

SIGAR

**Special Inspector General for
Afghanistan Reconstruction**

OFFICE OF SPECIAL PROJECTS

SCHOOLS IN KAPISA PROVINCE, AFGHANISTAN: OBSERVATIONS FROM SITE VISITS AT 5 SCHOOLS



OCTOBER 2017

SIGAR-18-02-SP



SIGAR

Office of the Special Inspector General
for Afghanistan Reconstruction

October 13, 2017

The Honorable Jim Mattis
Secretary of Defense

General John W. Nicholson, Jr.
Commander, U.S. Forces–Afghanistan and
Commander, Resolute Support

This report is the fifth in a series that details our findings from site visits at U.S.-built or -rehabilitated schools across Afghanistan.¹ The five schools discussed in this report were either built or rehabilitated in Kapisa province, using U.S. taxpayer funds provided by the Department of Defense's (DOD) Commander's Emergency Response Program (CERP) between 2007 and 2008 at a cost of \$836,641.97. The purpose of this review was to determine the extent to which those schools were open and operational, and to assess their condition.

First, we found that each of the five schools was open and operational. Second, we found that most of the schools were structurally sound, safe for educational use, and well attended. However, we also found that most schools lacked access to clean water and all lacked access to reliable electricity.

We provided a draft of this report to DOD for comment on September 25, 2017. SIGAR worked closely with DOD officials to verify data for the five schools reviewed in this report. DOD officials also provided technical comments to a draft of this report, which we incorporated as appropriate.

We conducted our work in Kapisa province, Afghanistan, and in Washington, D.C. from March 2016 through August 2017 in accordance with SIGAR's quality control standards. These standards require that we carry out work with integrity, objectivity, and independence, and provide information that is factually accurate and reliable. For more information on the policies and procedures and quality control standards for conducting special project work, please see SIGAR's website (www.SIGAR.mil). 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 Mr. Matthew Dove, Director of Special Projects, at (703) 545-6051 or matthew.d.dove.civ@mail.mil.

Sincerely,

John F. Sopko

Special Inspector General
for Afghanistan Reconstruction

¹ 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 Kunar Province: Observations from Site Visits at 7 Schools that Received U.S. Reconstruction Funds*, SIGAR 17-53-SP, July 14, 2017; SIGAR, *Schools in Khost Province, Afghanistan: Observations from Site Visits at 23 Schools*, SIGAR 17-66-SP, September 12, 2017.

The United States has made significant investments in Afghanistan's education sector since the fall of the Taliban. While the majority of U.S. programs to support primary and secondary education in Afghanistan have been financed and managed by the U.S. Agency for International Development (USAID), the Department of Defense (DOD) has supported primary and secondary education since fiscal year 2004 through the Commander's Emergency Response Program (CERP).² From fiscal year 2004 through fiscal year 2014, DOD, through CERP, spent approximately \$142 million on 2,284 education-related projects.³

This review is the fifth in a series to assess the condition and usage of schools constructed or rehabilitated by either USAID or DOD.⁴ This review focuses on five CERP-constructed or -rehabilitated schools in Kapisa province, Afghanistan, costing taxpayers \$836,641.97.

As part of our ongoing examination of the Afghan education sector, we initiated this review to determine whether schools in Kapisa province that received CERP funds were open and operational, and to assess their condition. This review is not an assessment of specific CERP projects, or an examination into whether the schools were built or rehabilitated in accordance with contractual requirements, but rather a review of the operational and structural status of schools in Afghanistan that were either built or rehabilitated using CERP funds. To accomplish our objectives, we identified schools that received CERP funding for site inspection using a SIGAR-consolidated dataset on CERP programs that identifies obligation and disbursement data for all CERP projects through the second quarter of fiscal year 2015. We decided to conduct site inspections in Kapisa province based primarily on the total number of schools that were constructed or rehabilitated in the province. We visited a total of five such schools. To ensure the schools we visited were CERP-funded schools, we worked with DOD CERP subject matter experts to cross-reference school location data and photographs of school signage taken by our site inspectors with internal DOD databases.

In order to gain access to schools, SIGAR formally requested authorization letters from the Afghan Ministry of Education (MOE) to allow access for our site inspectors. The MOE provided the authorization letters and then sent a letter to the provincial educational directorate in Kapisa requiring that school districts cooperate with SIGAR inspectors on the ground. To determine the estimated amount of CERP funds spent on the schools we visited in Kapisa, we obtained cost estimates from CERP obligation and disbursement data made available to SIGAR by DOD.⁵ The total

² As of June 30, 2017, the U.S. Agency for International Development (USAID) reported that it has disbursed approximately \$920 million for education programs in Afghanistan. USAID's active education programs have a total estimated cost of \$442 million (see, SIGAR, *Quarterly Report to the United States Congress*, July 30, 2017, p. 184).

³ DOD tracks its use of CERP funds by 20 different project categories, including education. DOD used CERP funds for a diverse range of education projects, including construction or rehabilitation of school buildings, the purchase of textbooks for students, and the provision of furniture and supplies to local educators. In 2016, SIGAR, using the CERP projects that DOD identified in the education project category, determined which projects supported primary and secondary education by analyzing the project descriptions DOD provided for each project. Based on our analysis, DOD's efforts included 3,286 individual CERP projects that supported a variety of education-related activities. These projects varied widely in size and scope. The approximately \$142 million DOD spent only covered 2,284 of the 3,286 CERP projects we identified. We could not identify funding amounts for the other 1,002 CERP projects (see, 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).

⁴ 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 Kunar Province: Observation from Site Visits at 7 Schools*, SIGAR 17-53-SP, July 14, 2017; SIGAR, *Schools in Khost Province, Afghanistan: Observations from Site Visits at 23 Schools*, SIGAR 17-66-SP, September 12, 2017.

⁵ SIGAR compiled a consolidated dataset on CERP programs that identifies obligation and disbursement data for all CERP projects through the second quarter of fiscal year 2015. To compile the most complete set of CERP data possible, SIGAR consolidated data from DOD's Office of the Under Secretary of Defense for Policy's annual fourth quarter reports to

disbursed amount of CERP funds spent on the five schools we visited in Kapisa province was \$836,641.97.

We worked jointly with an Afghan civil society organization to perform limited inspections of schools in Kapisa from March 28 through March 31, 2016. Our site visits lasted for approximately 1–2 hours and were conducted during normal school days and operating hours. 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.⁶ We also used Global Positioning System (GPS)-enabled cameras to obtain geospatial coordinate- and date/time-stamped photographs for each school. Through this process, we confirmed location information, assessed general operations and usability, and identified potential problems at each facility.

While we cannot project conclusions from a single site visit to a school, our observations provide valuable insight into the condition and operation of these schools on a normal school day.⁷

BACKGROUND

As authorized by Congress, CERP enables U.S. military commanders in Afghanistan to respond to a variety of urgent humanitarian relief and reconstruction requirements within their areas of responsibility by carrying out small-scale projects intended to immediately assist the Afghan population.⁸ Per DOD guidance, education is one of twenty approved CERP project categories. Education projects implemented through CERP funding included the construction or rehabilitation of local schools, minor repairs to existing facilities, and the purchase and distribution of textbooks, desks, school tents, and miscellaneous school supplies. In 2016, DOD reported to SIGAR that its efforts to help build Afghanistan's education system were in support of its counterinsurgency mission that concluded with the end of Operation Enduring Freedom-Afghanistan in December 2014.⁹

Section 1230 of the National Defense Authorization Act for Fiscal Year 2008, Pub. L. No. 110-181, required DOD, in coordination with several other U.S. government agencies, to report to Congress on the U.S. government's progress toward stability and security in Afghanistan. This included an

Congress dating back to fiscal year 2004. SIGAR merged this data with updated obligation and disbursement data from the Defense Finance and Accounting Service into a single, aggregated dataset that joins project information with the most accurate and final expenditure data available for all CERP projects.

⁶ The survey had four sections: observations of the outside of the school facility, observations of the inside the school rooms, staff interviews, and community interviews. Prior to completing on-site visitation, 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 his or her 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.

⁷ We define a normal school day as Saturday-Thursday between 08:00AM and 3:30PM.

⁸ Approved CERP project categories include transportation; agriculture; healthcare; water and sanitation; economic, financial, and management improvements; education, and others. In Afghanistan, CERP funds have been used to implement projects in all of Afghanistan's 34 provinces.

⁹ See SIGAR 16-32-AR. To support this statement in the audit report, DOD provided a copy of its *Joint Publication Field Manual 3-24: Counterinsurgency Field Manual*. This guidance notes that addressing essential services, including schools, can be a means of promoting socio-economic growth with the goal of winning over target populations through improvements to their quality of life. Additionally, the manual lists building schools as a key activity to provide overt and direct benefit to a community and to begin the process of establishing the legitimacy of the host national government.

assessment of key indicators of economic activity, such as roads, education, healthcare, agriculture, electricity, and unemployment and poverty levels “that should be considered the most important for determining the prospects of stability in Afghanistan.”¹⁰ Published pursuant to section 1230, DOD’s semi-annual *Report on Progress Toward Security and Stability in Afghanistan* included progress updates on combined U.S. government efforts in education. In our 2016 review of the education sector in Afghanistan, we found that most discussions in these reports had little to do with DOD education-related efforts and were limited to USAID efforts to include outputs such as the number of teachers trained, schools constructed, and textbooks printed, or activities such as capacity building within the Afghan MOE. According to DOD, because USAID was the lead U.S. agency for development, and because DOD did not have a specified education program, the section 1230 reports primarily highlighted USAID’s contribution to the education sector.

DOD officials told us in October 2015 that the department was not planning at that time to invest in Afghanistan’s education sector, as DOD’s mission had transitioned to training, advising, and assisting Afghan security forces and counterterrorism operations. DOD officials also stated that local commanders may occasionally implement small-scale education projects, through CERP, near enduring U.S. bases in Afghanistan.¹¹

THE AFGHAN EDUCATION SYSTEM

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:¹²

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 1395 (December 22, 2015 – December 21, 2016), Afghanistan reportedly had 15,709 general-education (government run, grades 1-12) schools, including 904 inactive/closed schools, with 8.4 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 December 2016, Minister of Education Assadullah Hanif Balkhi said that after adjusting school records to deduct registered but permanently absent students, six million students were actually attending classes in Afghanistan.

To help the MOE gather school data to guide its decision making – and indirectly 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.

¹⁰ National Defense Authorization Act for Fiscal Year 2008, Pub. L. No. 110-181, § 1230, as amended.

¹¹ SIGAR, *Primary and Secondary Education in Afghanistan*, SIGAR 16-32-AR, April 26, 2016.

¹² 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.

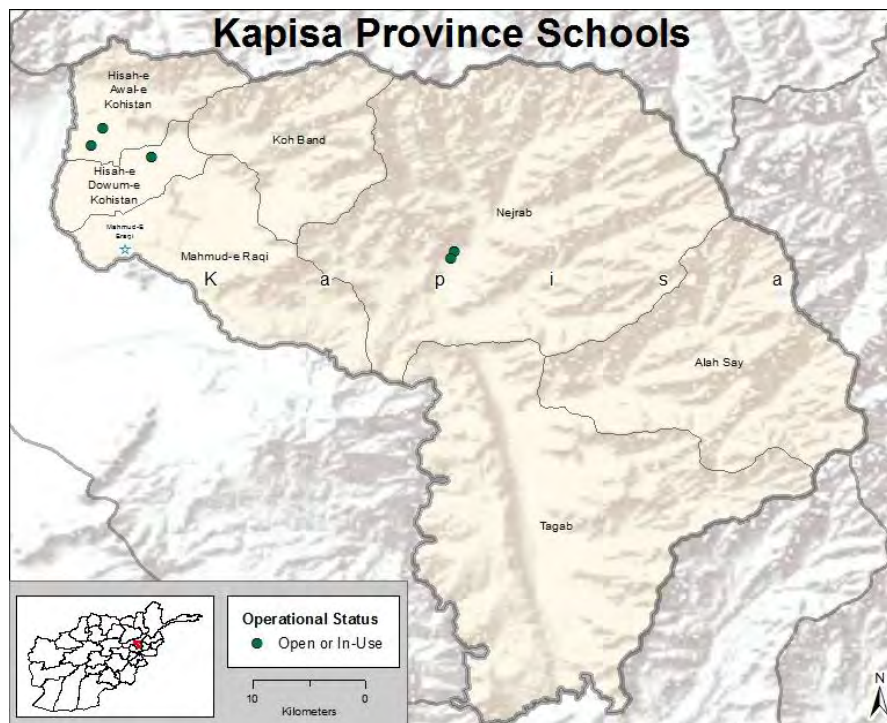
However, the Afghan government, as well as USAID, have stated that the EMIS data is imprecise and inaccurate, and USAID funded two assessments of EMIS data quality to identify and address gaps in the system.

USAID’s first assessment identified key weaknesses within EMIS, including lack of oversight, inconsistent monitoring of 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.

CONDITIONS REPORTED AND OBSERVED AT FIVE SCHOOLS IN KAPISA PROVINCE

We interviewed school staff and community members, inspected school grounds and buildings, and obtained photographic evidence at each of the five schools that received CERP funds located in three districts of Kapisa province. Four of the five schools we visited were located in two districts—Nejrab (two schools) and Hisa e Awal Kohistan (two schools). The other school was located in Hisah-e Dowum-e Kohistan district. All five schools we visited were open and being used at the time of our visit, and community members we interviewed near each of the five schools stated that the schools were useful to the local community. Figure 1 shows the general location of the schools we visited in Kapisa.

Figure 1 - Location and Operational Status of Schools Surveyed in Kapisa Province



Source: Army Geospatial Center data.

Number of Students Observed During Site Visits at Five Schools in Kapisa

The five CERP-funded schools in Kapisa were generally well attended by students. School staff reported that the schools typically operated two shifts per school day. Of the five schools we visited, four operated two shifts per day, while one had one shift.

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 between what school officials reported and observations made during site visits. School officials reported median enrollment of 800 students.

During each site visit we also observed and tallied the number of students present at each of the five schools. On the day we were there, we observed a median of 770 students at the five schools, which represents approximately 83 percent of all students reportedly enrolled by school staff. Four of the five schools conducted more than one shift, and therefore the total number of students enrolled in a school would not be expected to be present during a single visit at a specific shift time. Table 1 provides a list of reported and observed numbers of students at each inspected school.

Table 1 - Reported and Observed Student Data at 5 Schools in Kapisa Province during One Shift on a Normal School Day

CERP School No.	District	School Type	School Level	Observed Operational Status	Reported (Students) ¹	Approximate Number Observed ² (Students)	Observed Student Percentage ³	Reported Number of Daily Shifts
SKP-5	Nejrab	Boys	H	In Use	800	770	96.25%	1
SKP-3	Hisa e Awal Kohistan	Boys	L	In Use	560	520	92.86%	2
SKP-4	Nejrab	Boys	L	In Use	980	809	82.55%	2
SKP-1	Hisa e Awal Kohistan	Co-education	L	In Use	800	400	50.00%	2
SKP-2	Hisah-e Dowum-e Kohistan	Girls	H	In Use	2,200	770	35.00%	2
Median					800	770	82.55 %	2

Key: H – higher secondary school and L – lower secondary school

Source: SIGAR analysis.

Notes:

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

¹ This number reflects the number of students reportedly enrolled in the school and does not reflect absentees.

² Observed students reflect the number of students counted on school grounds at the time of site inspection; 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.

³ Represents the percentage of students observed on site relative to the total number of students reported to be enrolled by school officials during the survey interview.

During our visits, we observed more than 90 percent of reported student enrollment at two of the five schools. At two other schools we observed 50 percent or more of reported student enrollment. We found this to be impressive given that we only observed one of two shifts, and given the challenges with access to education and educational facilities that some students face in provinces like Kandahar.¹³ Photo 1 shows an example of a well-attended boys' school in Hisa e Awal Kohistan district. The attendance rate at the school during our site visit was 93 percent.

Photo 1 – Well-Attended Boys’ School in SKP-3 in Hisa e Awal Kohistan



Source: SIGAR, March 29, 2016.

Number of Teachers Observed During Site Visits at Five Schools in Kapisa

School officials reported that there was a median of 22 teachers assigned to each school, working approximately two shifts of roughly 4 hours each per school day. During our site visits, we observed 100 percent of the number of teachers reportedly assigned to the schools on school grounds. Table 2 provides a list of reported and observed numbers of teachers at each inspected school.

Table 2 - Reported and Observed Teacher Data at 5 Schools in Kapisa Province during One Shift on a Normal School Day

CERP School No.	District	School Type	School Level	Observed Operational Status	Reported ¹ (Teachers)	Number Observed (Teachers)	Observed Teacher Percentage ²	Reported Number of Daily Shifts
SKP-1	Hisa e Awal Kohistan	Co-education	H	In Use	20	20	100%	2
SKP-2	Hisah-e Dowum-e Kohistan	Girls	H	In Use	22	22	100%	2
SKP-3	Hisa e Awal Kohistan	Boys	H	In Use	23	23	100%	2
SKP-4	Nejrab	Boys	L	In Use	21	21	100%	2
SKP-5	Nejrab	Boys	H	In Use	30	30	100%	1
Median					22	22	100%	2

Key: H – higher secondary school and L – lower secondary school

Source: SIGAR analysis

Notes: ¹ Represents the number of teachers reported employed at a school by a staff member during the survey interview and does not account for absentees. Represents the percentage of teachers observed on-site from the total number of teachers reported working at the school by school officials during the survey interview.

² Represents the percentage of teachers observed on-site from the total number of teachers reported working at the school by school officials during the survey interview.

¹³ For example, a February 27, 2017 report from the Institute of War and Peace Reporting highlighted insecurity, a deficit of school buildings, a lack of teachers, and the absence of cooperation and support from the local community as reasons many schools in Kandahar province closed, leaving tens of thousands of children without access to education. The Institute for War and Peace Reporting, “School Closures Hit Afghan Province.” February 27, 2017.

THE FIVE SCHOOLS DO NOT HAVE ACCESS TO A RELIABLE SOURCE OF ELECTRICITY AND SOME DO NOT HAVE FUNCTIONAL PLUMBING, BUT MOST APPEARED STRUCTURALLY SOUND

In addition to documenting the number of teachers and students reported and observed, we examined the basic physical condition of the five schools that received CERP funding in Kapisa province. We found that all five schools lacked access to electricity, despite having electrical infrastructure within the building. We also found that three of the five schools lacked access to a water source.¹⁴ However, we found that the overall structural quality of the schools was sound and appeared safe for educational use.

No Schools Inspected Had Access to Electrical Power

During our site visits, we observed whether the schools had electricity, documented the types of power sources available, and interviewed school staff to inquire about school operations. We found that all five schools lacked electricity to power their classrooms or offices, although they had been wired for electricity. Four schools had a power source at or near the school that was visible to inspectors, but the schools were either not connected to the power grid or the power source was non-functioning. Photo 2 shows a single solar panel frame propped against a school building in a girls' school in Hisah-e Dowum-e Kohistan. Photo 3 shows electrical power lines outside a boys' school in Hisa e Awal Kohistan.

Photo 2 – Solar Panel Propped Against Wall in SKP-2 at Hisah-e Dowum-e Kohistan



Source: SIGAR, March 28, 2016.

Photo 3 – Power Lines Outside School SKP-3 in Hisa e Awal Kohistan



Source: SIGAR, March 29, 2016.

¹⁴ DOD was not able to find the statement of work for the five CERP schools inspected. Without the statement of work for each of the CERP projects, it is not known if providing or repairing electrical or water sources was included in the scope of work.

Most Schools in Kapisa Do Not Have Access to Clean Drinking Water and Some Face Sanitation and Health Issues

Two of the five schools we visited had a water source at the school. None of the schools had designated handwashing stations. Three schools lacked water access altogether.¹⁵ School officials at one of these three schools reported that despite having a water well, a broken well prevented the school from accessing clean water at the school itself. Officials at two schools without water access reported that they provided water to students and teachers by either carrying water to the school or buying it from outside sources. For example, one school in Hisa e Awal Kohistan, school officials reported that they traveled to a local stream to fill water coolers in order to provide students and teachers with water to drink. Photo 4 shows a broken well pump at the school in Hisa e Awal Kohistan. Photo 5 shows the water coolers at the same school used to supply water to the school.

Photo 4 - Broken Well Pump at SKP-3 in Hisa e Awal Kohistan



Source: SIGAR, March 29, 2016.

Photo 5 - Water Coolers at SKP-3 in Hisa e Awal Kohistan



Source: SIGAR, March 28, 2016.

All schools we visited had access to toilet pits, and four schools had a system for waste removal, primarily carrying waste to farm lands. We found one school where toilets were poorly maintained in Nerjab. School officials at this school reported that they do not have a process for removing waste from school grounds, which could result in sanitation problems for the students and teachers. We found another school that lacked insulated toilet pits in Hisa e Awal Kohistan. We previously reported that uninsulated toilet pits can cause sewage to leak into surrounding areas and may cause health problems. Photo 6 shows an uninsulated toilet pit at a school in Hisa e Awal Kohistan.

Photo 6 - Uninsulated Toilet Pit in SKP-1 at Hisa e Awal Kohistan



Source: SIGAR, March 28, 2016.

¹⁵ The schools lacking a water source were SKP-1, SKP-3, and SKP-4.

Schools Appeared to Have Limited Structural Deficiencies

We did not observe structural damage at any of the five schools inspected that would lead us to believe that the schools were not safe for educational use. However, we observed missing or broken windows at four of the five schools we visited.¹⁶ Photo 7 shows broken windows at a school in Hisa e Awal Kohistan. Photo 8 shows broken windows at another school in Hisa e Awal Kohistan.

Photo 7 – Missing Windows at SKP-3 in Hisa e Awal Kohistan



Source: SIGAR, March 29, 2016.

Photo 8 – Broken Windows at SKP-1 in Hisa e Awal Kohistan



Source: SIGAR, March 28, 2016.

We also visited two schools that had visible water damage, which may be the result of leaky doors, windows, or roofs, and may cause health problems for students and teachers.¹⁷ At these schools we observed both water damage and mold growing on the walls and ceilings that may be caused by the damp conditions in the area.¹⁸ Photo 9 depicts a water damaged roof at a school in Nejrab.

According to World Weather Online, it rained approximately 95 days in Kapisa province between July 2016 and July 2017.¹⁹ Water damage from wet conditions may cause damage to school buildings and impact student and teacher health.

Mold may be the result of missing windows and doors or leaking roofs, which allow moisture to collect and stagnate. Mold and other airborne

Photo 9 – Water Damage to Underside of Roof at SKP-6 in Nejrab



Source: SIGAR, March 31, 2016.

¹⁶ These schools we visited with missing or broken windows include SKP-1, SKP-2, SKP-3, and SKP-4.

¹⁷ The schools we visited with holes in their roofs are SKP-4 and SKP-5 both located in Nejrab province.

¹⁸ The schools we visited where we observed mold are SKP-4 and SKP-5, both located in Nejrab province.

¹⁹ World Weather Online, <https://www.worldweatheronline.com/kastarkheyl-weather-averages/kapisa/af.aspx>, accessed September 13, 2017.

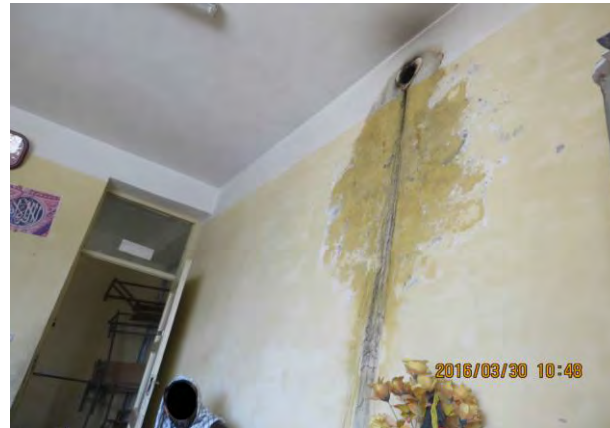
toxins caused by damp conditions can pose serious health hazards to students and teachers studying and working in the school. Photo 10 depicts mold we observed on a hallway ceiling a school in Nejrab. Photo 11 depicts water damage and mold to classroom walls that have been damaged by wet conditions.

Photo 10 – Mold on Hallway Ceiling at SKP-5 in Nejrab



Source: SIGAR, March 31, 2016.

Photo 11 – Classroom Walls Damaged by Water and Mold at SKP-4 in Nejrab



Source: SIGAR, March 30, 2016.

ACCESS TO CLASSROOMS AND FURNITURE IS LIMITED

We observed a class in session at all of the five schools we visited. We observed students in one school sitting on the floor during their class sessions, and found broken desks and chairs in four schools.²⁰ Photos 12 and 13 show a pile of broken desks and chairs in schools at Hisa e Awal Kohistan and Hisah-e Dowum-e Kohistan.

Photo 12 – Pile of Broken Desks and Chairs at SKP-1 in Hisa e Awal Kohistan



Source: SIGAR, March 28, 2016.

Photo 13 – Pile of Broken Desks and Chairs at SKP-2 in Hisah-e Dowum-e Kohistan



Source: SIGAR, March 28, 2016.

²⁰ Students may be sitting on the floor because desks and chairs at the school are broken or otherwise potentially unusable. However, schools officials did not comment as to why students were sitting on the floor.

At two of five schools, we observed students receiving instruction in locations outside of regular schools buildings, either on the school grounds or in temporary shelters such as make-shift tents. It is unclear as to why classes were being held outside of school buildings. However, it may be because there are insufficient classrooms for the number of students in attendance at the school. Schools officials we interviewed did not comment as to why classes were being held outside of school buildings or report that the schools were overcrowded. Photos 14 and 15 shows students attending school outside of a normal classroom at sites in Hisah-e Dowum-e Kohistan and Nejrab.

Photo 14 – Students Attending Class Outside at SKP-2 in Hisah-e Dowum-e Kohistan



Source: SIGAR, March 28, 2016.

Photo 15 – Tent Frames Used as Classroom Space at SKP-4 in Nejrab



Source: SIGAR, March 30, 2016.

CONCLUSION

In March 2016, we visited five schools, located in three districts in Kapisa province that were constructed or rehabilitated by DOD using CERP funds. We were at each site for approximately 1–2 hours. During our observations from these visits, we found the DOD-funded schools in Kapisa appeared to be structurally sound, but many lacked access to reliable electricity or water. We encourage DOD to share the results of this review with the Afghan government, particularly as a means to notify the Afghan MOE about deficiencies highlighted in this report that may impact the delivery of education services and the safety of teachers and students.

APPENDIX II - ACKNOWLEDGEMENTS

Sara Margraf, Senior Analyst
Omar Sharif, Analyst

This project was conducted
under project code SP-145.

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:

- improve effectiveness of the overall reconstruction strategy and its component programs;
- improve management and accountability over funds administered by U.S. and Afghan agencies and their contractors;
- improve contracting and contract management processes;
- prevent fraud, waste, and abuse; and
- advance U.S. interests in reconstructing Afghanistan.

Obtaining Copies of SIGAR Reports and Testimonies

To obtain copies of SIGAR documents at no cost, go to SIGAR's Web site (www.sigar.mil). SIGAR posts all publically released reports, testimonies, and correspondence on its Web site.

To Report Fraud, Waste, and Abuse in Afghanistan Reconstruction Programs

To help prevent fraud, waste, and abuse by reporting allegations of fraud, waste, abuse, mismanagement, and reprisal, contact SIGAR's hotline:

- Web: www.sigar.mil/fraud
- Email: sigar.pentagon.inv.mbx.hotline@mail.mil
- Phone Afghanistan: +93 (0) 700-10-7300
- Phone DSN Afghanistan: 318-237-3912 ext. 7303
- Phone International: +1-866-329-8893
- Phone DSN International: 312-664-0378
- U.S. fax: +1-703-601-4065

Public Affairs

Public Affairs Officer

- Phone: 703-545-5974
- Email: sigar.pentagon.ccr.mbx.public-affairs@mail.mil
- Mail: SIGAR Public Affairs
2530 Crystal Drive
Arlington, VA 22202