

# SIGAR

**Special Inspector General for  
Afghanistan Reconstruction**

**OFFICE OF SPECIAL PROJECTS**

## SCHOOLS IN PARWAN PROVINCE, AFGHANISTAN: OBSERVATIONS FROM SITE VISITS AT 14 SCHOOLS



**AUGUST 2018**

SIGAR-18-67-SP



SIGAR

Office of the Special Inspector General  
for Afghanistan Reconstruction

August 21, 2018

The Honorable Mark Green  
Administrator, U.S. Agency for International Development

Mr. Gregory Huger  
Assistant to the Administrator, Office of Afghanistan and Pakistan Affairs, USAID

Mr. Herbert Smith  
USAID Mission Director for Afghanistan

Dear Administrator Green, Mr. Huger, and Mr. Smith:

This report is the seventh in a series that discusses our findings from site visits at schools across Afghanistan that were either built or rehabilitated by USAID. The 14 schools discussed in this report are in Parwan province, Afghanistan. The purpose of this Special Project review was to determine the extent to which those schools were open and operational, and to assess their current condition. We found that all 14 schools were open and in generally usable condition. However, we found that there may be problems with student and teacher attendance and staffing at several of the schools. We also found that some schools have minor structural deficiencies (e.g. damaged walls, leaking roofs, and/or holes in windows) that may affect student safety and the delivery of education.

We provided a draft of this report to USAID for comment on August 10, 2018. USAID provided comments on August 18, 2018. In its comments, USAID stated that it will “inform the appropriate authorities within the MoE [Ministry of Education] of the schools that SIGAR identified as lacking clean water, having poor sanitation conditions, or showing signs of structural damage and safety hazards.” Additionally, USAID states that it will “alert the MoE and the Parwan Provincial Education Director of the observed low attendance rates in the schools identified” in SIGAR’s review. USAID’s comments are reproduced in appendix I.

We conducted our work in Parwan province and Kabul, Afghanistan, and in Washington, D.C. from December 2017, through May 2018 in accordance with the Council of the Inspectors General on Integrity and Efficiency (CIGIE) Quality Standards for Inspection and Evaluation. SIGAR performed this special project under the authority of Public Law No. 110-181 and the Inspector General Act of 1978, as amended. Should you or your staff have any questions about this project, please contact Ms. Nomi Taslitt, Acting Director of Special Projects, at (703) 545-6062 or nomi.r.taslitt.civ@mail.mil.

Sincerely,

John F. Sopko  
Special Inspector General  
for Afghanistan Reconstruction

The United States has made significant investments in Afghanistan's education sector since 2002. Specifically as of July 9, 2018, the U.S. Agency for International Development (USAID) reported that it has disbursed approximately \$997 million for education programs in Afghanistan.<sup>1</sup> USAID's programs have concentrated on teacher training, child literacy, community-based education, textbook printing and distribution, and school construction or rehabilitation. The schools that have been constructed or rehabilitated by USAID include primary, lower secondary, and higher secondary schools; teacher training colleges; universities; kindergartens; and trade schools.<sup>2</sup>

USAID has claimed that the Afghan education sector is an area in which USAID programs "have contributed to measurable positive impacts on Afghanistan's development and stability."<sup>3</sup> For example, in USAID's 2014 fact sheet on education in Afghanistan and in response to a 2013 SIGAR request for a list of its most successful programs in Afghanistan, USAID cited an increased student enrollment from 900,000 students in 2002 to 8 million in 2013 as evidence of overall progress in the sector.

Nevertheless, concerns with the Afghan education system have received attention at the highest levels of the Afghan government. The Afghan Minister of Education, Dr. Asadullah Hanif Balkhi, told parliament in May 2015, that nonexistent schools received funding and noted that the ministry's Education Management Information System, used for tracking the number of functioning schools, is imprecise.<sup>4</sup> Similarly, in June 2015, the Independent Joint Anti-Corruption Monitoring and Evaluation Committee (MEC) reported that "ghost"<sup>5</sup> teachers have been a long-standing problem, and in most provinces, including Parwan, teacher attendance sheets are not filled out or are frequently forged.<sup>6</sup>

Concerned by these and similar allegations, SIGAR issued an inquiry letter to USAID on June 11, 2015.<sup>7</sup> The letter requested information regarding the reliability of data used by USAID to fund, oversee, and measure the effectiveness of its education programs in Afghanistan. In response, USAID stated that it "has been working with the Ministry of Education [MoE] for over a decade, has a good understanding of the challenges of working in Afghanistan, and has developed monitoring procedures, in compliance with standard practices, for USAID projects that do not rely solely on data from MoE."<sup>8</sup>

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<sup>1</sup> USAID's active education programs have a total estimated cost of \$500 million (see, SIGAR, *Quarterly Report to the United States Congress*, July 30, 2018, p. 172).

<sup>2</sup> For the purposes of this report, we will collectively refer to these facilities as "schools," and individually, unless otherwise noted, as a "school."

<sup>3</sup> USAID, *Response to SIGAR Letter to the Department of State, USAID, and Department of Defense Requesting Top Most Successful and Least Successful Projects*, May 9, 2013.

<sup>4</sup> UNAMA, "WJ Proceedings Summary," May 27, 2015.

<sup>5</sup> The word "ghost" has been used to refer to teachers, students, and schools that are registered with the Afghan Ministry of Education, but that do not actually exist.

<sup>6</sup> Independent Joint Anti-Corruption Monitoring and Evaluation Committee, "Vulnerability to Corruption Assessment of Teacher Recruitment in the Ministry of Education," June 2015, p. 6.

<sup>7</sup> SIGAR, *Afghanistan Education Data Inquiry Letter*, SIGAR 15-62-SP, June 11, 2015.

<sup>8</sup> USAID, "Response to the Inquiry Letter on Afghanistan Education Data Reliability, (SIGAR Inquiry Letter-15-62-SP)," June 30, 2015.

## THE AFGHAN EDUCATION SYSTEM

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The Afghan Ministry of Education (MOE) is responsible for administering general education, Islamic education, technical and vocational education, and teacher and literacy training in Afghanistan. The MOE-administered education system consists of three levels:<sup>9</sup>

1. Primary Education: Grades 1 through 6, where students age 7 to 12 learn reading, writing, arithmetic, and national culture.
2. Lower Secondary Education: Grades 7 through 9, for students age 13 to 15.
3. Higher/Upper Secondary Education: Grades 10 through 12, where students age 16 to 18 choose between continuing an academic path that could lead to university or studying subjects such as applied agriculture, aeronautics, arts, commerce, and teacher training.

According to the MOE's Education Management Information System (EMIS) for Afghan fiscal year 1396 (December 22, 2016 – December 21, 2017), Afghanistan reportedly had 16,049 general-education (government run, grades 1-12) schools, including 959 inactive/closed schools, with 8.95 million students enrolled. The number of enrolled students includes both students who regularly attend school as well as those that have been absent for up to three years. The MOE counts students who have been absent for up to three years as enrolled because, it says, they might return to school. In October 2017, a report from the Joint Anti-Corruption Monitoring and Evaluation Committee said that this sub-population represents about 20 percent of total enrolled students, implying only about 7.2 million students were actually attending classes in Afghanistan.<sup>10</sup>

To help the MOE gather school data to guide its decision making, and help understand how donor funding is benefitting Afghanistan's education system, donors funded EMIS, which tracks educational statistics such as the number of teachers working and students enrolled in schools. However, the Afghan government, as well as USAID, have stated that the EMIS data is imprecise and inaccurate. In addition USAID funded two assessments of EMIS data quality to identify and address gaps in the system.

USAID's first assessment identified key weaknesses within EMIS, including a lack of oversight, inconsistent monitoring at schools, insufficient capacity and training on EMIS forms and procedures, inadequate financing and overreliance on donor-funded assistance, and lack of coordination resulting in duplicative data collection and inefficiencies. USAID's second assessment focused on verifying EMIS data to assess its reliability and identifying inconsistencies at the national, provincial, and local school levels. The assessment found that EMIS data collection varied at the school-level and there was an urgent need for training. School officials lacked a clear understanding of the EMIS form and how to fill it out, particularly student and teacher data, resulting in data discrepancies and inaccurate information. For example, the assessment documented seven percent more teachers marked present in attendance registers than actually found at schools.

As part of our ongoing examination of the Afghan education sector, and to assist USAID and the Afghan government to improve education-related data throughout Afghanistan, we initiated this special project to determine whether schools purportedly built or rehabilitated in Parwan province

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<sup>9</sup> SIGAR, *Primary and Secondary Education in Afghanistan: Comprehensive Assessments Needed to Determine the Progress and Effectiveness of Over \$759 Million in DOD, State, and USAID Programs*, SIGAR 16-32-AR, April 26, 2016, pg. 10.

<sup>10</sup> SIGAR, *Quarterly Report to the United States Congress*, January 30, 2018, p. 186.

using USAID funds were open and operational, and to assess their current condition.<sup>11</sup> To accomplish these objectives, we identified 15 USAID-funded projects to rehabilitate or construct schools in Parwan province. We worked jointly with an Afghan civil society organization to locate and perform limited inspections of 15 such schools in December 2017 and March-April 2018. We were able to complete site visits at 14 of the 15 USAID-funded schools. Our site visits lasted for approximately one hour and were conducted during normal school days and operating hours.<sup>12</sup> At each site visit, we observed and recorded information about school resources and structures, completed standardized survey questionnaires, and, where available, interviewed school officials and community members.<sup>13</sup> We also used Global Positioning System (GPS)-enabled cameras to secure geospatial coordinate- and date/time-stamped photographs for each school. These photos enabled us to determine school coordinates, identify potential problems, and assess general operations and usability for each school facility.

While a single site visit, during one of three possible shifts at a school, cannot substantiate claims of absent or “ghost” teachers or students, it does provide valuable insight into the operations of a school on a normal school day.

## CONDITIONS REPORTED AND OBSERVED AT 14 SCHOOLS IN PARWAN PROVINCE

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Our site inspection teams interviewed school staff and community members, inspected school grounds and buildings, and obtained photographic evidence at 14 of 15 schools constructed or rehabilitated by USAID and now operated by the Afghan MOE in Parwan province. This report includes results from all 14 schools visited. All of the 14 schools appeared to be open and in-use. Figure 1 shows the general location of the schools we visited in Parwan.

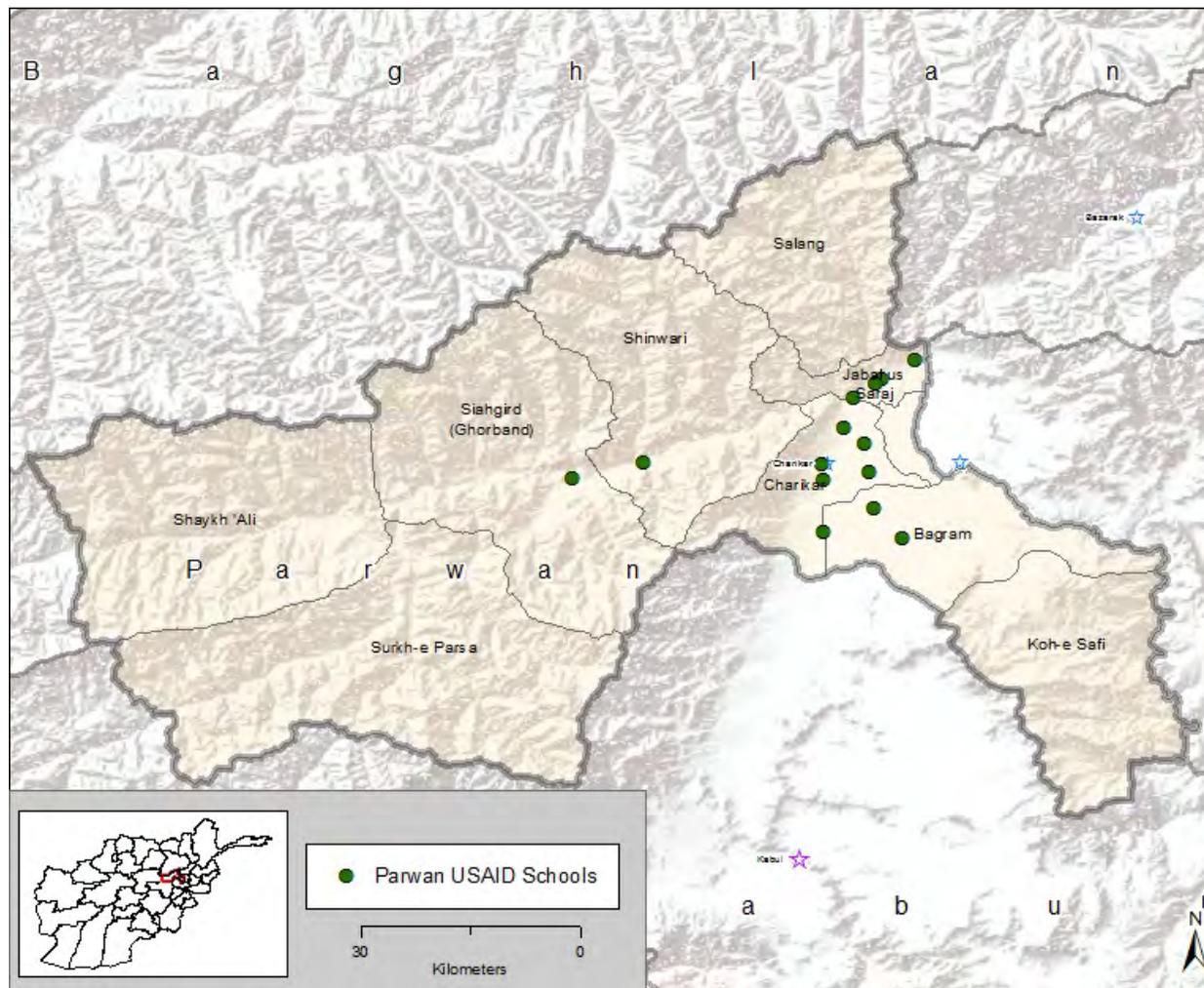
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<sup>11</sup> This report is the seventh in a series that will discuss our findings from site visits at USAID-funded schools across Afghanistan (see, SIGAR, *Schools in Herat Province: Observations from Site Visits at 25 Schools*, SIGAR 17-12-SP, November 4, 2016; SIGAR, *Schools in Balkh Province: Observations From Site Visits at 26 Schools*, SIGAR-17-32-SP, March 28, 2017; SIGAR *Schools in Khost Province, Afghanistan: Observations from Site Visits at 23 Schools*, SIGAR-17-66-SP, September 12, 2017, and SIGAR, *Schools in Faryab Province, Afghanistan: Observations from Site Visits at 17 Schools*, SIGAR-18-17-SP SIGAR, *Schools in Kabul Province, Afghanistan: Observations from Site Visits at 24 Schools*, SIGAR 18-31-SP, February 6, 2018, and SIGAR, *Schools in Kunduz Province, Afghanistan: Observations from Site Visits at 6 Schools*, SIGAR 18-40-SP).

<sup>12</sup> We define a normal school day in Afghanistan as Saturday-Thursday between 08:00AM and 3:30PM. In this instance, our inspectors visited the schools in Parwan province twice. The first inspection occurred during school holidays and so inspectors were unable to observe the classes in session, though we were able to record structural observations and conduct staff interviews. SIGAR inspectors returned in March and April of 2018, to observe normal classes.

<sup>13</sup> The survey had eight sections: general observations, school compound observations, student and teacher observations, building observations, staff interviews, community interviews, interview background, and inspector input. Prior to completing on-site visits, staff were trained on how to locate and access a school, perform internal and external observations, fill questionnaires properly, and take GPS-embedded and date/time-stamped photographs. One official from each school was asked to complete the survey/questionnaire and provide responses for the school to provide insights related to personnel enrollment and attendance, school functionality, and other relevant information. An inspection supervisor attended several site inspections to ensure that staff collected survey information in a standardized manner, accurately accounted for all questions on the questionnaire, and properly photographed facilities.

**Figure 1 - Location of Schools Visited in Parwan Province**



Source: SIGAR analysis and the US Army Geospatial Center.

### Site Visits at 14 Schools in Parwan During One Shift on a Normal School Day: Number of Students Observed

School staff reported that the 14 schools we visited typically operated one shift (5 schools), two shifts (7 schools), or three shifts (2 schools) of approximately 3.5-4.5 hours each per school day. We interviewed school staff and asked questions about total enrollment and estimated daily number of absent students. Survey responses were collected and analyzed for irregularities. Officials reported a median enrollment of 450 students with a median of roughly 400 students expected to attend a school on a typical shift, and an expected absentee rate of approximately 22 percent (or about 50 students).

We observed and tallied the students present at the schools during each site visit. A median of 325 students were observed across the 14 schools inspected in Parwan province, which represents approximately 83 percent of all students expected to be in attendance during the observed shift. We observed two schools with less than 70 percent attendance of students enrolled, while at another we observed over-attendance (102 percent). Table 1 provides a list of reported and observed numbers of students at each school.

As shown in Table 1, most of the schools we visited in Parwan province appear to be well attended, with 12 schools having 70 percent or more of enrolled students present during the shift we observed, and, of those 12 schools, four had attendance exceeding 90 percent of enrolled students.

**Table 1 - Reported and Observed Student Data at 14 Schools in Parwan Province during One Shift on a Normal School Day**

USAID School No.	District	School Type	School Level	Operational Status	MOE Reported For this shift (Students) <sup>1</sup>	Approximate Number SIGAR Observed in One Shift <sup>2</sup> (Students)	SIGAR Observed Student Percentage <sup>3</sup>	Reported Number of Daily Shifts
SR 118	Bagram	Boys only	P, L, H	Open	550	560	102%	2
SR 101	Charikar	Girls only	P, L, H	Open	400	400	100%	1
CHEF-017	Jabel Sarai	Boys and Girls (co-education)	C	Open	150	150	100%	2
HEP - 013	Charekar	Boys and Girls (co-education)	C	Open	200	200	100%	3
SR 116	Shinwari	Boys only	P, L, H	Open	400	350	88%	2
SR 200	Jabel Sarai	Girls only	P, L	Open	320	270	84%	1
SR 120	Bagram	Girls only	P, L	Open	600	500	83%	1
SR 114	Jabel Sarai	Girls only	P, L, H	Open	600	500	83%	2
SR 119	Bagram	Co-Ed.	P, L, H	Open	370	300	81%	3
SR 112	Jabel Sarai	Boys only	P, L	Open	800	600	75%	2
S325A	Jabel Sarai	Boys and Girls (co-education)	P, L	Open	200	150	75%	2
SR 102	Charikar	Boys only	P, L, H	Open	480	350	73%	2
SR 108	Sia Gird	Boys only	H	Open	450	300	67%	1
S326A	Charikar	Co-Ed.	P, L	Open	80	40	50%	1
<b>Median Average</b>					<b>400</b>	<b>325</b>	<b>83%</b>	<b>2</b>

Note: C – college or university; H – higher secondary school; L – lower secondary school; and P – primary school Source: SIGAR analysis

SIGAR Observed students may reflect double counting of students observed both inside and outside of schools.

<sup>1</sup> MOE Reported students are adjusted to account for daily reported absent students.

<sup>2</sup> SIGAR Observed students reflect the sum of students on school grounds; in cases where we were unable to conduct a precise count without interrupting school operations, we approximated the number of students observed at the facility.

<sup>3</sup> The Observed Student Percentage column reflects the observed students as a portion of total attendance. However, since SIGAR did not observe attendance across all shifts, we could not determine how the proportion of students observed in one shift compares to other shifts at each school. This figure represents the percentage of students observed on-site compared to the total adjusted number of students reported by school officials during the survey interview.

Photos 1 and 2 show students at a well-attended school, and Photos 3 and 4 show the classrooms at a poorly attended school where less than 50 percent of students were present during the one shift operated by the school.

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### Photos 1 and 2 – Students in Well-Attended Classes at Schools SR102 and SR108



Source: SIGAR: April 2, 2018 and March 31, 2018.

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### Photos 3 and 4 – Poorly Attended School S326A



Source: SIGAR: April 2, 2018.

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### Site Visits at 14 Schools in Parwan Province during One Shift on a Normal School Day: Number of Teachers Observed

School staff reported a median average of 17.5 teachers assigned to each school with 17 expected to be on-site during our visits. Our site visits found a median average of 13 teachers on school grounds, i.e., approximately 89 percent of the number of teachers assigned to the shift, although we visited two schools where less than 60 percent of assigned teachers were on-site during the observed shift.<sup>14</sup> At HEP-013, we observed just 8 teachers (40 percent) for 200 students, thus raising questions about poor management and ghost teachers. Table 2 provides a list of reported

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<sup>14</sup> Numbers are rounded.

and observed numbers of teachers at each inspected school.<sup>15</sup>

**Table 2 - Reported and Observed Teacher Data at 14 Schools in Parwan Province during One Shift on a Normal School Day**

USAID School No.	District	School Type	School Level	Observed Operational Status	MOE Reported for current Shift <sup>1</sup> (Teachers)	Approximate Number SIGAR Observed In One Shift (Teachers)	SIGAR Observed Teacher Percentage <sup>2</sup>	Reported Number of Daily Shifts
SR 108	Sia Gird	Boys only	H	Open	12	12	100%	1
SR 120	Bagram	Girls only	P, L	Open	8	8	100%	1
SR 118	Bagram	Boys only	P, L, H	Open	18	18	100%	2
SR 116	Shinwari	Boys only	P, L, H	Open	17	16	94%	2
SR 102	Charikar	Boys only	P, L, H	Open	15	14	93%	2
SR 200	Jabel Sarai	Girls only	P, L	Open	11	10	91%	1
SR 114	Jabel Sarai	Girls only	P, L, H	Open	20	18	90%	2
SR 101	Charikar	Girls only	P, L, H	Open	17	15	88%	1
S325A	Jabel Sarai	Boys and Girls (co-education)	P, L	Open	8	7	88%	2
SR 119	Bagram	Co-Ed.	P, L, H	Open	18	14	78%	3
SR 112	Jabel Sarai	Boys only	P, L	Open	18	14	78%	2
CHEF-017	Jabel Sarai	Boys and Girls (co-education)	C	Open	20	12	60%	2
S326A	Charikar	Co-Ed.	P, L	Open	11	6	55%	1
HEP - 013	Charekar	Boys and Girls (co-education)	C	Open	20	8	40%	3
<b>Median Average</b>					<b>17</b>	<b>13</b>	<b>89%</b>	<b>2</b>

Note: C = college or university; H = higher secondary school; L = lower secondary school; and P = primary school Source: SIGAR analysis

SIGAR Observed students may reflect double counting of students observed both inside and outside of schools.

<sup>1</sup> MOE Reported teachers are adjusted to account for daily reported absent teachers.

<sup>2</sup> The SIGAR Observed Teacher Percentage column reflects the approximate number of observed teachers in one shift as a portion of teachers reported for that shift.

## SEVERAL SCHOOLS IN PARWAN PROVINCE HAD MINOR STRUCTURAL AND OTHER DEFICIENCIES

In addition to documenting the number of teachers and students observed, we observed the physical condition of the 14 USAID-constructed or -rehabilitated schools we visited in Parwan province. We noticed several schools lacking basic needs, including schools that had minor structural and operational deficiencies, faulty wiring and broken light bulbs, and poor sanitary conditions that could potentially endanger students, teachers, and others.

### Eleven of the 14 Visited Schools Lacked Functioning Lights

During our site visits, we observed and documented whether the schools had electricity and interviewed school staff to inquire about school operations. We found that nine schools had access

<sup>15</sup> Numbers are rounded and only reflect the number of teachers observed on school grounds during site inspections. It does not provide additional context into the reasons for a teacher's absence or whether the absence was sanctioned by school officials.

to electricity in the classrooms or offices. Of these schools, however, only three schools had functioning lights due to faulty wiring, and broken bulbs. Photos 4 and 5 show one of the common issues, exposed wiring and missing bulbs, at two of the schools.

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#### **Photos 4 and 5 - Exposed Wires and Missing Bulbs at School S325A and SR 120**



Source: SIGAR December 17, 2017 and December 13, 2017.

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#### **Observations on Access to Water and Overall Sanitary Conditions**

Eight of the 14 schools we visited had access to water. Of the eight schools having access to water, one relied on a local river, five depended on wells, and two relied on the city network for access to water. Those that did not have access to water reported either an empty well or other reasons for lack of access. Photo 6 shows a non-functioning well at S326A and Photo 7 shows a functional source of water at SR 116.

Our site inspections found that several schools face sanitary issues relating to toilets. Of the schools inspected, all of the 14 schools had functioning toilets, but none of those schools had toilets that appeared to be cleaned or maintained.

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**Photo 6 - Empty Well at School S326A**



Source: SIGAR December 9, 2017.

**Photo 7 - Functioning City Water Supply Network at School SR 116**



Source: SIGAR December 5, 2017.

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### Potential Structural Deficiencies Impact Delivery of Education

During our site visits, we observed schools with minor structural deficiencies, including some deficiencies that potentially put the safety of students and teachers at risk. Specifically, we found five schools with roofs that leaked and two with broken windows. We also found that three schools had damaged walls, while seven schools had damaged doors. Photos 8 and 9 show water leakage and ceiling damage in two of the schools.

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### Photos 8 and 9 - Ceiling and Structural Damage at School S326A and SR 200



Source: SIGAR December 9, 2017 and December 16, 2017

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Photos 10 and 11 show examples of broken windows and broken doors at Schools SR 120 and SR 102.

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**Photos 10 and 11 - Broken windows and doors at Schools SR 120 and SR 102**



Source: SIGAR April 4, 2018 and December 9, 2017.

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We observed classes at 14 schools and found that classrooms at 11 of the 14 schools had enough tables and chairs for the students who were present: in classrooms at two schools we observed students sitting on the floor. Additionally, we observed classes conducted outdoors at two of the schools. Photos 12 and 13 show examples of classrooms SIGAR observed, where students were sitting on the floor or where class was conducted outside. In addition, several of the facilities had stockpiles of broken furniture on school grounds because of inadequate maintenance services. Photo 14 and 15 show stockpiles of broken classroom furniture we observed at two schools.

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**Photos 12 - Sitting on floor at School SR 200**



Source: SIGAR April 3, 2018.

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**Photo 13 - Class outdoors at School SR 119**



Source: SIGAR December 13, 2017.

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**Photos 14 – Discarded furniture pile at School SR 120**



Source: SIGAR December 13, 2017.

**Photo 15 – Furniture in hallways at School SR 119**



Source: SIGAR December 9, 2017.

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## CONCLUSION

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We visited 14 schools built or rehabilitated by USAID in Parwan province and found all 14 were open and in generally usable condition. We observed that roughly 83 percent of students were in attendance across all 14 schools. We also observed that roughly 89 percent of teachers were present at the time of our inspections.

In addition, we observed that some schools in Parwan province lacked clean water, had poor sanitary conditions, or showed signs of potential structural damage and safety hazards.

## RECOMMENDATIONS

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To help ensure the accuracy of MOE and USAID reporting on the number of students and teachers enrolled and attending classes at schools in Parwan province, we recommend that USAID share the results of this review with the Afghan government and advise the MOE to investigate the two schools (SR108, S326A) where we observed the lowest levels of attendance. To help ensure that students and teachers in Parwan province are able to attend schools that are safe and provide a minimum level of required utilities, we recommend that USAID share the results of this review with the Afghan government and advise the MOE to fix the structural and other deficiencies highlighted in this report that may be negatively impacting the delivery of education.

## AGENCY COMMENTS

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We provided a draft of this report to USAID for comment on August 10, 2018. USAID provided comments on August 18, 2018. In its comments, USAID stated that it will “inform the appropriate authorities within the MoE [Ministry of Education] of the schools that SIGAR identified as lacking clean water, having poor sanitation conditions, or showing signs of structural damage and safety hazards.” Additionally, USAID states that it will

“alert the MoE and the Parwan Provincial Education Director of the observed low attendance rates in the schools identified” in SIGAR’s review. USAID’s comments are reproduced in appendix I.



**USAID | AFGHANISTAN**  
FROM THE AMERICAN PEOPLE

**MEMORANDUM**

August 18, 2018

**TO:** John F. Sopko  
Special Inspector General for  
Afghanistan Reconstruction (SIGAR)

**FROM:** Herbert Smith, Mission Director 

**SUBJECT:** Mission Response to Draft SIGAR Review Letter titled:  
“Schools in Parwan Province, Afghanistan: Observations  
from Site Visits at 14 Schools” (SIGAR-18-XX-SP)

**REF:** SIGAR Transmittal email dated August 10, 2018

USAID thanks SIGAR for the opportunity to comment on this draft review.

USAID is pleased to learn that all 14 schools visited were “open and in use,” as reported by SIGAR in the subject review. We are also pleased that SIGAR found that approximately 83 percent of students and 89 percent of teachers were in attendance across all 14 schools during the time of SIGAR inspections.

USAID notes that these schools have transitioned and are now operated by the Afghan Ministry of Education (MoE) in Parwan province. USAID no longer has financial or managerial responsibility of these schools.

USAID will inform the appropriate authorities within the MoE of the schools that SIGAR identified as lacking clean water, having poor sanitation conditions, or showing signs of structural damage and safety hazards. Additionally, based on SIGAR’s findings, USAID will alert the MoE and the Parwan Provincial Education Director of the observed low attendance rates in the schools identified in the review letter.

USAID continues to work closely with the Afghan government to increase access to quality education by training teachers, expanding community-based education, developing transparent and accountable systems, supporting higher

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education institutions, and strengthening the ability of the MoE to administer a nationwide education system.

cc: Ravindral Suaris, Controller, USAID/Afghanistan  
Kristian Moore, U.S. Embassy/Kabul  
OAPA Audit  
Cristina Olive, Education Office Director, USAID/Afghanistan

This project was conducted  
under project code SP-192.

## SIGAR's Mission

The mission of the Special Inspector General for Afghanistan Reconstruction (SIGAR) is to enhance oversight of programs for the reconstruction of Afghanistan by conducting independent and objective audits, inspections, and investigations on the use of taxpayer dollars and related funds. SIGAR works to provide accurate and balanced information, evaluations, analysis, and recommendations to help the U.S. Congress, U.S. agencies, and other decision-makers to make informed oversight, policy, and funding decisions to:

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- improve contracting and contract management processes;
- prevent fraud, waste, and abuse; and
- advance U.S. interests in reconstructing Afghanistan.

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