trained DOE concerned staff to enable them to assemble students' desks and chairs at schools premises once supplies are delivered. The assembly of the furniture is completed.

It is worth mentioning that 1,903 desks (type B) were distributed to schools rehabilitated by Creative Associates under USAID funding, benefiting 3,806 students. This was done following a request by USAID during coordination meetings.

The procurement of 32,000 cupboards is completed. The cupboards are being delivered to the 23 DOE warehouses and from there to 14,000 primary and intermediate schools (about 2 cupboards per school). Two types of different sizes were developed for primary schools (25,000 cupboards) and for intermediate schools (7,000 cupboards).

Implementation constraints, lessons learned from addressing these and knowledge gained from assessments, evaluations and studies that have taken place during the reporting period:

- The lack of improvement regarding the security situation and the turnover at MOE and DOE levels has continued to hinder the effective implementation of the project. However, UNICEF succeeded to establish close working ties with the Minister of Education and his office; this helped reduce bottlenecks in implementation. Nevertheless, for various reasons, continuous replacement of key officials/directors remained an issue for holding regular meetings of the Sector Working Group on Education.
- Price inflation remained a critical issue for school rehabilitation as offers continue to exceed estimated market prices, further delaying the required works. This constraint is ultimately impacting on the number of schools to be rehabilitated within the agreed budget. Closer collaboration with UNHABITAT and sharing of information on contracting firms and prices is envisaged as one (insufficient but necessary) way to fend off this problem.
- Lack of proper coordination between MOE and DOEs continues to hamper implementation. The issue has been discussed with MOE officials at the Annual review meeting and will be tabled at Sector Working Group to enable MOE and other supporting donors and agencies to explore remedies together.

Implementation and Monitoring

- **In Iraq:** UNICEF has nine well qualified education staff between the Baghdad, Erbil and Basra offices assisted by 10 qualified engineers and 15 facilitators hired under an institutional contract. In addition, UNICEF has full fledged operations, supply / logistics and finance support units in Baghdad and Erbil offices which support education as well as other sectoral programmes.
- UNICEF's contracting and supply delivery procedures also had to be revised substantially to ensure minimum exposure of national staff, while safeguarding the transparency and integrity of processes. After considerable

consultations with the Regional Office and the Headquarters, “remote-controlled” procedures for working in Iraq were put into place. For example, under normal circumstances, UNICEF would channel the supplies first through the UNICEF warehouse in Baghdad and then redistribute them to counterpart warehouses through a secondary transporter. However, to minimise additional security risks involved, UNICEF sends all shipments directly to partners in the governorates. To improve the ability to verify safe delivery of the supplies to the Governorates, Consignee Signatory Panels were established within counterpart agencies to provide Proof of Delivery (POD) at the governorate/ directorate level. UNICEF-contracted monitors also play a crucial role in ensuring that the supplies are received by the right consignees and distributed to end-users without undue delay.

- To enable the bidding process to continue despite the restricted movement of staff inside the country and between Iraq and Jordan, UNICEF introduced a new modality of bidding and issuance of institutional contracts inside Iraq through the use of courier services. This new procedure allows UNICEF to revive and sustain the contracting process for infrastructure reconstruction activities, which had been suspended for a length of time during the year. These measures helped lay the foundation for UNICEF’s ability to continue providing support, even if the security situation does not improve in the future.
- Given the security situation and the consequent restricted movement of staff and government officials, monitoring of the activities is undertaken by a team of monitors and engineers, hired by UNICEF through an external contractor. The monitors and engineers (some of whom are ex-UNICEF/ UN staff) provide a critical monitoring/ supervisory input to the implementation of the project. They track the arrival of supplies/ equipment; supervise the civil works and installation of equipment in various governorates, while reporting to the UNICEF staff in Baghdad/Amman for technical guidance and adherence to implementation schedule. This allows UNICEF to minimize the exposure of its national staff to risks involved in travelling to project sites, while still being able to monitor programme implementation process and results.
- All ongoing programme implementation work has been monitored, to a greater or lesser degree, despite the extremely difficult programme environment. Certification of work completed, e.g. in reconstruction/rehabilitation of water/sewage plants, has enabled prompt payments and timely completion. Ideally this should be done on a sample basis by UNICEF staff. Whilst this is still not possible in Iraq, UNICEF is considering options to hire local audit companies to do this. Similarly, security and communications support to the monitors is being refined, to ease their work and lessen their risks.
- During and after completion of activities, reports including achievements, lessons learned and obstacles are prepared including photos of different activities, which are taken before and after completion of works, checked by Education staff on the ground and sent to Amman to the International staff that analyse these reports and provide guidance on improvement and/or ways to overcome obstacles.

Outside Iraq: With the evacuation of international staff of UNICEF to Amman, the senior international education officer (head of section), and 3 project officers education are now located in Amman temporarily. As in the case of Iraq, the senior and highly experienced international Operations, Supply/ logistics and finance officers and staff are now temporarily located in Amman and support the programme implementation from there. There is a Supply unit especially established for Iraq within the UNICEF Supply Division in Copenhagen to facilitate international procurement of supplies and equipment.

UNICEF also conducted several training workshops outside Iraq for MOE/ DOEs staff in Amman, Egypt and Far East countries, as part of the capacity building of the counterpart and exposure to several other countries’ experience in ECD and Formal Education.

Outsourcing of Services and partner agreements with MOE and NGOs: Given the realities on the ground, UNICEF has contracted a number of agencies, which are providing the services of 1 senior monitor, 2 monitors, 12 assistant education monitors and 10 civil engineers on an ongoing basis. UNICEF is increasingly entering into agreements with NGOs to expand outreach of its programmes. Most importantly, UNICEF has entered into specific project agreements with MOE at the National and Directorate levels for implementation and management of key activities in the education sector (such as distribution of education kits, printing textbooks, conducting school surveys, and initiating teacher training activities). Capacity building efforts include organizing several workshops for MOE supply staff with the view of improving on the specification and quality of school kits. MOE also participated in the preparation and finalization of specifications/ designs of the child friendly school furniture, which is being procured and distributed under the Trust Fund project.

It is worth mentioning that UNICEF has frequently encouraged the participation of MOE engineers in the school rehabilitation activities, including the selection of schools, supervision of rehabilitation works and the handover processes after completion of the works.

Key partnerships and inter-agency collaboration, impact on results:

UNICEF is coordinating the Education and Culture Cluster within the UN Strategic Plan and chairs the Education Coordination Forum in Amman. It is also an active member of the Sector Working Group on Education and provides technical support to MOE jointly with USAID, UNESCO and the World Bank. This has helped ensure good prioritization of education projects funded through the UNDG Iraq Trust Fund and avoided duplication by teaming up with other agencies on joint programming.

Highlights and cross cutting issues pertinent to the results being reported on, e.g. Gender disaggregation, policy engagement and participation of the public:

The programme has a strong gender dimension: 1,920,401 girls and 2,424,208 boys benefit under the education project phase-I. To offset this imbalance (0.13 gender gap), and based on findings of the 2003-2004 school survey, positive discriminatory measures are built in the UNICEF 2006 education programme, including an assessment to unveil the constraints to girls' enrolment and attendance in formal primary schools and how to address them. Based on findings from the survey, MOE-UNICEF drafted a strategy for accelerating the education of girls in southern Iraq to be shared with donors and supporting partners that is currently shared with donors, as part of UNICEF's fundraising drive in 2006.

Under UNICEF-supported Accelerated Learning Programme for out-of-school children, as well as under the Teacher Training programme, policy dialogue with MOE has resulted in a more proactive engagement of their staff and their training needs have been identified in the areas of proposal writing and donor coordination.

IV. Follow up actions and sustainability

Priority actions that should be supported/implemented following completion of project to build on achievements and partnerships rectify shortcomings encountered and use the lessons learned during the project with strong emphasis on achieving sustainability of the outcomes:

Training of school Principals, teachers and PTAs on the maintenance of schools is essential as donor funding might not be available in future for these rehabilitated schools. Implementation of comprehensive projects that are not only focusing on physical rehabilitation and learning materials but also on teachers training, and accelerated learning programmes (ALP) for out of school children is essential.

Indication of major adjustments in the strategies, targets or key outcomes and outputs:

Rehabilitation of schools was estimated based on prices prevailing during the preparation of proposals. However, accrual costs hiked so much that targeted schools could not be rehabilitated.

Estimated Budget required:

Around US \$39 Million is required for the next step, in which 70 mud schools will be rebuilt and upgraded to become child friendly.

Annex 1: Key Performance Indicators – Log Frame Matrix

Objectives	Measurable indicators	Means of verification	Outcomes
<p>Development Objective</p> <p>The aim of the projects was to strengthen and sustain the overall access and quality of primary and intermediate level education in Iraq through the improvement of learning environment.</p>	<p>Enrolment and attendance rates in primary and intermediate schools</p>	<p>MOE reports</p> <p>School Survey</p> <p>DOE Reports</p>	<p>Although comprehensive school survey was not carried out since 2004, anecdotal reports from DOEs show that the supplies attracted more students to schools</p>
<p>Immediate Objectives:</p> <p><u>Phase I</u></p> <ul style="list-style-type: none"> To ensure that more than 5.4 million primary and intermediate level school students enroll, stay in the school system and, are provided quality learning opportunities. To ensure provision of essential learning materials to all primary level students, and improve the physical quality and overall learning environment of schools in the neglected and vulnerable areas that have suffered the most from over a decade long neglect of the education sector and the recent war and its aftermath. <p><u>Phase II</u></p> <ul style="list-style-type: none"> Provision of learning materials to 4.5 primary level students in the 18 governorates of Iraq; <p>To enhance access to and quality of primary and intermediate level education and speedy reach-out to the un-reached child population by creating a conducive learning and teaching environment for students and teachers.</p>	<p>Enrolment and attendance rates in primary and intermediate schools</p> <p>School rehabilitation reports from MOE, DOEs and UNICEF engineers</p>	<p>MOE reports</p> <p>School Survey</p> <p>DOE Reports</p>	<p><u>Phase I</u></p> <ul style="list-style-type: none"> 5.4 million Primary and intermediate level school students were provided quality learning opportunities by providing essential learning materials as well as improve the physical quality and overall learning environment of schools in the neglected and vulnerable areas that have suffered the most from over a decade long neglect of the education sector and the recent war and its aftermath. <p><u>Phase II</u></p> <p>Education of 4.5 primary level students in the 18 governorates of Iraq were provided with essential learning materials while conducive learning and teaching environment for students and teachers was created.</p>
<p>Outputs</p> <p><u>Phase I</u></p> <ul style="list-style-type: none"> To ensure that more than 5.4 million primary 	<p>Enrolment and attendance rates in primary and</p>	<p>MOE reports</p> <p>School Survey</p>	<p><u>Phase I</u></p> <ul style="list-style-type: none"> Approximately 5.4 million students in about 15,500 primary

<p>and intermediate level school students enroll, stay in the school system and, are provided quality learning opportunities.</p> <ul style="list-style-type: none"> • To ensure provision of essential learning materials to all primary level students, and improve the physical quality and overall learning environment of schools in the neglected and vulnerable areas. <p><u>Phase II</u></p> <ul style="list-style-type: none"> • Provision of learning materials to 4.5 primary level students in the 18 governorates of Iraq; • To enhance access to and quality of primary and intermediate level education and speedy reach-out to the un-reached child population by creating a conducive learning and teaching environment for students and teachers. 	<p>intermediate schools</p> <p>School rehabilitation reports from MOE, DOEs and UNICEF engineers</p>	<p>DOE Reports</p>	<p>and intermediate schools provided essential teaching/ learning materials;</p> <ul style="list-style-type: none"> • 40 primary and intermediate schools comprehensively rehabilitated; • Provision of basic furniture to 164 schools benefiting 114,000 students. <p><u>Phase II</u></p> <ul style="list-style-type: none"> • 4.5 million students in more than 14,000 primary schools were provided with essential learning materials • 26 primary/Intermediate schools were in 6 governorates: Baghdad, Anbar/Felluja, Diala, Wasit, Basra, and Kirkuk. • 14,000 primary and intermediate schools were provided 32,000 cupboards. • of 277 titles of supplementary reading materials to all primary and intermediate level schools as a first attempt towards supporting the establishment of libraries in all schools
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Annex 2: Project Costs for B1-12

CATEGORY	UNDG ITF approved budget (US\$)	Actual COST	Percentage of Approved	Budget Revision approved (US\$) (Date:25/02/2007)	Percentage of revision
1. Personnel • including staff and consultants	333,000	195,767.42	59%		
2. Contracts • including companies, professional services, grants	2,250,000	2,214,314.4	98%		
3. Training					
4. Transport					
5. Supplies and commodities	12,286,000	12,255,715.7	99.7%		
6. Equipment					
7. Travel					
8. Security					
9. Miscellaneous					
10. Agency Management Support	1,361,000	1,361,000	100%		
Total Expenditure	16,230,000				

Annex 2: Project Costs for B1 - 06

CATEGORY	UNDG ITF approved budget (US\$)	Actual COST	Percentage of Approved	Budget Revision approved (US\$) (Date:25/02/2007)	Percentage of revision
1. Personnel • including staff and consultants	623,000	631,707.3	101%		
2. Contracts • including companies, professional services, grants	7,500,000	3,925,155.5	52.3%		
3. Training					
4. Transport					
5. Supplies and commodities (Education kits and school furniture)	22,820,604	26,350,793	115%		
6. Equipment					
7. Travel					
8. Security	930,000	930,000	100%		
9. Miscellaneous					
10. Agency Management Support	2,380,000	2,380,000	100%		
Total Expenditure	34,253,604				

Annex 3: List of contract awards by procurement method for B1-12

Contract No.	Value US\$	Purpose
SSA/05/1672	272,013	Rehab. Of 3 primary schools in Falluja
SSA/05/1721	319,390	Rehab. Of 3 primary schools in Falluja
SSA/05/1722	129,138	Rehab. Of 3 primary schools in Wasit
SSA/05/1723	295,331	Rehab. Of 3 primary schools in Diala
SSA/05/1929	128,540	Rehab. Of 2 primary schools in Kirkuk
PCA/05	121,751	Rehab. Of 3 primary schools in Qadisiyah
PCA/06	145,986	Rehab. Of 8 primary schools in Baghdad
SSA/06/425	86,095	Rehab. Of 3 primary schools in Wasit
SSA/06/491	274,915	Rehab. Of 3 primary schools in Falluja
SSA/06/526	262,326	Rehab. Of 3 primary schools in Karkh-III/Baghdad
SSA/06/528	285,007	Rehab. Of 3 primary schools in Basrah

Annex 3: List of contract awards by procurement method for B1-06

Contract No.	Value US\$	Purpose
SSA/05/254	58,243	Part of Rehab. Of 1 primary school in Rasafa-I/Baghdad
SSA/05/255	101,724	Part of Rehab. Of 2 primary school in Missan
SSA/05/266	235,095	Part of Rehab. Of 2 primary school in Babil
SSA/05/645	145,536	Rehab. Of 2 primary school in Kerbala
SSA/05/954	422,426	Rehab. Of 3 primary school in Muthana
SSA/05/1002	74,163	Rehab. Of 1 primary school in Basrah
SSA/05/1003	297,118	Rehab. Of 3 primary school in Basrah
SSA/1214	202,759	Rehab. Of 2 primary school in Falluja
SSA/05/1219	236,668	Rehab. Of 3 primary school in Falluja
SSA/05/1220	195,467	Rehab. Of 3 primary school in Faluja
SSA/05/1281	365,695	Rehab. Of 3 primary school in Falluja
SSA/05/1364	289,110	Rehab. Of 3 primary school in Thiqr
SSA/05/1365	363,920	Rehab. Of 4 primary school in Muthana
SSA/05/1472	42,251	Rehab. Of 1 primary school in Baghdad
SSA/05/1476	382,002	Rehab. Of 4 primary school in Missan
SSA/05/1548	173,365	Rehab. Of 3 primary school in Tamim