

10



COALITION PROVISIONAL AUTHORITY
BAGHDAD

June 9, 2004

MINISTRY OF EDUCATION
Projects Funded by the U.S. Supplemental

CONSTRUCTION PROJECTS

Repair/rehabilitate 1,000 schools in nine governorates (PMO)	\$80,000,000
Work will include identifying schools that have not received NGO, donor or government work in last 12 months and prioritizing schools with the most need. Primary scope of work will focus on sanitary and sewer works, electrical systems, mechanical and plumbing works, and facility structure. Governorates include Diyala, Mmissan, Muthanna, Tameem, Thi Qar, Anbar, Ninewa, Salah Al Din.	
Repair/rehabilitate 100 schools in Basrah USAID/Save the Children	\$ 6,000,000
Construct 16 New Schools in Anbar	\$16,000,000
TOTAL	\$108,000,000

Document #10

08-F-0245



COALITION PROVISIONAL AUTHORITY
BAGHDAD

June 9, 2004

MINISTRY OF EDUCATION
Projects Funded by the U.S. Supplemental

NON-CONSTRUCTION PROJECTS--USAID

Provide capacity building technical assistance to Ministry \$ 7,000,000
Communication and media strategies, Education Management Information System, curriculum development procedures (research, study tours, etc); finance and budget administration

Establish 162 Centers of Excellence \$19,000,000
Two model schools in each of 81 Governorate sub-districts will be equipped to serve as resource centers for training and research

Teacher Training \$ 8,000,000
Develop the capacity of the Ministry to train its teachers in instructional methods, classroom practices, using technology, and citizenship. Will be leveraged with support from other donors.

School Supplies \$10,000,000
Procurement and distribution of materials and supplies

Refurbishment of Schools with Community Grants \$10,000,000
Establishing PTAs to manage small rehabilitation projects in at least 500 schools and to create school maintenance programs

Children's TV \$ 4,000,000
Develop a children's TV program that will promote early childhood school readiness skills

USAID/UNICEF \$14,000,000
Develop hygiene and sanitation programs in 3,000 schools
Develop academic retrieval programs for children who have dropped out of school

TOTAL \$72,000,000

Basic Education

Changes from the April report:

Accomplishments to date:

- Completed the establishment of the Education Management Information System (EMIS).
- Supported 860 Master Trainers, trained with prior year funds; train over 32,000 secondary school teachers and administrative staff in five-day courses that used interactive teaching methods and team work to strengthen teaching management skills in the classroom and impart critical thinking concepts.
- With the Ministry of Education, launched an accelerated education program in five cities that provides a compressed one-year instruction program to over 600 school drop-outs.
- Helped the Ministry of Education recruit Iraqi specialists for 10 key positions.
- Awarded a \$14 million grant to UNICEF to commence hygiene and sanitation programs in 3,000 schools and offer child protection services and academic retrieval program for children who have dropped out of school
- Awarded \$6.138 million to rehabilitate at least 100 schools in the Basrah governorate. This activity is being implemented through an extension of USAID's Cooperative Agreement with Save the Children under the Community Action Program (CAP).

Accomplishments anticipated in the next quarter:

For a program designed jointly by MOE, CPA and USAID, the USAID will award a contract to an organization that will provide direct technical assistance support to the MOE. Assistance will include:

- Building capacity of Ministry of Education personnel at the central and governorate levels.
- Developing 162 educational excellence centers that will serve as educational resources for the schools in the provinces and regions where they are located.
- Supporting additional teacher training.
- Providing grants to form Parent-Teacher Associations.

(b)(6)

From: (b)(6) BL
Sent: Wednesday, March 10, 2004 7:55 PM
To: (b)(6) BL
Subject: FW: 2207 Report Format

-----Original Message-----

From: (b)(6) BL
Sent: Friday, February 27, 2004 8:23 PM
To: (b)(6) BL
Subject: FW: 2207 Report Format

BL (b)(6) here's a draft (b)(6) and team is working up for the nonconstruction side of the 2207 update. Don't know the split between text comments and data tables. Let me know what you think.

(b)(6)
 (b)(6) COL, USAF BL
 CPA/PMO
 (b)(6) DL

-----Original Message-----

From: (b)(6) BL
Sent: Friday, February 27, 2004 08:20
To: (b)(6) BL
Subject: 2207 Report Format

SECTOR (Category): Transportation and Telecommunications

Funds (Millions of \$)	1 st Qtr FY2004	2 nd Qtr FY2004	3 rd Qtr FY2004	4 th Qtr FY2004
Apportioned				
Total Commitments				
Total Obligations				

Spending Plan table by category and project

Project Code: 70000 Civil Aviation

Funds (Millions of \$)	1 st Qtr FY2004	2 nd Qtr FY2004	3 rd Qtr FY2004	4 th Qtr FY2004
Apportioned			40	
Apportioned Change		5	35	
Change Delta		+5	-5	

Spend Plan Changes:

- \$5M was requested for 2nd quarter to fund urgent requirements for Checkpoint #1 security upgrades for BIAP. (Initial estimate was \$3.9M and this requirement is now phased into 3rd Qtr.)

Current Commitments/Obligations

Funds (Millions of \$)	DOD	USAID	DOS	Other
Total Commitments	145,000	N/A	N/A	N/A
Total Obligations	0	N/A	N/A	N/A

Accomplishments

- Committed \$85,000 for concrete barriers for BIAP Checkpoint #1
- Committed \$60,000 for road signs for BIAP Checkpoint #1

Project Code: 71000 Umm Qasr Port Rehabilitation

Funds (Millions of \$)	1 st Qtr FY2004	2 nd Qtr FY2004	3 rd Qtr FY2004	4 th Qtr FY2004
Apportioned	0	15	0	0
Apportioned Change				
Change Delta	0	0	0	0

Spend Plan Changes:

- No Spend plan changes anticipated. Funds will be committed this quarter in contract synopses to be obligated and delivered 3rd quarter.
- Ministry preparing request to move \$6.5M from pier side structural repair to the requirement for container handling equipment.

Current Commitments/Obligations

Funds (Millions of \$)	DOD	USAID	DOS	Other
Total Commitments	\$6,620,000	N/A	N/A	N/A
Total Obligations	0	N/A	N/A	N/A

Accomplishments

- Water and Shore Fire Safety systems committed for \$1,120,000
- Cargo handling equipment committed for \$5,500,000

Project Code: 72000 Railroad Rehabilitation and Restoration

Funds (Millions of \$)	1 st Qtr FY2004	2 nd Qtr FY2004	3 rd Qtr FY2004	4 th Qtr FY2004
Apportioned	0	84	0	0
Apportioned Change				
Change Delta	0	84	0	0

Spend Plan Changes:

No anticipated plan changes.

Current Commitments/Obligations

Funds (Millions of \$)	DOD	USAID	DOS	Other
Total Commitments	\$40,636,000	N/A	N/A	N/A
Total Obligations	\$0	N/A	N/A	N/A

Accomplishments

- Committed funds for locomotive parts for a Thyssen and Dalien engine.
- Committed funds for 4 Loaded Container Handlers in the amount of \$2.2M
- Committed funds for 6 container Wagons in the amount of \$12.090M
- Committed funds for 2 Utility pickup trucks
- Committed funds for Flexible Hose assembly, Triple Valve KE1 CSL 1.4M
- Committed funds for 44 Purchase Liquid Petroleum Gas Wagon \$4.4M
- Committed funds for 520 Railroad Turnouts \$21.946M

Project Code:

Funds (Millions of \$)	1 st Qtr FY2004	2 nd Qtr FY2004	3 rd Qtr FY2004	4 th Qtr FY2004
Apportioned			40	
Apportioned Change		5	35	
Change Delta		+5	-5	

Spend Plan Changes:

Current Commitments/Obligations

Funds (Millions of \$)	DOD	USAID	DOS	Other
Total Commitments	145,000	N/A	N/A	N/A
Total Obligations	0	N/A	N/A	N/A

Accomplishments

(b)(6)

From: (b)(6) B L
Sent: Monday, June 07, 2004 6:03 PM
To: (b)(6) B L
Subject: RE: 2207 report

(b)(6) -- I have made changes to the text at the bottom of the page. I am also sending this message to my colleague (b)(6) who will assist us with the correct numbers for the chart.

(b)(6) -- Thank you for your help with this-----

Take care-- (b)(6) B L

(b)(6) wrote: B L

Here it is pasted in below: I forgot to ask you, what can we say is obligated in 3rd quarter since the contract has yet to be let but will be as of June 30? Also, is the Children's TV part of the \$14 million UNICEF grant?

BTW, I'm resending the Teacher Training report to Leslye. She was in Texas when I sent it to her and she had problems with e-mail.

Education

Project Code: 06300

Dollars in millions	FY 2004				FY2005	Total
	1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr		
Jan 2207 Report	10	29	34	17	0	90
April 2207 Report	10	29	50	0	0	89
July 2207 Report						
Change from Apr	0	0	0	0	0	0
Obligated	0	22				22

Responsible U.S. Government Agency: USAID and the Department of Defense.

Funds from this activity will be used to support USAID administrative expenses.

Basic Education

Changes from the April report:

Accomplishments to date:

- Supported 860 Master Trainers, trained with prior year funds; train over 32,000 secondary school teachers and administrative staff in five-day courses that used interactive teaching methods and team work to strengthen teaching management skills in the classroom and impart critical thinking concepts.
- With the Ministry of Education, launched an accelerated education program in five cities that provides a compressed one-year instruction program to over 600 school drop-outs.

- Helped the Ministry of Education recruit Iraqi specialists for 6 key positions in the areas of planning, human resources, financial management, etc.
- Awarded a \$14 million grant to UNICEF to provide support to the MOE in the areas of teacher training, accelerated learning, sector coordination, health programming in schools, rehabilitation of water and sanitation facilities in approximately 1100 schools and provide direct personnel support to the MOE.
- Awarded \$6.138 million to rehabilitate at least 100 schools in the Basrah governorate. This activity is being implemented through an extension of USAID's Cooperative Agreement with Save the Children under the Community Action Program (CAP).

For a detailed review of all accomplishments to date please refer to www.usaid.gov education sector.

Accomplishments anticipated in the next quarter:

New Education Contract

For a program designed jointly by MOE, CPA and USAID, the USAID will award a contract to an organization that will provide direct technical assistance support to the MOE.

Assistance will include:

- Building capacity of Ministry of Education personnel at the central and governorate levels.
- Developing 162 educational excellence centers that will serve as educational resources for the schools in the provinces and regions where they are located.
- Supporting additional teacher training.
- Providing education grants to form Parent-Teacher Associations.

Promoting early childhood development programming through Iraqi tv.

Procurement and distribution of limited school supplies for the beginning of the new school year

UNICEF Grant

Teacher training program will be designed and underway

Key Ministry Personnel will be identified, hired and financially supported by UNICEF

Schools in need of water and sanitation repair will be identified and work will have begun in approximately 15% of the total scheduled for refurbishment in the next year

Accelerated learning program will be under development

(b)(6)

Senior Consultant, Ministry of Education
Republican Palace S-206
Baghdad Iraq APO AE 09316

(b)(6)

(an American exchange, dial "1" before area code if calling from U.S.)

b(6)
-----Original Message-----
From: (b)(6) B6
Sent: Monday, June 07, 2004 4:37 PM
To: (b)(6)
Subject: Re: 2207 report

Please send again- I can not open the attachment- Thank you!

"(b)(6) wrote:
(b)(6) I wasn't sure if this went to you or (b)(6) but here it is. I'm not sure what amount should appear in the table as obligated (b)(6) might have some idea.
S(C)

(b)(6)

Senior Consultant, Ministry of Education
Republican Palace S-206
Baghdad Iraq APO AE 09316

(b)(6) (an American exchange, dial "1" before area code if calling from U.S.)

> ATTACHMENT part 2 application/msword name=22073rdqtrd2.doc

Do you Yahoo!?
Friends. Fun. Try the all-new Yahoo! Messenger

Do you Yahoo!?
Friends. Fun. Try the all-new Yahoo! Messenger

(b)(6)

From: (b)(6)

Sent: Wednesday, June 09, 2004 12:50 PM

To: (b)(6)

Subject: FW: urgent tasker for Amb Bremer mtgs: ministry fact papers on projects funded by the supplemental

(b)(6) feel free to pass on to (b)(6): **NOTE THIS IS AN URGENT REQUEST FOR INFORMATION, NEED ASAP, HAVE TO GIVE TO BREMER BY 5:00**

Do you have any idea how many workers or what the impact will be of the various USAID education projects would be. Projects include:

- 3,000 sewers & hygiene projects—\$10,000,000
- 100 schools in Basra—\$6,000,000
- 162 schools of excellence—\$19,000,000
- teacher training (how many trained)—\$8,000,000
- pta associations (how many)—\$10,000,000
- Technical assistance—capacity building, \$7,000,000
- Early childhood TV—\$4,000,000
- Academic retrieval (drop-outs)—\$4,000,000
- School supplies—10,000,000

Refer to CPA 19-04

(b)(6)

Senior Consultant, Ministry of Education
Republican Palace S-206
Baghdad Iraq APO AE 09316

(b)(6) (an Americane exchange, dial "1" before area code if calling from U.S.)

-----Original Message-----

From: (b)(6)

Sent: Wednesday, June 09, 2004 10:22 AM

To: CPA Ministries

Cc: (b)(6)

Subject: urgent tasker for Amb Bremer mtgs: ministry fact papers on projects funded by the supplemental

Dear Senior Advisors (including those whose new Ministers Amb Bremer has already met),

Amb Bremer has asked for fact papers for each ministry on projects funded by the U.S. Supplemental, to be included for his courtesy calls on new Ministers. These papers should be reviewed OMB/(b)(6) or Colonel (b)(6) and PMO/Admiral (b)(6) or Colonel (b)(6) They are due by 5pm today. The format should be:

**Ministry of X
Projects Funded by U.S. Supplemental**

Project Whatchamacallit:

- A brief description would go here (e.g., reconstruction of railroad bridge linking heavy industry SOE with port facility)
- Projected number of employees or other relevant data
- Amount of funding

Project Thingamajig:

- A brief description would go here (e.g., renovation of intensive care unit in teaching hospital)
- Projected number of employees or other relevant data
- Amount of funding

etc.

Amb Bremer would like to use these as briefing materials for his courtesy calls on the new Ministers. Even if Amb Bremer has met with you new Minister, we would need these papers for future briefings he may have with the Prime Minister about U.S. funded projects.

Thank you.

(b)(6)

Executive Secretary
Executive Secretariat

(b)(6)

B6

(b)(6)

From: (b)(6)
 Sent: Wednesday, June 09, 2004 10:22 AM
 To: CPA Ministries
 Cc: (b)(6) B6
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Thank you.

(b)(6)
 Executive Secretary
 Executive Secretariat

(b)(6) B6

Section C –Description/Specifications/Statement of Work

Support to Iraqi Basic Education (EDUCATION II)

I. Purpose.

In support of the Iraqi Ministry of Education (MOE) this activity is designed to improve the quality of Iraqi education. By strengthening a decentralized education structure, quality and retention will increase. High quality education will contribute to a more tolerant, open-minded and democratic society. It will enhance economic growth, thereby contributing to stability. EDUCATION II will achieve this by supporting priority objectives of the Ministry of Education while building the capacity of its key personnel by working directly with its personnel in the achievement of Education II objectives .

Deleted: d

Unlike its predecessor, RISE (Revitalization of Iraqi Schools and Stabilization of Education), which was an emergency program targeting returning children to school, EDUCATION II will function under the direction of the Iraq Ministry of Education toward long-term strategic planning objectives designed to improve the quality and efficiency of Iraq's schools. EDUCATION II will focus on five objectives:

1. Institutional capacity building of the MOE at the central and Governorate levels;
2. Creation of two model schools in each of the 81 sub-districts of Iraq to serve as "laboratories of excellence" for MOE reforms in the improvement of access and quality of education at the school level;
3. Training of primary and secondary school teachers;
4. Provision of supplies and equipment to the school children of Iraq;
5. Promotion and facilitation of community participation in the quality of early childhood education for children, while ameliorating the physical infrastructure of schools through small grants programs.

Deleted: reorganization and

Period of performance: 24 months

II. Sector Background and USAID Education Program 2003-2004

Before the 1990s, Iraq had one of the best education systems in the Middle East, with universal primary school enrollment and high rates of literacy among women. A decade later, the tight control from the central government resulted in buildings that were poorly or never maintained, teachers that were under paid and under-qualified; and a general lack of investment in education, which resulted in shortages in basic equipment and schoolbooks. UNICEF cites that school enrollment for all ages declined to 73 percent prior to the war.

In the immediate post war period, in early 2003 USAID's objectives, in coordination with the Coalition Provisional Authority (CPA), U.S. government agencies, and international organizations, focused on revitalizing public education in Iraq by addressing urgent needs of schools at the primary and secondary levels.

Deleted: while laying the foundation for sustainable, decentralized quality

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Through the support of UN partners such as UNICEF and UNESCO and Creative Associates, a U.S. private sector partner, accomplishments in the immediate aftermath of the conflict included:

- Technical assistance for the resumption of basic MOE functions.
- Creation of Education Coordination groups in North, South and Central Iraq.
- Assistance for resumption of MOE salaries.
- Funding the development and administration of 5.5 million examinations for transitional grades, which ensured the smooth conclusion of school year.
- Implementation of the secondary school status survey in all permissive areas in the country (3,300 schools in total).
- Support to UNICEF's primary school status survey.

Deleted: the

General first year accomplishments will include:

- Rehabilitation of over 2000 schools;
- Re-equipment of all secondary schools in the country with desks chairs and blackboards;
- Distribution of over 1.5 million secondary student kits
- Distribution of 58,000 secondary teacher kits
- Distribution of 808,000 primary students kits
- Distribution of 81,735 primary teacher kits
- Training of 33,000 secondary school teachers and 3,000 administrators;
- Technical assistance to the MOE to initiate an Education Management Information System (EMIS) and the establishment of a national educational database; Administration and Management for organizational planning,

Deleted: and Social Mobilization for enhancing community participation in education reforms.

Ministry of Education - Iraq

Iraq's new Minister of Education was appointed in September 2003. Under his leadership the Ministry of Education has identified the following four sector priorities.

1. Strengthen the capacity of the MOE.
2. Renovation and rebuilding of primary and secondary schools throughout Iraq.
3. Increase the capacity of teachers and administrators through training programs.
4. Develop and implement a curriculum reform process.

Furthermore, under his leadership, the Iraqi MOE has begun the process of re-organization at both the national and local levels, primary and secondary teacher training, accelerated learning pilot interventions, and social mobilization efforts to engage Iraqi men and women in the education debate.

In November 2003, the Ministry of Education, in cooperation with the World Bank, UNICEF and UNESCO agreed upon national baseline statistics for the education sector.

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National Education Baseline Data – November 2003

Students		Teachers	
Kindergarten	53,499	Kindergarten	2,993
Primary	4,280,602	Primary	206,953
Secondary	1,454,775	Secondary	74,681
Vocational	62,841	Vocational	4,693
Teacher Training	66,139	Teacher Training	2,984
Total	5,917,856	Total	292,304

Buildings		School Sessions	
Kindergarten	631	Kindergarten	631
Primary	11,066	Primary	13,413
Secondary	2,968	Secondary	4,155
Vocational	158	Vocational	258
Teacher Training	101	Teacher Training	171
Total	14,924	Total	18,628

School Rehabilitation Needs

1,343 schools in need of demolition or rebuilding	9% of all schools
5,970 schools in need of major rehabilitation	40% of all schools
11,939 schools damaged in some way	80% of all schools

This data will serve the Iraqi Ministry of Education as a baseline to gauge education needs, priorities, and accomplishments. It will also serve as the basis for the MOE's Education Management Information System at both the national and regional levels and the baseline for USAID's 04-06 programs.

III. Support to Iraqi Basic Education (EDUCATION II)

The EDUCATION II contract will consist of two major components:

Increase Quality in Education Service Delivery

- Support reform and capacity building in the MOE at both the national and Governorate levels. Validation of the new reforms through development of 162 community based model schools that will serve as laboratories of excellence in the delivery of education services, training primary and secondary school teachers, and engaging children in learning from an early age.

Deleted: while engaging the Iraqi population in a national education debate

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Increase Access to the Education System

- Procurement and distribution of school materials and supplies and the continued rehabilitation of primary and secondary schools and MOE training facilities through community grants.

Institutional Arrangements

In view of the unusual disruption to the physical and human capacity to the Ministry of Education over the last 12 years, the contractor will integrate highly qualified technical assistance, to the extent possible, within the Ministry of Education. In all cases, individual counterparts within Ministry Departments will interface with these consultants, in order to plan, implement, monitor and evaluate Ministry of Education activities. In some cases where Ministry staff are inexperienced, the technical assistance will directly carry out functions within the Ministry while training counterparts. In other cases, where the Iraqi counterpart is more experienced the US technical assistance will advise and build further capacity. The goal is to strengthen the capacity of the MOE to manage all aspects of the education system while achieving Education II objectives.

Deleted: and monitor

Component I: Quality

A. MoE Institutional Re-organization and Capacity Building at the Central and Governorate Levels

In response to the MOE priority of improving efficiency and effectiveness, the EDUCATION II contract will provide long-term (24 months) and short-term technical assistance (as required) to the Ministry of Education in a variety of sub-sectors. While the specific sub-sectors will be identified by the Minister and the scopes of work will be jointly developed, the MOE organizational reform currently in progress has identified the following illustrative areas requiring support:

- Communication and media strategy
- Policy Planning and Development.
- Education Management Information Systems (EMIS)
- Finance and Budget Administration
- MOE organizational Development and Decentralization
- Resource Mobilization and Coordination
- Social Mobilization
- Curriculum Development and Testing (process oriented)
- Human Resources Development including Teacher Certification, Teacher Training, etc.
- Accelerated Learning
- Coordination of International Donations.

All actions assumed under this component will build upon MOE reform accomplishments to date and be linked with the national reform and democratic transition processes underway. As such, the technical team to provide this overall assistance will be located at MOE offices both at the national and Governorate levels where applicable. This team will be made up of arab/english speaking education professionals that will have the capacity to use their highly technical skills in an often unpredictable setting and work alongside Iraqi education professionals who do not speak English in the majority of the cases. This team will become an inherent component of the existing MOE structure and will work under direct MOE guidance. This team will also need to take into account the most up to date sector lessons learned, particularly from the regions and incorporate this information into overall technical assistance discussions and planning.

Deleted: They will coordinate their work with other Ministries and the Governing Council as required.

One of the Ministry's top priorities, the curriculum reform process will be based on a national education dialogue. EDUCATION II will provide technical assistance to MOE in learning from international experience and in capacity building as required. Therefore, EDUCATION II will provide process (as opposed to content) related assistance to curriculum development in the form of funding for study tours and training. This support can be in the form of travel funds, seminars, technical assistance, printing, social mobilization and communication campaigns etc.

Deleted: and will engage various interest groups from religious groups, to teachers, parents and students in this process across the country

Deleted: The dialogue will shape the process and content of overall reform and of the curriculum development process as well as other aspects of the education system where applicable. This will be a mid to long term continuing initiative that will go beyond the life of this contract.

Deleted: ,

Deleted: , and the establishment of a national dialogue on curriculum content.

Deleted: In addition, on-going results from the national dialogue will also have to be incorporated into overall education reform assistance.

The capacity building component of EDUCATION II contains funding for technical assistance for MOE counterparts to carry out their activities. This will include funding for workshops, seminars, study tours, essential equipment, vehicles, etc. in Baghdad and in the Governorates. The use of these funds will be addressed in the proposal and refined in the implementation plan that will be one of the first deliverables of the project following a month long period of ground-truthing in Iraq.

Management and Administration

EDUCATION II's Capacity Building of the MOE component will be headed by an overall coordinator that will act as a facilitator and monitor of all activities and as a direct liaison to the Minister of Education. This position will also ensure the timely response to Ministry requests and assurances that all requests fall within the SOW of the contract. In addition, this position will supervise each technical team member and ensure their deliverables compliance. Finally, this position will produce weekly team updates (presented vs. agreed upon workplan deliverables) that will be submitted to CTO in USAID/Iraq. This information, will also be used to update the MOE web page. This position will also be responsible for all logistical and administrative arrangements of the technical team.

Overall Results

- Lay foundations for decentralized management system through provision of technical assistance to MOE.
- Assess the objectives of the MOE in each of the sub-sectors served, and develop, as part of the implementation plan, a time-linked results package that supports

those objectives emphasizing upon decentralization and capacity building at all levels. The implementation plan will indicate how each of these objectives will be reached, and what human and financial resources will be dedicated to the achievement of each.

- Create a quality Educational Management Information System within the Ministry, and assure that systems are put in place to regularly update the information. This will include a database with all physical condition of each schools. By December 2004, a school mapping system will be in place.
- Support the MOE in the creation of equitable resource allocation models at the national level. The system will be in place by September 2005.
- Demonstrate proven capacity for budget planning and resource management in each of the 18 Governorates through the development and implementation of a national financial information system in the education sector, based on principles of good governance.
- Implement a significant number of study tours (at least 10) within the region and abroad.
- Conduct national and regional seminars in connection with various aspects of national education reform.
- A strengthened MOE engineering unit.
- Develop and implement a strategy, that will enable the MOE to communicate information to the Iraqi population, nationwide.
- Develop and implement information campaign to assist overall MOE effort

B. Creation of Two Model Schools in each of the 81 Governorate sub-districts of Iraq to serve as "laboratories of excellence" for MOE reforms in improving access and quality at the school level

In addition to its ambitious efforts toward decentralization and social mobilization for education, the MOE wishes to create a large number of model schools throughout the country; one primary and one secondary school for each of the country's 81 political sub-districts, a total of 162. These schools, which will heretofore be referred to as "Centers of Excellence" will serve as laboratories for reforms emanating from the Ministry of Education through direct technical assistance provided through EDUCATION II's Capacity Building component. These schools will especially serve as models for community participation in the education of their children. Teachers in these schools will receive specialized in-service training in modern pedagogic methodology. The principals of these schools and sub-district education officials will receive specialized training in school management and supervision. Training will be linked to the plans of the MOE's Institute of Training and the overall teacher training component of EDUCATION II. In that the Centers of Excellence will serve as laboratories for the testing of new methodologies and course materials. The nature of this training will need to be responsive to and coordinated with MOE curricular objectives. It will also include training in ICT to assist the MOE in the gradual introduction of ICT into Iraqi schools. It is expected that, in coordination with the Institute of Training, the teaching and administrative staffs of the Centers of Excellence will serve as mentors and trainers for

Deleted: <#>Support and otherwise facilitate a national education debate that promotes nation-wide participation in the development of a new curriculum with learning objectives. ¶
<#>Develop local and national social mobilization efforts that engages Iraqi men and women of all ages and all affiliations in a national education debate beyond curriculum reform.¶

Deleted:

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the faculty and staff of other schools in the sub-district who will wish to emulate the innovations taking place at the Centers. Professional development in the model schools is a high priority. This could include face to face training in content and methodology and regional meetings and workshops on pertinent educational subjects. To facilitate information exchange among schools and with MOE and Governorate officials, intranet and internet communications should be envisioned to the extent that internet service providers become available.

Proposers should take care in detailing innovative ways to use these Centers of Excellence as models for other public and private schools, taking replicability and sustainability into consideration.

Social Mobilization is an important facet of the Centers of Excellence; not only in the conventional sense of parental and community involvement in schools, but also with regard to the contribution of these communities to the national debate on education that is expected to include curriculum and the nature of learning. The Centers of Excellence will serve as a springboard for this debate and as a laboratory for the development of self and community expression. As such, proposers should outline their plans for outreach to communities and for community participation, and to show how social mobilization activities at the community level feed into the Ministry's national process. The Centers of Excellence should specifically address the development of specialized materials, advocacy training for key community actors, formation of parent/teacher groups to engage in the overall process, promulgation of community (school heads, teachers, children parents) pride in their schools, and professional development within the community.

Deleted: The MOE envisions a process whereby communities throughout the country provide input into the content of the national curriculum and redefinition of education in Iraq.

Upon selection, which will be guided by the MOE's priorities and criteria, each of the 162 model schools will undergo rapid renovation which will include access to sanitary facilities, furniture, equipment and supplies. Each Center of Excellence will be equipped in such a way as to serve as a model for other schools. At a minimum, each school will be equipped with scientific laboratories, computer equipment, libraries, recreational facilities and language learning facilities. Proposals should address methodology for the MOE identification of model schools, for special security arrangements and plans for personnel training. Facilities of the model schools, especially laboratories and libraries, will be made available to students and teachers from neighborhood schools.

The administration and teaching staff will serve as training and outreach services to teacher of neighboring schools.

Management and Administration

The Model school component will be administered by project personnel at each Governorate level working with MOE counterparts. In addition, because of the direct linkages between reforms at the national level and the work being accomplished by the project's technical team at the national MOE level, a model school national coordinator will need to be placed at the MOE in Baghdad. This coordinator and a team if necessary

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will ensure that content of the model schools responds to national reforms and to the work being developed by the technical team at the MOE. Additionally, it is imperative that the MOE Senior management receives direct and constant updates on the model schools experience at the Governorate levels. In addition to a "Model Schools Coordinator" at the national level who would interface with the ensemble of senior MOE personnel working on MOE capacity building and sector reforms, it is envisioned that Iraqi personnel will be engaged to serve as coordinators at the Governorate and/or District levels, each with an MOE counterpart. Finally, the MOE responsible will be tasked with weekly updates for submission to USAID as well as for the updating of the MOE web page.

Overall Results

- As part of the overall implementation plan develop specifics of said component for incorporation
- Selection and mapping of 162 jointly identified schools
- Development and consensus of an established list of attributes of the "model schools" including refurbishment definitions and list of materials equipments supplies and teacher training content etc.
- Procure and distribute equipment, furniture, supplies and supplementary learning materials to 162 model schools as agreed upon in bullet 2.
- Each model school will contain a library, recreational facilities and computers.
- Renovate and equip 162 "Centers of Excellence" that will serve as model or "laboratory" schools for various aspects of education reform.
- Create, within these model schools a cadre of exceptionally well trained teachers and administrators.
- ICT training centres in the model schools
- Lay the foundation for spreading innovations that have been tested in the model schools and found to be successful by providing a how to map to replicability
- Develop and implement information campaign to assist "model school" effort

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Caveat: USAID recognizes the risk of creating a relatively small number of well equipped schools with specially trained faculty in a system where thousands of schools lack basic needs. The intent of these schools is to serve as educational role models for other communities to emulate. USAID assumes that the Iraqi economy will stabilize and finance a well equipped school system as it has in the past. The contractor should take special care in outlining how these model schools will interface with the Ministry of Education and with other Iraqi schools through the office of the Director General at the Governorate and act a resource to neighboring schools which have not been selected. Promotion of replication is extremely important and as result the contractor should provide a "how to map" re: replicability in both technical and financial terms.

C. ~~Engage Children in Learning from an Early Age~~

Finally, under component one of EDUCATION II, the contractor will be required to sub-contract or issue a grant to an appropriate organization to organize and implement an Iraq

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wide program that will promote early childhood school readiness skills through the media of television. This program shall focus upon knowledge and content, but will also promote tolerance, cooperation, and understanding in a virtual environment of ethnic and religious diversity. An organization with proven capacity in this area should be engaged.

Management and Administration

This activity will be managed by the prime contractor but will need to be closely coordinated with the MoE. The prime will be responsible for submitting weekly updates and also for updating the MOE web-page.

Overall Results

- As part of overall implementation plan develop activities of said component
- Implement a national television based early childhood initiative that also promotes tolerance and understanding in a multi-ethnic environment.

D. Training of primary and secondary teachers

A nation wide program of teacher training will be developed with the goal of changing the way teachers interact with children. The three major areas of training will be: instructional methods and classroom practices and gradual introduction of ICT into Iraqi schools. Training on citizenship will be provided by the Institute of Training using the curricula prepared by the MOE. Based upon the national curriculum, the revised teacher training program will be child centered, will employ various audio or visual devices, will foster questioning on the part of teachers and students; and will promote participation and respect for the views of others. The locus and principle resource for teacher training will be the national teacher training institute. With the help of technical assistance from EDUCATION II, the staff of the teacher training institute will generate national policies and methodologies for teacher training in Iraq. Since this overall effort is likely to go beyond the resources available from USAID, the contractor will be required to form partnerships with other institutions and donors who seek to strengthen teacher training in Iraq.

As indicated in other parts of this scope of work, the centers of excellence will be used as laboratories for the implementation of new teaching methodologies that will be generated by the national teaching training institute. Once these new methodologies have been tested, they will be replicated nation wide.

Management and Administration

The contractor is responsible for placing a responsible professional at the MOE who will have the task of working hand in hand with the teacher training institute in the development and implementation of this activity. Finally, this professional will also be tasked with weekly updates to USAID as well as updates to the MOE webpage.

Deleted: To the extent that the national curriculum is affected by any aspects of the teacher training methodology, in collaboration with the MOE testing department, national tests will be modified in such a way as to reflect these changes. For example, if greater emphasis is placed on critical thinking rather than knowledge, then the testing must be modified to reflect these changes. ¶

Overall Results

- As part of the overall implementation plan, develop agreed upon activities.
- With maximum MOE involvement, develop standards for teacher certification.
- Provide in-service training for all of Iraq's teachers, and assist the MOE in reforming the pre-service pedagogical curriculum of the teachers preparation institutes.
- Develop and implement information campaign to assist teacher training effort

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Deleted: training

Component II: Access

A recurrent principle of USAID's assistance to the education sector of Iraq is to transfer know-how and technology to the Ministry of Education in an effort to strengthen capacity and institutional independence. This applies not only to financial management and teacher certification, but also to systems for the procurement and distribution systems of equipment and supplies, and to the construction, renovation and maintenance of schools. This principle applies to the MOE, the Governorates and the sub-districts.

The objective of this component is not only to provide supplies, equipment and renovated schools, but to engage and strengthen the MOE capacity to provide and deliver these goods and services.

The community grants component of this second activity also has a bifurcated objective. It is not only to provide resources to communities for the improvement of the quality of schools, through renovation or some other means, but also to strengthen civil society at the most fundamental level to create pride and promote parental involvement in schools.

A. Procurement and Distribution of School Materials and Supplies

This activity will further strengthen MOE capacity in needs assessment, information campaign, procurement procedures and distribution planning and implementation. The contractor will conduct a needs assessment to establish requirements for school supplies for grades 1-7 and school materials and supplies for grades 8-12 with special focus on the 162 model Centers of Excellence. The procurement and distribution of all school materials and supplies will require full participation and concurrence of MOE with regard to content, procurement procedures and distribution implementation plans. Furthermore, procurement actions will need to favor local production and ensure local participation in the bidding and award process. This will be achieved through information campaigns throughout the country. The contractor shall provide weekly status reports on procurement and distribution by region and Governorate.

USAID has a logistics contractor to facilitate the transport and storage of various USAID-funded equipment and supplies as needed. The EDUCATION II contractor, especially under Activity II should coordinate with the logistics contractor to determine

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the most cost effective mechanisms for acquisition, transportation and delivery of necessary equipment and supplies.

The EDUCATION II contractor shall inform the CTO of the recommended mechanism. The CTO will determine whether the logistics contractor shall support acquisition, delivery, storage of any necessary material is support of the objectives of this scope.

Since the MOE has not yet been able to assess details of the overall need, the contractor should plan upon allocating the sum of \$10 million to this activity

Management Structure

While the prime may choose to sub contract this activity, it is imperative that the prime contractor hire a full time person that will facilitate the entire procurement and distribution process; beginning with the identification of goods to be procured; to overseeing the development of bids; to awarding; to procuring; to distribution. This person will also be tasked with weekly updates to USAID and weekly updates to the MOE webpage. Of particular importance will be the development of an information media campaign clearly presenting what parents, teachers, principles and boys and girls should expect.

Overall results

- As part of the overall implementation plan, incorporation of actions to strengthen MOE procurement and distribution units
- Procure and distribute agreed upon school supplies, materials and or equipment to all Iraqi student
- Develop and implement information campaign to assist procurement and distribution effort

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B. Refurbishment of schools through small community grants

The contractor will build upon the experience of RISE to develop a grants management plan that will include community participation, incorporate capacity building and integration of the MOE Engineering Department in school reconstruction planning, standards and costing, transparency in the bidding process, application review, contract award procedures and financial management of disbursements. The contractor shall ensure that parent/teacher associations be formed as a condition to grant qualification.

As is the case with all Education II activities, all activities will be conducted with MOE personnel . A survey will be made of school rehabilitation completed to date or planned for reconstruction under different sources along with an assessment and prioritization of future rehabilitation needs in the country. Particular attention will be given to ensuring that there are no gender inequities in the enrolment of the neighborhood schools due to unsatisfactory physical facilities.

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The contractor will provide technical support to the MOE to maintain a school rehabilitation database capturing the location, description, funding and activity status of each grant by region and governorate. This information will be reported to the MOE/USAID on a weekly basis for inclusion in the EMIS. The grants management plan criteria and process will need to be jointly developed by the contractor and the MOE. The first 180 grants will be in key MOE priority areas and shall be awarded within the first 60 days of contract award with additional grants following shortly thereafter. At least 500 grants will be administered in the first year of the contract. Refurbishing standards will be defined and endorsed by the MOE. Materials will be procured locally and information campaigns will accompany the process and ensure broad participation. National and regional capacity building of MOE staff in grant identification, development and monitoring will be mainstreamed throughout the process and financial management of funds will take a top priority.

Part of this task also includes the assistance to the MOE in the development of a maintenance plan for the already refurbished schools. This will therefore, need to be closely linked to the finance and budget activities undertaken in component 1.

Management and Administration

EDUCATION II's grant component shall be implemented through regional grants offices with local MOE representative and program local staff at each governorate. At the national level a national grants manager will work in the MOE to ensure compliance with the approved grants management plan, monitor progress, and report on progress on a weekly basis to USAID as well as to update the MOE web-page. In addition, the national coordinator will ensure that the MOE priorities vis-à-vis identified schools and areas or priority are communicated and observed. As was the case in the previous activity the national grants manager will also need to work on the information campaign regarding the grants program parameters and expectations. This campaign should precede the refurbishment of schools and should be promoted throughout the project.

Overall Results

- As part of the overall implementation plan, develop identified tasks
- Develop grants management plan taking into account all above mentioned requirements
- Identify and clearly define parameters and attributes of grants program
- Develop and implement information campaign to assist grants effort
- Administer at least 500 small grants to communities for the improvement of educational quality.
- Create and support 500 parent/teacher groups throughout Iraq. A scale will be developed to measure community participation, with targets set.

Special Areas of Consideration

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Education II focused on quality and access. The contractor will therefore need to ascertain how the aggregate efforts of all activities mentioned above will achieve the following:

Quality

- Mainstreaming of democratic practices in the classroom
- Development of learning skills and critical thinking by students

Access

- Increase access to education through a five percent increase in net enrolment,
- Reduce the gender gap in primary and secondary school by at least ten percent

Project Start Up

USAID will make a single award for the implementation of Education II.

The contractor shall be responsible for overseeing the entire activity and to deploy to the region within two weeks of contract award. It is expected that logistics and administrative systems be in place and functioning within two weeks of arrival in Iraq so that implementation can begin immediately. It is also expected that key staff 'embed' themselves into the MoE no later than a month after Education II arriving in country. Field offices should also be set up shortly after the arrival of the technical MOE team. This program is to assist the MoE directly in Iraq. As such, this program shall be managed and monitored in Iraq. Staffing pattern should therefore focus on placing all the staff in Iraq.

All project implementation and technical assistance within this program is expected to be implemented in close collaboration with the Ministry of Education and under its guidance by working through MOE counterparts at both the national and Governorate levels. Offices for key personnel in-country should be negotiated either within the Ministry itself.

In order to maximize on time and effort it is recommended that the procurement and grant activities be the first activities underway i.e underway no later than a month after arrival in country.

Deliverables

The contractor shall deliver the following:

Implementation Plan: The Contractor shall in a participatory manner with the MOE Senior Staff develop an implementation plan and schedule for the length of the contract that will outline the necessary performance and input for all parties in order to complete the program on time and within budget. The workplan will establish benchmarks and performance milestones, based on the results stipulated under each program in this contract, and a regular reporting schedule. It will also indicate how the Contractor plans to involve relevant actors from the MOE and ensure that they are actively involved in the implementation of EDUCATION II. This plan is to be maintained with current information and procedures and be reviewed at weekly

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coordination program meetings. The plan will also include a program organogram and program budget. The implementation plan will be made up of each workplan for each component/activity outline above.

The implementation plan will allow USAID and its representatives to monitor performance. It will also provide for a communication network to streamline coordination with all appropriate parties on a continuing basis. In addition, it is anticipated that an evaluation of the program will be conducted o/a January 15, 2006. This may be either internal or external, with the approval of USAID. The implementation plan will become official once USAID and MoE approve it. The implementation plan is due 30 days after arriving in country.

PMP: Two weeks after the agreed upon workplan, the Contractor shall submit a Performance Monitoring Plan to USAID for approval. At six months of project implementation, the Contractor shall update the PMP. All updates to the PMP are subject to USAID approval. PMP indicators will be closely linked to the work plan indicators that will be monitored on a weekly basis. The PMP needs to take into incorporate the indicators appearing in the "special areas of consideration" listed above.

Daily: The Contractor shall submit a written daily report to USAID. The content and deadline of the daily report will be determined by USAID in consultation with the Contractor.

Weekly: The Contractor shall submit a written weekly report to USAID. The content, format, and deadline of the weekly report will be determined by USAID in consultation with the Contractor but will closely be linked to the implementation plan weekly report.

Monthly: The Contractor shall submit a written monthly report to USAID and MOE. The content and format of monthly report will be determined by USAID in consultation with the Contractor but will closely be linked to the implementation plan. The monthly report is due five calendar days after the end of each month.

Quarterly: The Contractor shall submit a written quarterly report to USAID and MOE. The content and format of monthly report will be determined by USAID in consultation with the Contractor. The quarterly report is due ten calendar days after the end of each quarter.

Final Lessons Learned Report: The Contractor shall submit a Final Lessons Learned Report to USAID and MOE. The content and format of the Final Lessons Learned Report will be determined by USAID in consultation with the Contractor. The Final Lessons Learned Report is due on the last day of the contract.

Weekly Consultations: A weekly meeting will be organized between EDUCATION II senior staff, USAID and the Minister of Education. At this meeting EDUCATION II staff will present accomplishments to date. Targets and also receive further directions from MoE/USAID.

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MoE Web Page: The contractor is tasked with updating the MoE's web pages with all EDUCATION II's accomplishments to date. The web page format will be agreed upon once in-country with the MoE.

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Personnel Requirements

Personnel:

In addition to a Chief of Party, as mentioned in the management and administration segment of each activity, each of the four major components should have a coordinator. Preference will be given to Iraqi's or other Arabic speakers:

1. MOE Capacity Building Coordinator
2. Model Schools Coordinator
3. Teacher Training Coordinator
4. Procurement Coordinator
5. Grants Management Coordinator.

For budget purposes, we estimate a need for 28 p/y of long term technical assistance (TA) and for 36 p/m of short term technical assistance excluding project management staff. The Minister of Education has expressed a strong preference for Arabic speaking technical assistance, particularly among the long term staff. TA may be recruited in the United States, among any of the nations serving as Coalition partners or within the Middle East region.

The successful bidder will be required to furnish at least two resumes for each key position. Furthermore, at least 80 percent of the key management and technical assistance personnel proposed must be available at the time of award or the award will be rescinded in favor of the second best bidder. USAID places high value on the quality of personnel and will not accept substitutions for more than 20 percent of personnel proposed. The contractor shall present, as part of his proposal a management plan along with an organization chart.

Furthermore, the successful bidder will warrant that proposed personnel will be retained under the project for agreed upon timeframes. Should TA contracts be voided, unless at the convenience of USAID, a penalty of ___?___ may be incurred against the contractor. All proposed candidates should be made explicitly aware of the hardships of living in Iraq before committing themselves to long term positions.

It is anticipated that significant numbers of Iraqi and TCN Arabic speaking personnel will be required for the administration of the program. Local recruitment of appropriately qualified and experienced personnel will be encouraged.

Only key personnel positions are outlined here. The Contractor should develop in its bid, a staffing plan consistent with the scope and objectives of this document. The Contractor shall provide key personnel meeting or exceeding the following position descriptions. All personnel are expected to work with counterparts within the Ministry of Education. All long term technical assistance advisors are considered as key personnel. They are not

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listed here because the exact mix of skills required is not yet clear. Bidders should use the illustrative listing as a basis for furnishing resumes.

Project Director (Washington): 24 months

Duties include general backstopping, and serving as the liaison with USAID/Washington ANE Bureau

Chief of Party (Field): 24 months

The Chief of Party (COP) will supervise all personnel under the contract. The COP is responsible for technical and financial day-to-day management of the contract and ensuring that deliverables meet both the standards and due dates established by the CTO. The COP reports to the USAID Mission and must be conversant with USAID regulations and procedures.

The COP must have broad experience in directing an education project, preferably in the Middle East, collaborating with host country officials, translating research findings into policy dialogue and working at the local community and school level to employ methodologies that involve site educators in gathering information about teaching and learning. Experience must also include supervising and managing a large national project, developing and monitoring budgets, and disseminating findings in useful ways. Qualifications include an advanced degree and experience working in the Middle East. English fluency is required and Arabic proficiency is highly desired.

MoE Coordinator (Field 24 months)

The MOE Coordinator will serve as the team leader of the technical assistance team that supports the Ministry of Education and is charged with supervising the development and approval of each sector work plan. S/he will be responsible for all personnel matters within the TA team and will serve as the liaison between the COP and the team that is strengthening the Ministry. The Technical Assistance coordinator will closely monitor progress of the TA team toward the objectives/results set out in the implementation plan, and report progress to the COP on a weekly basis. The MOE Coordinator must be a broad based education specialist who can fill in for members of the technical assistance team when they are on leave or otherwise absent, and attend key meetings in their place or on their behalf. Although each of the TA team will report to and be supervised by the Ministry of Education, the team leader will play a strong coordinating role and will oversee the budget that is set up to support the work of the TA team. Use of project funds for study tours or travel, for example, will be authorized by the TA team leader. Qualifications include Middle East experience, an advanced degree in Education or in a closely related social science field, e.g. organizational development, public administration, and proven capacity to manage human and financial resources.

Model Schools Coordinator (field-24 months)

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The Model Schools Coordinator is responsible for all aspects of the implementation of the "Centers of Excellence" component including the development and supervision of the work plan for this specific activity. With regard to procurement, s/he will be required to coordinate closely with the Procurement Coordinator. Specifically, the Model Schools Coordinator will:

- Collaborate with MOE officials, particularly with the model schools counterpart, in the selection (location) of the 162 model schools.
- Develop a two year plan, within 30 days of project implementation, for the implementation of this component. This will feed into the overall implementation plan.
- Organize, jointly with the MOE Training Institute, tailored training programs for teachers and administrators in the model schools.
- To the extent agreed with communities and MOE representatives, introduce supplementary learning materials that promote the national curriculum.
- Identify and recruit support personnel at the Governorate level and below.
- Collaborate with the Grants Management Coordinator, on requirements for the physical rehabilitation of each schools
- Collaborate with the Procurement Coordinator, within 45 days of implementation, for the procurement of a comprehensive list of supplies, equipment, and furniture and library books required for the model schools.
- Supervise and Monitor the development of the model schools
- Create, with MOE and project staff, a social mobilization plan that will develop a handbook for promoting community/parental involvement and pride in the model schools.
- To the extent feasible, create an intranet network that will encourage professional development and sharing of best practices throughout the model schools and beyond.
- By January 2006, develop a feasible plan for the gradual replication of the best practices of model schools.
- The Coordinator will manage and approve a budget for travel, seminars and workshops.

Deleted: in close collaboration with the MOE

Qualifications: Significant experience as a teacher or teacher trainer, broad knowledge of teacher training and other school based practices, experience in the management of people and resources. Arabic language capacity is highly desirable.

Procurement Coordinator: (Field -24 months)

The Procurement Coordinator is responsible for all aspects of the procurement and delivery of supplies, equipment, furniture, etc. throughout the project. This includes delivery to the school level and the supervision and development and approval of the work plan for this activity. Although each component of the activity may have budgets for the procurement of goods, each will implement its procurement through the office of the Procurement Coordinator. The

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Procurement Coordinator is a key position and must have at least 15 years of experience in world wide procurement practices. The functions of the Procurement Coordinator will be time linked. Weekly progress reports to the COP will be required. Procurement actions must be closely coordinated with appropriate offices within the MOE. Transfer of procurement responsibility to the MOE is a long term goal, therefore capacity building in the development of bid procedures and transportation management is desirable. It is essential that the staff of the procurement Coordinator be Arabic speaking, preferably Iraqi.

Grants Management Coordinator (Field – 24 months)

The Grants Management Coordinator is responsible for the “civil society” aspect of EDUCATION II—the development and approval of the grants management plan including selection criteria, process and oversight, working hand in hand with the MoE designated staff. The goal of this activity is to engage parents and communities in actions affecting the education of their children. Local organizations will need to be promoted and supported. Grants, which may be used for various aspects of physical rehabilitation and/or equipment, serve as an incentive for parents to become involved in the schools. The Grants Management Coordinator will oversee that function and build upon and improve grants management procedures already in place under RISE. The Grants Management Coordinator must have had extensive experience in grants management from both the financial and program perspective. S/he will supervise a large network of grants managers throughout the country, most of whom are not English speakers. Arabic language skills are highly desirable.

PROJECT: 06300: EDUCATION (Basic Education and Higher Education)

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Project Breakdowns: (Per our discussion, PMO is working off an old Fact Sheet. A newer one was submitted December 16 and a copy is attached.)

06300A	Provide technical assistance	\$ 7,000
06300B	Establish 162 Centers of Excellence	19,000
06300C	Develop/implement a nationwide primary and secondary teacher training program	8,000
06300D	Implement early childhood programs	4,000
06300E	Hygiene and sanitation projects in 3000 schools	10,000
06300F	Child protection services (academic retrieval)	4,000
06300G	Procure/distribute primary and secondary school supplies	10,000
06300H	PTA grants to identify, prioritize, and supervise school repair	10,000
	SUBTOTAL	72,000
06300I	MORTGAGE RISE	
06300J	MORTGAGE RISE	
06300K	MORTGAGE RISE	
	SUBTOTAL	10,000
	SUBTOTAL	82,000
06300L	HIGHER EDUCATION	
06300M		
	SUBTOTAL	8,000
	TOTAL	90,000

Quarterly distribution should be:

	FY04				FY05
	1Q	2Q	3Q	4Q	1Q
Basic education		37	26	19	
Higher education		3	4	1	
TOTAL		40	30	20	

horriguns@mulhermann

PROJECT: 06300: EDUCATION (Basic Education and Higher Education)

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	SUBTOTAL	72,000
06300I	MORTGAGE RISE	
06300J	MORTGAGE RISE	
06300K	MORTGAGE RISE	
	SUBTOTAL	10,000
	SUBTOTAL	82,000
06300L	HIGHER EDUCATION	
06300M		
	SUBTOTAL	8,000
	TOTAL	90,000

10% UNICEF
children protection outside
UNICEF
health
new interactions 72
14
\$66 mil
Spencer

Quarterly distribution should be:

	FY04				FY05
	1Q	2Q	3Q	4Q	1Q
Basic education	10	27	26	19	
Higher education		3	4	1	
TOTAL		40	30	20	

5.5% → 10% man

NGOs
military

re appointment? PMO
need explanation of where funds are
problems

accelerate EMIS training

reducing USAID

SUPPLEMENTAL ALLOCATION									
Total of all requirements should not exceed "TARGET" amount. You will find the 1st and 2nd quarter target amounts in worksheet titled "Targets"									
Project Code	Subline	Execution		Amount(x1000)	Quarter requirement Applies to	EXECUTION MONTH (Place an X column for month requirement)			
		Location	Nomenclature of Planned Requirements			JAN	FEB	MAR	
	06300A		Capacity building, technical assistance	4,000			x	x	
	06300B		162 Centers of Excellence	12,000				x	
	06300C		Primary and Secondary Teacher Training	3,000				x	
	06300D		Early childhood tv programs	4,000				x	
	06300E		Hygiene and sanitation						
	06300F		Child protection (academic retrieval)	1,000				x	
	06300G		Primary and secondary school supplies						
	06300H		PTA grants--school repair	3,000				x	
	06300I		RISE--technical assistance						
	06300J		RISE--teacher training						
	06300K		RISE--PTA grants						
	06300L		Higher Education--						
	06300M		Higher Education--						
Higher Education projects should total \$3,000,000									
RISE projects should total \$10,000,000									

3 HE / HE / HE
Education, Refugees, & Human Rights

06300 Education

Responsible Ministry: Education
 Total Project Cost: \$90,000,000

USG Executing Agency: USAI Split Execution: with: Amount:

PROJECTED APPORTIONMENT/SPEND PLAN

POC Email: (b)(6) *SL*
 Technical Lead:
 Description:

FY04Q1:	FY04Q2:	FY04Q3:	FY04Q4:	FY 2005	TOTAL
10	26	30	16		90

TO MEET THE ESSENTIAL REQUIREMENTS OF THE MINISTRY OF EDUCATION OFFERING TECHNICAL ASSISTANCE, ESTABLISHING 162 CENTERS OF EXCELLENCE IN PRIMARY AND SECONDARY SCHOOLS AS MODELS FOR THE NATION, SUPPORTING THE IMPLEMENTATION OF EARLY CHILDHOOD TV, FOCUS ON IMPROVEMENTS IN WATER AND SANITATION IN SCHOOLS AND ACADEMIC RETRIEVAL OF DROPOUTS.

Scope

- Provide technical assistance to the Ministry including capacity building, supplies, equipment, transportation and travel to workshops, conferences and tours (\$7 million).
- Establish 162 Centers of Excellence, primary and secondary schools that will model new management and educational practices at the local level. These schools will be supported through wide community involvement and oversight, and will offer an alternative to existing public schools (\$21m for Centers of Excellence).
- Assist the Ministry of Education in developing and implementing a nationwide primary and secondary teacher training program (\$10m).
- Implement early childhood TV (\$5M); and hygiene and sanitation projects in 3,000 schools (\$10 million); and academic retrieval of dropouts. (\$4 million).
- Procure and distribute primary and secondary school supplies (\$12 million).
- Encourage PTA involvement in school repair, by having them identify, prioritize and supervise the execution of the repair work. (\$13 M).

Requirements	Projected Cost Data				NCon Total	Urgent Req.	urgent_cons	NonUrgent r
	Total	Construction	Procure	Non-Proc				
	90,000		60,000	30,000	90,000	40,000		
					Construction	Procure	Non-Proc	Type
<input checked="" type="checkbox"/> 06300H	No Data	←	PTA grants to identify, prioritize, and supervise school repairs	<i>ment</i>		13,000		
<input checked="" type="checkbox"/> 06300G	No Data		Procure/distribute primary and secondary school supplies			12,000		
<input type="checkbox"/> 06300F	No Data		Academic Retrieval of Dropouts					4,000 Urgent
<input checked="" type="checkbox"/> 06300E	No Data		Hygiene and Sanitation Projects in 3000 schools			10,000		
<input checked="" type="checkbox"/> 06300D	No Data		Implement Early Childhood Programs			5,000		
<input checked="" type="checkbox"/> 06300C	No Data	←	Develop/Implement a nationwide primary and secondary teacher training program	<i>ment</i>		10,000		
<input checked="" type="checkbox"/> 06300B	No Data	Complete	Establish 162 Centers of Excellence			21,000		
<input type="checkbox"/> 06300A	No Data	←	Provide Technical Assistance	<i>ment</i>		7,000		
Requirements Total:					72,010 82,000	40,000	4,000	

06300 I

Creative WORK plan -

UNICEF 3/7/04

Overall Budget

Line Code	Executing Agency	Description
06300A	USAID	Provide Technical Assistance
06300B	USAID	Establish 162 Centers of Excellence
06300C	USAID	Develop/Implement a nationwide primary and secondary teacher Train
06300D	USAID	Implement Early Childhood Programs
06300E	USAID	Hygiene and Sanation Projects in 3000 schools
06300F	USAID	Child Protection Services (Academic Retrieval of Dropouts)
06300G	USAID	Procure/distribute primary and secondary school supplies
06300H	USAID	PTA grants to identify, prioritize, and supervise school repairs
06300I	USAID	Mortgage Rise
06300J	CPA	Higher Education
		TOTAL:

Project: \$10M Mortgage Rise Contract#: EDG-C-00-03-00011-00

06300C	Develop/Implement a nationwide primary and secondary teacher Train
	EMIS
	Accelerated Learning
	MOE Staff Support

Total:

Project: \$58M Contract you said is going out
Code Discription (you don't have to enter this)

Total:

Any others planned uses please enter below in same format.

- ? Training programs for NGOs. Estimated cost: \$250,000.
- ? Equipment and assistance to 10-20 start-up NGOs. Estimated cost: \$1 million.

- **Human Rights Ministry.** This new Ministry was established by the Governing Council to foster a culture of human rights and dignity in Iraq and to assist in reconciliation with atrocities committed by the former regime. The OHRTJ's programs, as laid out above, will support the goals of the Human Rights Ministry as it develops.

Specific planned projects which will likely fall under the ministry in the future include mass graves assistance to families, research into past atrocities, forensic training programs, equipment for forensics and local digging, development of a Human Rights Civic Education Program, family advocacy, a document database, an oral history database, NGO coordination and development, a Truth and Reconciliation Commission, establishment of Human Rights Commission delegation, development of the Iraqi National Bureau for Missing Persons, a fund for investigative/documentary purposes, the Memory Foundation, Documentation and Memorial Workshops, Abu Gharaib Memorial Workshop, and a Committee to review crimes against athletes.

Education
P/C 06300

Basic Education

FUNDS (Millions of \$s)	1 st Qtr FY 2004	2 nd Qtr FY 2004	3 rd Qtr FY 2004	4 th Qtr FY 2004	FY 2005
Appropriated	10.0	26.0	30.0	16.0	

Responsible U.S. Government Agency: USAID.

The education system in Iraq was highly regarded and high performing until the early 1980s. Before then, the country had continued to improve at all levels of education and had achieved nearly universal primary enrollment in 1980. Thereafter, following more than two decades of major wars and bad policies, the system went into a steady decline, driven by a combination of:

- lack of resources as public funds were siphoned off for military expenditures and other priorities of the ruling regime; and
- the politicization of the education system, which influenced everything from curriculum, to teaching, staff, to admission policies.

Enrollment rates have declined progressively and attendance rates have decreased to alarmingly low levels, including the 50% attendance rate for girls in rural areas. The curriculum became outdated and distorted as it was used as a tool for political purposes. Systems development came to a standstill with serious consequences for management and governance. In addition, the school physical infrastructure has so deteriorated that it has increasingly negative effects on the quality of education and attendance rates since many students must now be educated in double or triple shifts. An estimated 4,500 new schools are required to meet the needs of the current student population. Out of nearly 15,000 existing school buildings, 80% now require significant reconstruction. More than 1,000 schools need to be demolished and completely rebuilt. Another 4,600 require major repair. Thousands of school buildings nationwide also do not meet the minimally acceptable health standards.

While the country continues to graduate many teaching candidates, the availability of professional development and pre-service preparation programs have deteriorated considerably over the last two decades.

From May to December 2003, 1,842 schools were repaired or rehabilitated. The Supplemental funds will be used to repair pre-, primary and secondary schools in nine Governorates across Iraq. Many of these schools are in areas that have not received much rehabilitation attention because of security issues. Renovations and repairs will bring the schools up to an acceptable life-safety, maintenance and construction levels providing a better learning environment and sense of security for faculty and students. Supplemental funds will also be used to meet the essential non-construction requirements of the Ministry of Education, including: (1) restoring water and sanitation services to schools; (2) forming or reactivating PTA; (3) reducing the number of schools holding multiple shifts; (4) establishing 162 model schools, Centers of Excellence; (5) developing television for pre-school children; and (6) ensuring the delivery of school supplies.

To date, \$10 million has been apportioned to USAID for this program.

Higher Education

FUNDS (Millions of \$s)	1st Qtr FY 2004	2nd Qtr FY 2004	3rd Qtr FY 2004	4th Qtr FY 2004	FY 2005
Appropriated		3.0	4.0	1.0	

Responsible U.S. Government Agency: USAID.

Just as primary education facilities suffered from neglect, vandalism, and other damage, so too have Iraq's institutions of higher education. Iraq's 20 universities and 43 technical schools are in desperate need of repair, furnishing, and equipment. Iraq's institutions suffer from varying degrees of damage. Minimal rehabilitation of the worst will require at least \$500,000 each. This will bring their structures up to absolutely minimal safety, sanitary and environmental (heating, ventilating, and air-conditioning standards). Others

L-OMB report
summary

**Education
P/C 06300**

Basic Education

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Responsible US Government Agency: USAID

¹ United Nations-World bank Joint Needs Assessment . October 2003, Page 14.

Education
P/C 06300

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Responsible US Government Agency: USAID

¹ United Nations-World bank Joint Needs Assessment . October 2003, Page 14.

FUNDS (US Fiscal Year)	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Appropriated (\$M)		26.0	30.0	26.0

FUNDS (US Fiscal Year)	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Appropriated (\$M)		26.0	30.0	26.0

26
 26

 52
 30

 82

10
 26

 36
 16

19
 10

 29

Public Buildings: Construction and Repair

P/C 81000 Public Buildings Construction and Repair

	1 st	2nd	3 rd	4th		
	FY2004	FY2004	FY2004	FY2004	FY2005	Total
Jan 2207 Report (\$M)	0	13	32.5	32.5	52	130
April 2207 Report	0	99.3	30.7	0	0	130
Change from Jan Report	0	86.3	-1.5	-32.5	-52	
Obligated						

Changes from the January Report:

\$86 million was allocated in the 1st quarter to USAID to repair 930 schools in 9 provinces. However, at the request of the Ministry of Education and concurrence with USAID, SXX million of the funds now will be reallocated to the DOD. \$YY million will remain at USAID for repair of Basra schools via a grant to a non-governmental organization. [Check before finalizing.] The remaining funds will be allotted to private and military contractors to ensure sufficient reconstruction capacity.

The Ministry of Education, after completing initial school site inspections of nearly half of the schools in the nine provinces, estimates that the number of schools to be rehabilitated with the supplemental funds will increase from 930 to 1,047.

Accomplishments to date:

The Ministry of Education developed construction standards for the schools to be rehabilitated under the supplemental funds and with the Program Management Office developed a Task Order that reflects the Ministry's construction standards and requirements that the contractors coordinate with the Ministry, the provincial Ministry offices, and the schools being repaired.

Construction Projects : (ARE THESE ON CONTRACT?, WHAT'S THEIR STATUS?)

	Cost
Ministry of Environmental	\$4.76M
Ministry of Trade	\$8.2M
Ministry of Industry and Minerals	\$13.7M
Ministry of Transportation	\$13.1M
Total	\$39.76M

Accomplishments anticipated in next quarter: (??)

Donor Interest? Category	Project Code Description	Con- Non-Con.				Construction						Non Construction					Total	
		2207	structi	Sub-Tc	TOTAL	1st	2nd	3rd	4th	2005	Total	1st	2nd	3rd	4th	2005		Total
Roads, Bridges, & Construction	80000 Housing Construction	0	-	-	-	0	0	0	0	0	0	0	0	0	0	0	0	0
	81000 Public buildings construction and re	130	127	3	130	86	10	31	0	0	127	0	3	0	0	0	3	130
	82000 Roads and bridges	240	240	-	240	0	20	180	40	0	240	0	0	0	0	0	0	240
	Total, Roads, Bridges, and Construc	370	367	3	370						367						3	370

apportioned to USAID
20 mil
66 mil

Col (b)(6)

Dec 14



COALITION PROVISIONAL AUTHORITY
PROGRAM MANAGEMENT OFFICE
BAGHDAD, IRAQ



PROPOSED Non-CONSTRUCTION PPA FACT SHEET

IRAQI MINISTRY/OFFICE (spell out) EDUCATION MINISTRY	*PROGRAM/PROJECT/ACTIVITY (PPA) TITLE: EDUCATION (NON-CONSTRUCTION)	CPA PRIORITY (PMO)	PROJECT CODE (PMO)
---	--	--------------------	--------------------

GOVERNORATE NATIONAL	MUNICIPALITY	IRAQI CONTACT PERSON/INFORMATION DR. ALA'DIN ALWAN
-------------------------	--------------	---

SECTOR EDUCATION	CONTACT PERSON & TITLE LESLYE ARSHT, SR. ADVISOR, MOE	CONTACT TELEPHONE (b)(6) 36	CONTACT E-MAIL (b)(6) 36
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TOTAL PROGRAM COST IN US DOLLARS (MILLIONS) \$82 MILLION	REQUIREMENT IN USD \$82 MILLION	OTHER FUNDING PLEDGED? (LIST ALL BY AMOUNT AND SOURCE)
---	------------------------------------	--

PROJECT OBJECTIVE (what exactly is going to be accomplished) AND **JUSTIFICATION** (who exactly will benefit and how):

Objective: To meet the essential requirements of the Ministry of Education offering technical assistance, establishing 162 Centers of Excellence in primary and secondary schools as models for the nation, supporting the implementation of early childhood TV; focus on improvements in water and sanitation in schools and offering child protection services.

Justification: The Ministry is lacking management personnel; schools across the country are in need of repair; lack of water and sanitation in schools is keeping girls out of school; children, particularly those among vulnerable groups are falling prey to abuse.

academic
re-formation

SCOPE OF PROJECT (range or capacity of program/project/activity; address coordination with other programs/projects/activities)

- Provide technical assistance to the Ministry including capacity building, supplies, equipment, transportation and travel to workshops, conferences and tours (\$2 million).
- Establish 162 Centers of Excellence, primary and secondary schools that will model new management and educational practices at the local level. These schools will be supported through wide community involvement and oversight, and will offer an alternative to existing public schools (\$19M for Centers of Excellence).
- Develop and implement a nation wide primary and secondary teacher training program (\$8M).
- Implement early childhood TV (EATV); and hygiene and sanitation repairs in 3,000 schools (\$10 million); and child protection services (\$4 million).
- Procure and distribute primary and secondary school supplies (\$10 million).
- Promote community involvement in schools via small grants to form PTAs and encourage social mobilization in the education sector (\$10M).
- MORTGAGE RISE 10 million

PRE-CONTRACT AWARD

Responsible US Government Agency: (who will write the RFP - CPA, USAID, DoS, etc.) USAID

Probable Executing Agent: (which business or NGO do you think will do the work) USAID Contractors and Grantees

POST-CONTRACT AWARD (PMO)

Estimated project schedule (by quarter or FY) (if applicable):

FY04				FY05				FY06			
1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
Obligations	\$22M	\$22M	\$19	Obligations	\$19M			Obligations			

METRICS (explanation of product delivery against proposed project schedule by which someone can measure your success - estimate here, we'll finalize later)

A modern decentralized functioning education system

Establishment of 162 pilot centers focusing on academic excellence

Mainstreaming of early childhood development in Iraqi media

Equipped primary and secondary schools for 3 million children

3000+ schools with functioning water and sanitation education pilot component

Integration of vulnerable groups into the formal education system

Over 500 PTAs formed and established



**COALITION PROVISIONAL AUTHORITY
PROGRAM MANAGEMENT OFFICE
BAGHDAD, IRAQ**



PROPOSED NON-CONSTRUCTION PPA* FACT SHEET

IRAQI MINISTRY/OFFICE (spell out)		*PROGRAM/PROJECT/ACTIVITY (PPA) TITLE:		C (PPA)			
EDUCATION/HIGHER EDUCATION		EDUCATION					
GOVERNORATE	MUNICIPALITY	IRAQI CONTACT PERSON/INFORMATION					
ALL		DR. ALA'DIN ALWAN					
SECTOR	CONTACT PERSON & TITLE	CONTACT TELEPHONE	CONTACT E-MAIL				
EDUCATION	LESLYE A. ARSHT	(b)(6)	(b)(6)				
SUBSECTOR:	SR. ADVISOR	36	36				
TOTAL PROGRAM COST IN US DOLLARS (THOUSANDS)	URGENT REQUIREMENT IN USD (PRE-JAN 5 th , THOUSANDS)	OTHER FUNDING PLEDGED? (LIST ALL BY AMOUNT AND SOURCE)					
\$90,000	\$40,000						
PROJECT OBJECTIVE (what exactly is going to be accomplished) AND JUSTIFICATION (who exactly will benefit and how):							
Objective: TO MEET THE ESSENTIAL REQUIREMENTS OF THE MINISTRY OF EDUCATION OFFERING TECHNICAL ASSISTANCE, ESTABLISHING 162 CENTERS OF EXCELLENCE IN PRIMARY AND SECONDARY SCHOOLS AS MODELS FOR THE NATION, SUPPORTING THE IMPLEMENTATION OF EARLY CHILDHOOD TV; FOCUS ON IMPROVEMENTS IN WATER AND SANITATION IN SCHOOLS AND ACADEMIC RETRIEVAL OF DROPOUTS.							
Justification: The Ministry is lacking management personnel; schools across the country are in need of repair; lack of water and sanitation in schools is keeping girls out of school; and dropouts have a diminished future							
SCOPE OF PROJECT (range or capacity of program/project/activity; address coordination with other programs/projects/activities)							
<ul style="list-style-type: none"> Provide technical assistance to the Ministry including capacity building, supplies, equipment, transportation and travel to workshops, conferences and tours (\$7 million). Establish 162 Centers of Excellence, primary and secondary schools that will model new management and educational practices at the local level. These schools will be supported through wide community involvement and oversight, and will offer an alternative to existing public schools (\$21M for Centers of Excellence). Assist the Ministry of Education in developing and implementing a nationwide primary and secondary teacher training program (\$10M). Implement early childhood TV (\$5M); and hygiene and sanitation projects in 3,000 schools (\$10 million); and academic retrieval of dropouts. (\$4 million). Procure and distribute primary and secondary school supplies (\$10 million). Encourage PTA involvement in school repair, by having them identify, prioritize and supervise the execution of the repair work. (\$10M). 							
PRE-CONTRACT AWARD <i>\$8 million - Higher education</i>							
Responsible US Government Agency: USAID							
Apportion Funds To: USAID							
POST-CONTRACT AWARD (PMQ)							
Estimated project schedule (by quarter or FY) (if applicable):							
Funding Stream Estimate (if applicable) (US Fiscal Year):							
US FY04		US FY05		US FY06			
1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
Obligations	\$40M	\$30M	\$20M	Obligations		Obligations	
METRICS <i>36 30 16 ed</i> <i>This needs John's input</i>							
<ul style="list-style-type: none"> A modern decentralized effective and productive education system Establishment of 162 pilot centers focusing on academic excellence Promotion of early childhood literacy, numeracy, and tolerance in Iraqi media Equipped primary and secondary schools for 3 million children 3000+ schools with functioning water and sanitation Return of drop-outs to the formal education system Over 500 PTAs formed or re-activated to implement school repairs 							

8

\$82

\$8 million
higher ed

57
12
13

82

Budget Process

President requests emergency (P.L. 107) supplemental from Congress.

Congress passes supplemental and President signs on November 6, 2003. Supplemental is one large account, the Iraq Relief and Reconstruction Fund, with \$18.4 billion.

OMB "apportions" funds from this account to other budget accounts at 5 agencies (Defense, State, AID, Treasury and Health & Human Services). So far, only 4 agencies have received apportionments. *USAID/education*

For spending prior to January 5, 2004 agencies had to "notify" Congress for all spending. Allows Congress to approve individual spending items since it can put a "hold" on spending it does not approve.

Spending after January 5 does NOT require Congressional notification IF the spending is consistent with the aggregate amount on the approximately 50 project line items in the OMB Report submitted on January 5th (see on 2207 Report). The report is on the OMB website.

Best Copy Available

Do not rely on Washington agency program staff to inform the agency budget staff.

Second possible confusion: CPA senior advisor wants an agency other than 5 listed ones to implement a program. CPA/OMB has the default option of requesting apportionment of funds to Defense.

Fix for the confusion: CPA senior advisor needs to determine which Federal agency it wants to implement the program. CPA then needs to work with both Defense budget shop and recipient agency on the mechanics of the account transfer.

Example: CPA senior advisor wants the Department of Justice to implement the program. The Defense Department can transfer the funding to the Department of Justice.

Best Copy Available

Funds Status (\$Millions)

• Apportionment	
– Received	\$1,580
– 2Qtr Request	\$6,382
• Tasked	
– Non-Con	\$1,196
– Construction	\$ <u>667</u>
Total	\$1,863
• Execution	\$ 509

As of 1 Feb

Construction Tasks Awarded by 1 Jul 04

<u>Sector</u>	<u>\$M Awarded</u>
Oil	\$1,200
Electrical	\$1,993
Security/Justice	\$ 749
Water/PW	\$ 722
Trans/Comm	\$ 367
<u>Bldgs/Ed/Health</u>	<u>\$ 371</u>
Total	\$5,402 Million

Non- Construction Procurement by 1 Jul 04

<u>Sector</u>	<u>\$M Awarded</u>
Oil Infrastructure	\$ 824
Electrical	\$ 221
Security and Law Enforcement	\$ 2,703
Water Resources and Sanitation	\$ 160
Trans/Comm	\$ 157
Roads, Bridges, & Construction	\$ 421
Private Sector Development	\$ 172
<u>Education, Refugees, & Human Rights</u>	<u>\$ 204</u>
Total	\$4,862 Million

Work Under Way Now


<u>Construction</u>	
• Electrical	511,135,260
• Public Works	94,860,000
• Security	160,000,000
• Schools	89,760,000
Sub-Total	855,755,260

<u>Non-Construction</u>	
• Security & Law	270,000,000
• Justice and Public Safety	70,000,000
• Electric	50,000,000
• Oil	322,000,000
• Transportation	27,000,000
• Education	10,000,000
Sub-Total	749,000,000

Total: \$1,604,755,260

check inspection schedule

is there a work plan?



Status of Funds

Category	2207 Report Allocation	DOD			Previously Appointed	Total	STATE			TREASURY			SUMMARY		TOTAL
		Previously Apportioned	2nd Q Request	Total			Previously Apportioned	2nd Q Request	Total	Previously Apportioned	2nd Q Request	Total	Previously Apportioned	2nd Quarter Request	
Law Enforcement	3,243	662	908	1,655		246	422	668	0	0	0	908	1,424		
Police Training and Technical	1,331	136		251		246	422	668				382	217		
Police Training and Technical	950					246	422	668				246	422		
Police Management	300	80	79	159								80	79		
Police Instruction Services	81	56	23	81								56	23		
Police Training	1,912	526	908	1,434								526	908		
Police Training	1,712	416	876	1,294								416	876		
Police Training	602	239	353	591								239	353		
Police Training	718	81	349	497								81	349		
Police Training and Training	395	116	179	295								116	179		
Police Training	200	110	30	140								110	30		
Police Training and Personnel	149	59	30	89								59	30		
Police Training	51	51	0	51								51	0		
Police Training and Civil Society	1,476	0	408	408		62	136	198	0	0	0	136	80		
Police Training and Investigative	5					0	2	2				0	2		
Police Training and Program	40					0	15	15				0	15		
Police Training and	100	0	33	33								0	33		
Police Training and	124	0	42	42								0	42		
Police Training and	275	0	34	137		37	24	61				37	17		
Police Training and	[61]					[37]	[24]	[61]				[37]	[24]		
Police Training and	149	0	149	145								0	145		
Police Training and	90	0	25	25								0	25		
Police Training and	75											0	40		
Police Training and	150					0	30	30				0	30		
Police Training and	458	0	5	5		25	55	80				99	359		
Police Training and (USIP)	10					0	10	10				0	10		

illegible

illegible

illegible

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Status of Funds

Program	2007 Report Allocation	DOD			Previously Apporportioned	Total	STATE			TREASURY			SUMMARY		Total
		Previously Apporportioned	2nd Q Request	Total			Previously Apporportioned	2nd Q Request	Total	Previously Apporportioned	2nd Q Request	Total	Previously Apporportioned	2nd Quarter Request	
...	793	0	289	289	0	0	0	0	0	0	0	0	50	289	289
... Hospital and Clinic	443	0	170	170	0	0	0	0	0	0	0	0	0	170	170
... Treatment and	300	0	108	108	0	0	0	0	0	0	0	0	0	108	108
... 5151A	50	0	0	0	0	0	0	0	0	0	0	0	50	0	50
... Bushra Hospital	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
... Partnerships	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
... Development	184	0	65	65	0	0	0	0	0	0	0	0	0	65	65
... Enterprise Fund	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
... of	8	0	6	6	0	0	0	0	0	0	0	0	0	6	6
... Centers	132	0	54	54	0	0	0	0	0	0	0	0	0	54	54
... Medium	44	0	5	5	0	0	0	0	0	0	0	0	0	5	5
... Human	280	0	6	6	0	68	68	5	0	5	15	128	128	128	128
... and	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
... Refugees	105	0	41	41	0	41	41	0	0	0	0	41	41	41	41
... Centers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
... Tribunal	30	0	15	15	0	15	15	5	0	5	5	15	15	15	15
... Tribunal	30	0	0	0	0	0	0	0	0	0	0	0	0	0	0
... Courses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
... 12	15	0	12	12	0	12	12	0	0	0	0	12	12	12	12
... 12	90	0	0	0	0	0	0	0	0	0	0	10	10	10	10
... Programs	19	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	18,439	666	4,563	5,324	2,014	308	625	933	5	0	5	1,565	6,382	18,439	18,439

illegible


where's bldgs?


illegible

illegible

Best Copy Available

(b)(6)

From: (b)(6) 
Sent: Wednesday, March 10, 2004 1:46 PM
To: (b)(6)
Subject: EDUCATION ACCOMPLISHMENTS 03

Pam, USAID's Education 03 Program consisted of the following activities: RISE Program- \$57M; UNESCO- \$10M; UNICEF- \$7M— Total \$74M. In terms of results please refer to the attached document. You will note that I have also added school rehabilitation which includes contracts beyond the ones highlighted in the education sector considered to be primary education implementers- Please let me know if I can assist you with any further information at this time- Thank you very much. (b)(6) 

3/10/2004

(b)(6)

From: (b)(6) CB
Sent: Thursday, March 11, 2004 1:39 PM
To: (b)(6)
Subject: FW: EDUCATION PROCUREMENT- GENERAL OUTLINE

(b)(6) As you requested, I hope the information below is useful to you. Please do not hesitate to let me know if there is anything else you might need- Thank you

Year 1:

Contract:

RFP issued in mid March 03
TEC met in early April
RFP awarded on April 26, 2003

Grant:

Formulated in February and March 03
Awarded in late March 03

Year 2

Contract:

RFP issued in late February
TEC planned for in mid April
Award planned for late May

Status: RFP is out for competition. Submission time will close in late March. I am currently in the process of identifying technical evaluation committee members. Overall Budget \$58M

Grant:

Formulated in Nov 03- February 04
Award planned for third week in March

Status: Grant sow has been formulated as per MOE instructions. Our contract's office is in the process of amending the current grant with UNICEF so that it can be a quick action and not require an entire new instrument. This should be done next week. Following that action, UNICEF will be asked to jointly develop a work plan with MOE and finalize all program details. Budget \$14M

I hope this is helpful—Thank you again (b)(6) CB

(b)(6) CB
General Development Officer
USAID/IRAQ

3/11/2004

(b)(6)

From: (b)(6) BL
Sent: Thursday, March 11, 2004 2:55 PM
To: (b)(6)
Cc: (b)(6) BL
Subject: Fund transfer process (USAID-->PMO) Education Construction

(b)(6) Didn't get the attachment. Please resubmit.

Spoke with (b)(6) this am. The following is a distillation of our discussion.

Once the amount to be reappropriated (moved from USAID in this case) and the reasoning and purpose of this transfer are nailed down* the USAID folks would request** the funds be reappropriated and OSD would request the money. The approval/information chain:

USAID→OMB→OSD→Army (we are using their financial system→PMO.

Simultaneous with this process would be a notification by our PMO Comptroller→ CPA omb (b)(6)
 (b)(6) →OSD→OMB so wires don't get crossed and the books stay aligned.

All for now. Hope everything is going well for you today.

(b)(6)
 CAPT, SC, USN BL
 Action Officer
 CPA-PMO
 Health and Education
 Non-construction

*by your shop on the "what is to be bought" and PMO (Sector Director) on the "how this will be bought". Perhaps some of the difficulty of this issue is a misunderstanding of how the various offices play in determining "requirements".
 **using SF132

PS WRT land transfer in Sulymania, I'm not sure what part of the govt. made the deal. The NGO raising the money to build the school hit 30% of the needed funds last week. All for now.

-----Original Message-----

From: (b)(6)
Sent: Thursday, March 11, 2004 9:49 AM
To: (b)(6) BL
Subject: RE: Japanese security donations change education requirements??

(b)(6) am enclosing a PPA for the non-construction Education (primary & secondary). I don't have one for the school construction (think it was originally in the OMB under Housing & Construction). How are you progressing with determining how to transfer the \$66 million out of the USAID budget back to DOD and PMO with Col. (or is it Major) (b)(6)?

Re the Japanese: they are donating some automobiles and busses for their current donor cycle. We are also having talks about them constructing new bathrooms and classrooms in some southern provinces.

Re: retraining the militia. The Ministry's adult education directorate is more or less inactive. However, our military liaison (b)(6) has been coordinating with Interior and (b)(6)

Re: private schools in the North. I am so pleased to hear about these schools and would love to have more details. I assume that these schools are being coordinated with the Kurdish Ministry of Education. Do I understand that the Kurdish Ministry of Education donated some land?

(b)(6)

From: (b)(6) BL
Sent: Sunday, March 14, 2004 1:55 PM
To: (b)(6)

Subject: 6300 Education (Basic and Higher) spend plan FY04 Q3+4

Pam: Hope you are having a great day. As I looked at the penciled spend plan you gave me yesterday I saw the following (in \$millions)

	FY 04				FY 05
	Q1	Q2	Q3	Q4	Q1
Basic	-	27	26	19	-
Higher	-	3	4	1	-
Total	-	30	30	20	= 80

However the old 2207 said:

Basic	10	26	30	16	
Higher	-	3	4	1	
Total	10	29	34	17	=90

I assume the 10M had been left out from your plan and needed to be included. In addition, I heard from (b)(6) that the contract to support Higher Education will be cut next quarter (Q3) so all the funds need to be available by that quarter. (b)(6) also said that since the quarter is almost over we should leave Q1 and Q2 alone and do the adjustment in Q3 and beyond. My resulting recommendations therefore look like the below:

Basic	10	26	27	19	
Higher	-	3	5	-	
Total	10	29	32	19	=90

Does this make sense to you? All for now.

(b)(6)
 CAPT, SC, USN
 Action Officer
 CPA-PMO
 Health and Education
 Non-construction

(b)(6)

From: Arsht, Leslye A. (SES)
Sent: Tuesday, January 20, 2004 6:39 PM
To: (b)(6)
Subject: FW: My comments



RFP -Education II
05-01-04.doc...

Leslye A. Arsht
Senior Advisor, Education Ministry
Republican Palace Rm S-206
Baghdad, Iraq

(b)(6) B6

-----Original Message-----

From: (b)(6) B6
Sent: Tuesday, January 20, 2004 4:55 PM
To: (b)(6)
Cc: (b)(6)
Subject: My comments

>
>Dear (b)(6) and (b)(6)

Welcome back to (b)(6)

Please find attached a copy of the document incorporating my comments (in track changes). I was hoping to see (b)(6) today but recognizing the time constraints, I thought I should send it without any further delay. These comments are based on my experience with the current projects over the last 5 months.

Based on this experience, I felt that some deliverables have generally been late or incomplete. For example, I understand that the MOE should have received assistance in developing an emergency plan and 5-year plan. The consultant recruited to help in budgeting did not have any impact. The EMIS program which I understood should have been completed by the start of school was actually started in late October. In the area of teachers training, staff gave inadequate effort to engaging the Ministry Training Institute staff in a significant way. We were not even informed of the dates of some courses (though this has improved lately). To the MOE staff there is no sense of ownership and there is a feeling that this initiative is not connected with them and they have no role in evaluating it. Overall, the problem is setting up projects outside the MoE in a way that limits their role as successful capacity-building efforts. By addressing these issues, the effectiveness of future activities will be enhanced.

Another point: You will see that I have suggested removing parts on curriculum reform. The national debate on reform is planned for January-March and we hope that we will be able to reach consensus by April.

Best wishes.

Ala' Alwan

Leslye,

Re: PMO supplemental

See if the attached makes sense. The quarterly distribution really differs from the previous fact sheet. Higher Education distribution is the way (b)(6) wants it.

The second spreadsheet is what you and (b)(6) should use to allocate funds for the 2nd quarter (Jan-Mar).

(b)(6)

P.S.

(b)(6)

(b)(6)