

SIGAR

**Special Inspector General for
Afghanistan Reconstruction**

OFFICE OF SPECIAL PROJECTS

SCHOOLS IN BAMYAN PROVINCE, AFGHANISTAN: OBSERVATIONS FROM SITE VISITS AT 16 SCHOOLS



April 2019

SIGAR 19-33-SP



SIGAR

Office of the Special Inspector General
for Afghanistan Reconstruction

April 10, 2019

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

Ms. Karen L. Freeman
Assistant to the Administrator, Office of Afghanistan and Pakistan Affairs, USAID

Mr. Peter Natiello
USAID Mission Director for Afghanistan

Dear Administrator Green, Ms. Freeman, and Mr. Natiello:

This report is the tenth and final in a series that discusses our findings from site visits at schools across Afghanistan that were either built or rehabilitated by USAID. The 16 schools discussed in this report are in Bamyan province, Afghanistan. The purpose of this review was to determine the extent to which those schools were open and operational, and to assess their current condition. We found that all 16 schools were open and that 14 schools were in generally usable condition. Two of the schools that remained open, however had structural issues that could pose risks to the school's students and staff. We also found that there may be problems with student attendance at some of the schools. In addition, we found that all schools have structural deficiencies (e.g. damaged walls or broken windows) that could potentially impact safety and the delivery of education.

We provided a draft of this review to USAID for comment on March 29, 2019. USAID provided comments on April 7, 2019. In its comments, USAID stated that in addition to sharing this report with the Ministry of Education (MOE) and the Provincial Education Director in Bamyan, USAID "will also request that MOE provide USAID with an update on the actions taken to address the deficiencies within 90 days of the receipt of the report." USAID's comments are reproduced in appendix I.

We conducted our work in Bamyan province, and Kabul, Afghanistan, and in Washington, D.C. from May 2018 to March 2019 under the authority of Public Law No. 110-181, as amended, and the Inspector General Act of 1978, as amended; and in accordance with the Council of Inspectors General on Integrity and Efficiency (CIGIE) *Quality Standards for Inspection and Evaluation*. Should you or your staff have any questions about this project, please contact Mr. Benjamin Piccolo, Director of Special Projects, at (703) 545-2192 or benjamin.j.piccolo.civ@mail.mil.

Sincerely,

John F. Sopko
Special Inspector General
for Afghanistan Reconstruction

BACKGROUND

The United States has made significant investments in Afghanistan's education sector since 2002. Specifically as of January 12, 2019, the U.S. Agency for International Development (USAID) reported that it has disbursed more than \$1 billion for education programs in Afghanistan.¹ USAID's programs have concentrated on teacher training, child literacy, community-based education, textbook printing and distribution, and school construction or rehabilitation. USAID-constructed or rehabilitated schools include primary, lower secondary, and higher secondary schools; teacher training colleges; universities; kindergartens; and trade schools.²

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."³ For example, in USAID's 2019 fact sheet on education in Afghanistan, USAID cited an increased student enrollment from 900,000 students in 2002 to over 9 million in 2019 (including over 3.5 million girls), 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.⁴ Similarly, in June 2015, the Independent Joint Anti-Corruption Monitoring and Evaluation Committee (MEC) reported that "ghost"⁵ teachers have been a long-standing problem, and in most provinces, including Bamyan, teacher attendance sheets are not filled out or are frequently forged.⁶

Concerned by these and similar allegations, SIGAR issued an inquiry letter to USAID on June 11, 2015.⁷ 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."⁸

¹ SIGAR, *Quarterly Report to the United States Congress*, January 30, 2018, p. 169.

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

³ 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.

⁴ UNAMA, "WJ Proceedings Summary," May 27, 2015.

⁵ 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.

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

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

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

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:

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), in March 2019, Afghanistan reportedly had 16,490 general-education (government run, grades 1-12) schools, including 718 inactive schools, with 9.61 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.⁹

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 Bamyan province using USAID funds were open and operational, and to assess their current condition.¹⁰ To accomplish these objectives, we worked with an

⁹ SIGAR, *Quarterly Report to the United States Congress*, January 30, 2018, p. 186.

¹⁰ This report is the tenth and final report 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; SIGAR, *Schools in Faryab Province, Afghanistan: Observations from Site Visits at 17 Schools*, SIGAR-18-17-SP, December 12, 2017; SIGAR, *Schools in Kabul Province, Afghanistan: Observations from Site Visits at 24 Schools*, SIGAR 18-31-SP, February 6, 2018; SIGAR, *Schools in Kunduz Province, Afghanistan: Observations from Site Visits at 6 Schools*, SIGAR 18-40-SP, April 4, 2018; SIGAR, *Schools in Parwan Province, Afghanistan: Observations from Site Visits at 14 Schools*, SIGAR 18-67-SP, August 21, 2018; SIGAR, *Schools in Baghlan Province, Afghanistan:*

Afghan civil society organization to locate and conduct site visits at 16 USAID-funded projects to rehabilitate or construct schools in Bamyan province. We conducted these site visits from September 2018 through October 2018.

Our site visits lasted for approximately one to three hours and were conducted during normal school days and operating hours.¹¹ 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.¹² 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 16 SCHOOLS IN BAMYAN PROVINCE

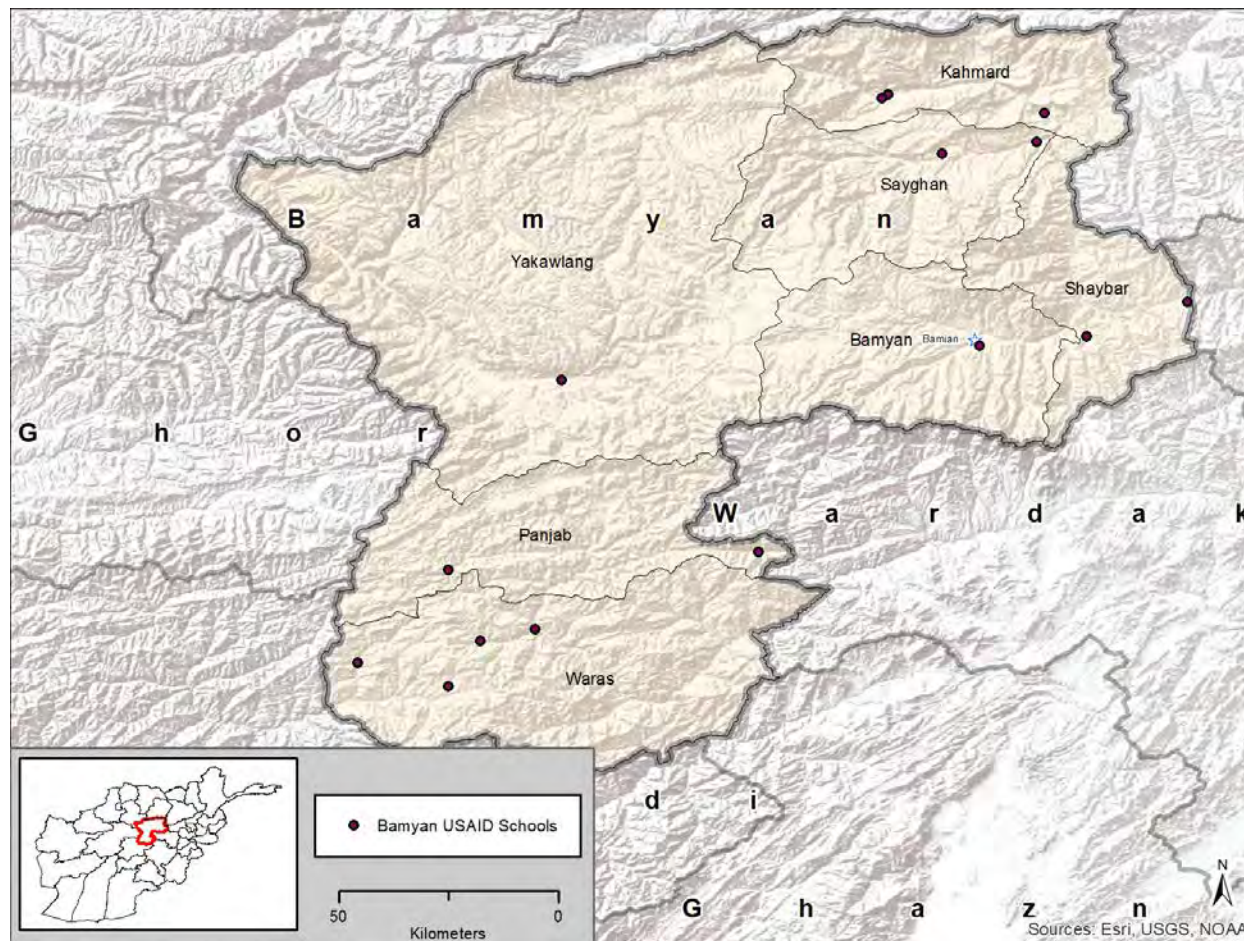
We conducted site visits at 16 schools in Bamyan province that USAID paid to construct or rehabilitate and that are now operated by the Afghan MOE. We also interviewed school staff and community members. All 16 schools were open and in-use, though we have concerns about the structural integrity of two of these schools. Figure 1 shows the general location of the schools we visited in Bamyan.

Observations From Site Visits at 14 Schools, SIGAR-19-10-SP, January 08, 2019; and SIGAR, Schools in Paktika Province, Afghanistan: Observations From Site Visits at 6 Schools, SIGAR-19-21-SP, February 27, 2019.

¹¹ We define a normal school day in Afghanistan as Saturday-Thursday between 08:00AM and 3:30PM.

¹² 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 out 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 student and teacher 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 Bamyan Province



Source: SIGAR analysis

Site Visits at 16 Schools in Bamyan During One Shift on a Normal School Day: Number of Students Observed

School staff reported that the 16 schools we visited operated one shift (6 schools), or two shifts (10 schools) of approximately 3-5 hours each per school day. We interviewed school staff and asked questions about total enrollment and the estimated daily number of absent students. Survey responses were collected and analyzed for irregularities. Officials reported a total enrollment for the observed shift of 6,294 students across all 16 schools. Of this number, school officials expected 4,324 students (approximately 69 percent) to attend during the observed shift.

We observed 3,524 students present across all schools, which represents approximately 81 percent of all students expected to be in attendance during the observed shift. We observed seven schools with less than 70 percent attendance of reported students, while at others we observed over-attendance (up to 158 percent). Table 1 provides a list of reported and observed numbers of students at each school.

Table 1 - Reported and Observed Student Data at 16 Schools in Bamyan Province During One Shift on a Normal Day¹³

USAID School No.	District	School Type	School Level	Observed Operational Status	Reported for this shift (Students) ¹	Approximate Number Observed in One Shift ² (Students)	Observed Student Percentage ³	Reported Number of Daily Shifts
IOMBYN046	Waras	Girls only	P, L, H	Open	300	300	100%	2
IOMBYN044	Waras	Boys and Girls (co-education)	P, L, H	Open	277	40	14%	2
IOMBYN043	Waras	Boys and Girls (co-education)	P, L, H	Open	300	400	133%	2
IOMBYN045	Waras	Boys only	P, L, H	Open	150	150	100%	2
S047	Panjab	Boys and Girls (co-education)	P, L, H	Open	114	180	158%	2
S046B	Panjab	Boys and Girls (co-education)	P, L, H	Open	277	132	48%	2
S056A	Yakawlang	Girls only	P, L, H, C	Open	785	750	96%	2
HEP - 006	Bamyan	Boys and Girls (co-education)	C	Open	190	60	32%	1
S051A	Syghan	Boys and Girls (co-education)	P, L	Open	307	200	65%	1
S053A	Kahmard	Boys only	P, L, H	Open	500	450	90%	2
IOMBYN002	Kahmard	Girls only	P, L, H, C	Open	484	400	83%	1
IOMBYN047	Kahmard	Boys only	P, L	Open	252	215	85%	1
S048A	Shibar	Boys and Girls (co-education)	P, L	Open	98	95	97%	1
S052A	Syghan	Boys and Girls (co-education)	P, L	Open	160	84	53%	1
S054A	Kohmard	Boys and Girls (co-education)	P, L, H	Open	50	30	60%	2
S049	Shibar	Boys and Girls (co-education)	P, L, H	Open	80	38	48%	2
Total					4,324	3,524	81%	

Source: SIGAR analysis.

Key: "C" = college or university, "H" = higher secondary school, "L" = lower secondary school, and "P" = primary school

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

¹ Reported students are adjusted to account for daily reported absent students.

² 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.

³ 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 the classrooms of two schools where 60 percent or less of students were present during the observed shift operated by the school.

¹³ Based on regional and linguistic differences, the spelling for the region Kahmard can also be spelled as Kohmard. The spelling used by the inspectors in their report for each respective school is the spelling that is displayed in the charts throughout this review.

Photo 1 - Classroom at Poorly Attended School IOMBYN044



Source: SIGAR: September 17, 2018

Photo 2 - Classroom at Poorly Attended School S054A



Source: SIGAR: October 02, 2018

Photos 3 and 4 show the classrooms of two schools where attendance exceeded 130 percent, in some cases requiring classes to be taught outside.

Photo 3 - Full Classroom at Well Attended School IOMBYN043



Source: SIGAR: September 6, 2018

Photo 4 - Class taught outside at School S047 Because Attendance Exceeded Classroom Capacity



Source: SIGAR: September 13, 2018

Site Visits at 16 Schools in Bamyan Province during One Shift on a Normal Day: Number of Teachers Observed

School staff reported a total of 221 teachers assigned across all schools with 201 expected to be on-site during our visits. We observed 190 teachers present across all schools, which represents approximately 95 percent of all teachers expected to be in attendance during the observed shift. For 15 schools, we observed that at least 70 percent of the teachers assigned to the school were present, with nine schools having 100 percent teacher attendance and three schools having more teachers present than were assigned. Only one school had less than 70 percent of reported teachers present. Table 2 provides a list of reported and observed numbers of teachers at each inspected school.¹⁴

Table 2 - Reported and Observed Teacher Data at 16 Schools in Bamyan Province During One Shift on a Normal Day

USAID School No	District	School Type	School Level	Observed Operational Status	Reported for Current Shift ¹ (Teachers)	Approximate Number		Reported Number of Daily Shifts
						Observed in One Shift (Teachers)	Observed Teacher Percentage ²	
IOMBYN046	Waras	Girls only	P, L, H	Open	11	12	109%	2
IOMBYN044	Waras	Boys and Girls (co-education)	P, L, H	Open	10	10	100%	2
IOMBYN043	Waras	Boys and Girls (co-education)	P, L, H	Open	14	11	79%	2
IOMBYN045	Waras	Boys only	P, L, H	Open	8	11	138%	2
S047	Panjab	Boys and Girls (co-education)	P, L, H	Open	13	10	77%	2
S046B	Panjab	Boys and Girls (co-education)	P, L, H	Open	6	6	100%	2
S056A	Yakawlang	Girls only	P, L, H, C	Open	22	21	95%	2
HEP - 006	Bamyan	Boys and Girls (co-education)	C	Open	33	20	61%	1
S051A	Syghan	Boys and Girls (co-education)	P, L	Open	10	10	100%	1
S053A	Kahmard	Boys only	P, L, H	Open	22	22	100%	2
IOMBYN002	Kahmard	Girls only	P, L, H, C	Open	17	17	100%	1
IOMBYN047	Kahmard	Boys only	P, L	Open	12	17	142%	1
S048A	Shibar	Boys and Girls (co-education)	P, L	Open	5	5	100%	1
S052A	Syghan	Boys and Girls (co-education)	P, L	Open	8	8	100%	1
S054A	Kohmard	Boys and Girls (co-education)	P, L, H	Open	4	4	100%	2
S049	Shibar	Boys and Girls (co-education)	P, L, H	Open	6	6	100%	2
Total					201	190	95%	

Note: C – college or university; H – higher secondary school; L – lower secondary school; and P – primary school Source: SIGAR analysis. Observed students may reflect double counting of students observed both inside and outside of schools.

¹ MOE reported teachers are adjusted to account for daily reported absent teachers.

² The SIGAR Observed Teacher Percentage column reflects the approximated number of observed teachers in one shift as a portion of teachers reported for that shift.

¹⁴ 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.

SEVERAL SCHOOLS HAD STRUCTURAL AND OPERATIONAL DEFICIENCIES

During our site visits we noted several schools had structural and operational deficiencies, including roof damage, broken windows and doors, faulty wiring, missing or broken light bulbs, no electricity or water, and overall poor sanitary conditions in school bathroom facilities. Some of these deficiencies could potentially affect safety and may contribute to lower attendance among students and teachers. Additionally, at two schools (IOMBYN044 and S047), we observed conditions that could pose a safety risk to students and teachers who use the facilities.

Most Schools Lacked Electricity and Functioning Lights

We found that 12 of the 16 schools we visited did not have electricity. Moreover, none of the classrooms had functioning lights due to missing wiring, missing or broken bulbs, or because the classrooms themselves were not connected to the school's power source. Photos 5 and 6 show some of the common electrical issues, exposed nonfunctional wiring and missing bulbs, at two of the schools.

Photo 5 - Exposed Wires at School S046B



Source: SIGAR: September 16, 2018

Photo 6 - Broken Lights at School S053A



Source: SIGAR: October 1, 2018

Observations on Access to Water and Overall Sanitary Conditions at the Schools we Visited

Ten of the 16 schools we visited had access to water. The six schools that did not have clean water reported either a broken water pump (2 schools), or an empty well (4 schools) as reasons for lack of clean water. Photo 7 shows a functioning water pump at school S047A. Photo 8 shows an operational well and water storage tank at school S056A

We also noted that several schools face sanitation issues relating to toilets. While all of the 16 schools had functioning toilets, only one had toilets that appeared to be cleaned or maintained.

Photo 7 - Functioning Well and Pump at School S047



Source: SIGAR: September 13, 2018

Photo 8 - Operational Well and Water Storage Tank at School S056A



Source: SIGAR: September 25, 2018

Structural Deficiencies At Several Schools Could Present Safety Hazards

During our site visits, we observed structural deficiencies at all 16 schools, including some deficiencies that potentially put the safety of students and teachers at risk. Specifically, we found two schools with deteriorated foundations, three schools with roofs that appeared structurally unsound, and nine schools with roofs that leaked. We also found that all 16 schools had damaged walls, eight schools had damaged doors, and five schools had broken windows. Photos 9 and 10 show structural damage at two of the schools.

Photo 9 - Foundation Damage at School IOMBYN002



Source: SIGAR: October 01, 2018

Photo 10 - Damaged Wall at School IOMBYN045



Source: SIGAR: September 12, 2018

Photos 11 and 12 show examples of structural and interior damage at School IOMBYN044, where SIGAR observed conditions that pose a risk to the safety of students and staff.

Photo 11 - Structural Damage at School IOMBYN044



Source: SIGAR: September 17, 2018

Photo 12 - Interior Damage at School IOMBYN044



Source: SIGAR: September 17, 2018

Photos 13 and 14 show examples of broken windows and broken doors at Schools S056A and IOMBYN047.

Photo 13 - Broken Windows at School S056A



Source: SIGAR: September 25, 2018

Photo 14 - Broken Door at School IOMBYN047



Source: SIGAR: October 2, 2018

CONCLUSION

We visited 16 schools built or rehabilitated by USAID in Bamyan province and found that all 16 schools were open and that 14 schools were in generally usable condition, while two of the schools were open and operational, but were not in a condition suitable for use as an educational facility. We observed that

approximately 81 percent of students were in attendance across all 16 schools. We also observed that approximately 95 percent of teachers were present at the time of our inspections. . In addition, all 16 schools we visited had structural deficiencies, and many lacked clean water and/or electricity which could potentially impact the safety of teachers and students or the delivery of education.

RECOMMENDATION

To help ensure that students and teachers in Bamyan attend schools that are safe and have access to basic utilities, we recommend that USAID share the results of this review with MOE, so that the structural and other deficiencies we identified can be brought to the attention of those responsible for addressing them.

AGENCY COMMENTS

We provided a draft of this review to USAID for comment on March 29, 2019. USAID provided comments on April 7, 2019. In its comments, USAID stated that in addition to sharing this report with the Ministry of Education (MOE) and the Provincial Education Director in Bamyan, USAID “will also request that MOE provide USAID with an update on the actions taken to address the deficiencies within 90 days of the receipt of the report.” USAID’s comments are reproduced in appendix I.



USAID | AFGHANISTAN

MEMORANDUM

April 07, 2019

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

FROM: Peter Natello, Mission Director

SUBJECT: Mission Response to Draft SIGAR Special Project Report titled: "Schools in Bamyan Province, Afghanistan: Observations from Site Visits at 16 Schools" (SIGAR-19-XX-SP/SP-204)

REF: SIGAR Transmittal Email dated March 29, 2019

USAID would like to thank SIGAR for the opportunity to comment on the draft "Schools in Bamyan Province, Afghanistan: Observations from Site Visits at 16 Schools" report.

USAID noted that SIGAR observed and reported that all 16 schools are open with 14 in generally usable conditions, and that approximately 81 percent of students were in attendance in the 16 schools. In addition, 95 percent of the teachers were present at the time of the inspections.

In the draft report, SIGAR states that two of the 16 schools were not in a condition suitable for use and could pose a safety risk to students and teachers who use the facilities, and that one school had less than 70 percent of teachers present at the time of inspection. The report also states that all 16 of the operational schools had structural and operational deficiencies including roof damage, broken windows and doors, electrical deficiencies, a lack of water and/or working bathrooms, and a lack of power; all of which could potentially affect safety and could contribute to lower attendance among students and teachers. As a result of these observations, SIGAR made the following recommendation:

U.S. Agency for International Development
Great Massoud Road
Kabul, Afghanistan

Tel: 202-216-6788 / 0700-108-081
Email: kabul.usaid@omnitrack.usaid.gov
<http://afghanistan.usaid.gov>

“To help ensure that students and teachers in Bamyan attend schools that are safe and have access to basic utilities, we recommend that USAID share the results of this review with Ministry of Education, so that the structural and other deficiencies we identified can be brought to the attention of those responsible for addressing them.”

USAID agrees with this recommendation and USAID will share a copy of SIGAR’s final report with the Ministry of Education (MoE) and the Provincial Education Director in Bamyan. USAID will also request that the MoE provide USAID with an update on the actions taken to address the deficiencies within 90 days of the receipt of the report. Based on the above, USAID requests that this recommendation be closed by SIGAR upon receipt of this USAID memorandum.

cc: Elizabeth A. Chambers, Controller, USAID/Afghanistan
Kristian Moore, U.S. Embassy/Kabul
OAPA Audit
James Borger, Acting Education Office Director, USAID/Afghanistan
Paige Miller, Acting OPPD Office Director, USAID/Afghanistan

This project was conducted
under project code SP-204.

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.

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